

English

Senior 1

Student's Book

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FOREWORD

Dear student,

Rwanda Education Board is honored to present Senior One English Language Student Book which serves as a guide to competence-based teaching and learning to ensure consistency and coherence in the learning of the Senior One English Language content. The Rwandan educational philosophy is to ensure that you achieve full potential at every level of education which will prepare you to be well integrated in society and exploit employment opportunities.

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

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

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

- Develop knowledge and skills by working on given activities which lead to the content;
- Communicate and share relevant information with other learners through presentations, discussions, group work and other active learning techniques such as role play, case studies, investigation and research in the library, on internet or outside;
- Participate and take responsibility for your own learning;

- Carry out research/investigation by consulting printed/online documents and resourceful people, and present findings;
- Ensure the effective contribution of each group member in assigned tasks through clear explanation and arguments, critical thinking, responsibility and confidence in public speaking;
- Draw conclusions based on the findings from the learning activities.
- Etc

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

Dr. MBARUSHIMANA Nelson

Director General, REB

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Joan MURUNGI,

Head of Department CTLR

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Unit 1

MY SECONDARY SCHOOL

Key unit competence:

To use language learnt in the context of my secondary school.

Introductory activity: Picture interpretation



My secondary school

Answer these questions

1. What can you see in this school?
2. What do you think is missing in this school?
3. What should be put in this school to improve it?

1.1. Talking about subjects

1.1.1. Learning activities : Reading and analysis of text

Text: A dialogue

KAJUGA: Hello, Uwase.

UWASE: Hello, Kajuga.

KAJUGA: I'm happy to see you. I never thought I'd see you again after our days at Hope Primary School. Congratulations on passing with flying colours.

UWASE: I'm happy to see you too. It is so exciting to be here. I am a bit frightened though...

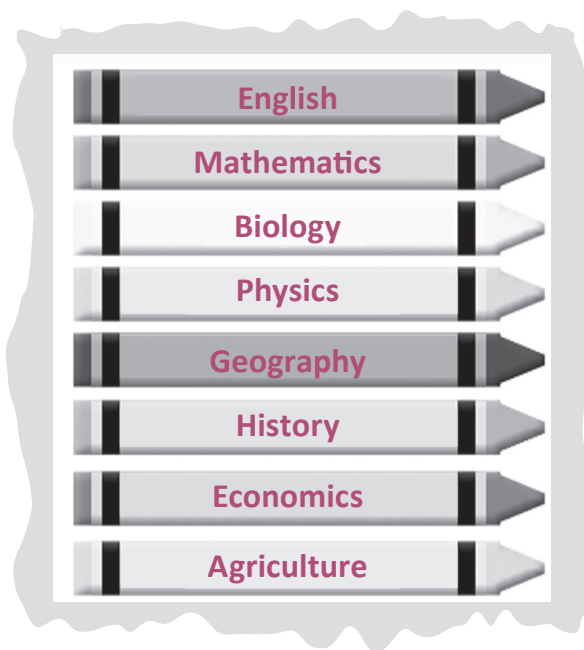
KAJUGA: I understand. Many new students feel that way sometimes. However, you feel better after a while. Tell me, do you still love Agriculture? It is offered here, you know.

UWASE: Yes, I do. I like it because we practise it every day at home. We prepare the land for the planting season. We also look after animals like cows and goats. I love that subject. I love Maths too. I am told this school offers Physics. I would like to study it.

KAJUGA: Yes, they do. We have four physics lessons every week. You might end up as an engineer.

Personally, my favourite subject is History. I read it every day. I would like to be a lawyer or historian. I love English too. I practise public speaking in the evenings. I know I will meet and address many art lovers.

UWASE: How many English lessons do you have in a week?



KAJUGA: We have five of them in a week.

UWASE: I must take them too. After all, other subjects are taught in English. I am glad we are talking. I feel more confident. Thank you.

KAJUGA: You are welcome.

Comprehension questions

1. Name all the subjects that you are studying this year.
2. What is the importance of each of the courses that are being offered in your school?
3. Which are your favourite subjects? Why are they your favourite subjects?

1.1.2. Application activities: Composition writing and discussion

1. Write a composition of about 100 words on the importance of learning the English subject.
2. Discuss different ways of improving English proficiency

1.2. Describing friends

1.2.1. Learning activities : Reading and analysis of text

Text: Friends

As Uwase and Kajuga were walking towards the library, Gasaro ran to them. She happily tapped Kajuga on the shoulder. Kajuga turned around and excitedly gave Gasaro a 'high five'.

"Sorry, I forgot to tell you I was leaving for the library!" Kajuga said.

"It is okay, Kajuga. Mr. Gasana kept me longer than I expected."

"Were you discussing Biology?"

"Yes, we ..."

"I knew it!"

Uwase cleared her throat and said, "Hello ..."



"Excuse me, Uwase. Please meet my friend Gasaro. Gasaro, meet Uwase, my friend from Hope Primary School." Gasaro and Uwase shook hands.

“It is nice to meet you,” Uwase said.

“The pleasure is mine,” Gasaro replied.

Gasaro pulled Kajuga aside and whispered, “She is taller than you. How old is she?”

Uwase overheard the conversation. She smiled and said, “My height makes me look slightly older than I am. I am 12 years old.”

Gasaro was embarrassed.

“I am I ...”

“It’s alright Gasaro.”

“Thank you, Uwase.”

“Oh, Gasaro, don’t worry. Uwase is a nice person. She is polite and friendly. I am sure she hasn’t taken offence. By the way Gasaro loves Agriculture the same way you do.”

“That is really nice. May I ask how old she is?”

They all laughed loudly.

“Gasaro is 14 years old. She loves Agriculture, Chemistry and Biology. She hopes to be an agronomist in the future and she lives in Rusororo.”

“You know so much about her ...”

“Uwase, she is my best friend, isn’t she?”

“Now you have one more friend in this school!” Gasaro shouted happily, “Uwase, come with us to the library please. We read ahead of the teachers every day, and we borrow new storybooks every week.”

“That is amazing. I will enjoy my time in this school with you two as my friends.”

Comprehension questions

1. Describe Gasaro.
2. Write a short description about your best friend and read it to your group members.

Use the following table

1. Gender and name	
2. Age	
3. Complexion	
4. Height	
5. Any other physical characteristics	
6. Their personality, e.g. friendly, social, ambitious and so on.	

3. What do you think is the importance of being friendly to your schoolmates?

1.2.2. Application activities: Discussion

Discuss the importance of being friendly to your schoolmates

1.3. Describing my school

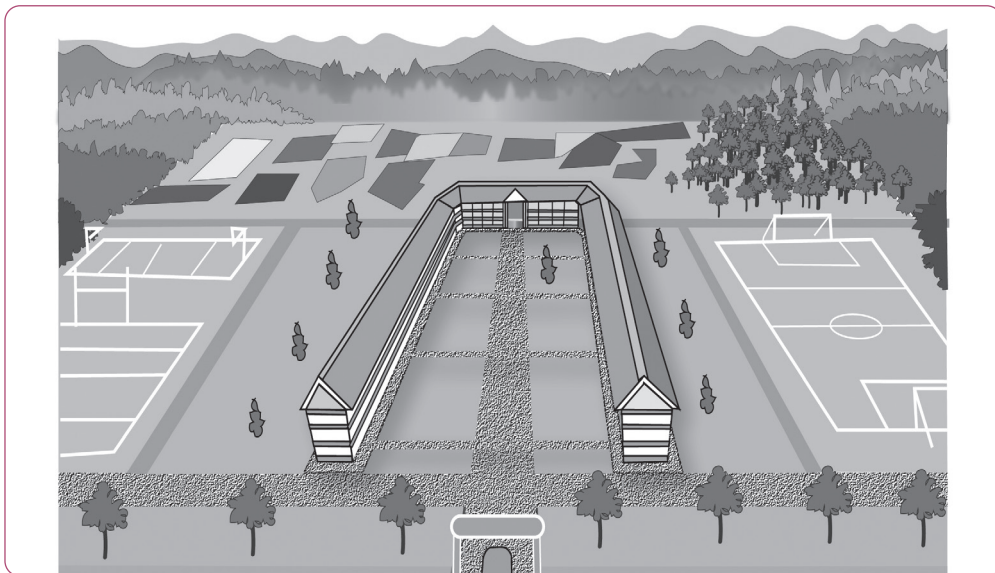
1.3.1. Learning activities : Reading and analysis of text

Read the following passage and answer the questions that follow.

Text: My amazing school

My school is Uwamahoro Secondary School. It was **set up** in 1945. Calitas Uwamahoro donated five acres of land and money to build it. It is located ten kilometres from Muhanga Town.

A man-made forest, a garden and playground surround my school. The school is made up of two beautiful rows of a three-storey building. This is where the classes are. There is another big **structure** that houses the staffroom and the library. The staffroom structure makes the school **landscape**, from the sky, look like a perfect letter U.



The Head Teacher's Office and the Clerk's Office are at the back of the building. Also, there is a Laboratory, Teachers' Common-rooms and Scouts Room. We also have a hostel where we sleep.

We have twenty-three teachers, a storekeeper, a librarian, an accounting clerk, three cooks and two guards. All the teachers in the school are highly qualified and experienced. The head teacher teaches History and Geography. Her deputy teaches English and Literature. I like studying Mathematics and English.

We have about four hundred and fifty students in our school. Our school uniform consists of white shirts and brown trousers for boys. The same colours apply for the girls: white blouses and brown skirts.

Classes begin at 8 a.m. after the **assembly**, and run up to 5 p.m. We have a total of nine periods of forty-five minutes each. We usually get a short break of fifteen minutes and a longer one of thirty minutes. We usually have a library period in our weekly **routine**. We borrow books from our library and return them after a week. We learn English, Literature, Mathematics, Kinyarwanda, Geography, History, Entrepreneurship, Biology, Physics, French and Religious Studies. After end-of-term exams, we are ranked according to our subject **scores**. I love my school very much.

Comprehension questions

Answer the following questions.

1. Match the words in A with their correct meanings in B

Column A	Column B
a) set up	the number of marks somebody gets in a test
b) structure	a meeting of teachers and students, especially at the beginning of a school day
c) landscape	the normal order and way in which you do things in a place
d) assembly	established
e) routine	a thing made up of several parts, especially a building
f) score	everything you can see when you look across a large area of land

Make correct sentences using the words in column A.

2. The name of the school in the passage is
3. The school was started in
4. Which of the following options best describe the school?
 - A. Old, organised and friendly
 - B. U-shaped, big and landscaped
 - C. A big, friendly, girls' school
 - D. A mixed day and boarding school
5. Which subjects are taught in the school of the person telling the story?
 - A. English and Literature, Mathematics, Kinyarwanda, Geography, History, Entrepreneurship, Biology, Physics, French, Religious Studies and Kiswahili
 - B. English and Literature, Mathematics, Kinyarwanda, Geography, History, Entrepreneurship, Biology, Physics, French and Religious Studies
 - C. English and Literature, Business Studies, Mathematics, Kinyarwanda, Geography, History, Entrepreneurship, Biology, Physics, French and Religious Studies
 - D. English and Literature, Mathematics, Kinyarwanda, Geography, History, Entrepreneurship, Biology, Physics, Chemistry, French and Religious Studies

6. Which subjects does the narrator like?
7. Which subjects do you like and why?
8. What can you do to perform well in the subjects you do not like?
9. In about thirty words, explain why the person likes that school.

1.3.2. Application activities: Composition writing

Write a composition of about 100 words on the importance of learning Entrepreneurship

1.4. Language structure

You have come across the sentences below. Study them carefully.

1. I practise public speaking in the evenings.
2. I draw every weekend.

Tell your desk mate what you think is common in the two sentences.

The present simple tense

The **present simple tense** is sometimes referred to as present tense. It can be used in a number of ways.

I. It is used to express habit/routine. For example,

- a) I **walk** to school every day.
- b) Jean **eats** bananas for breakfast.
- c) We **hoist** the flag every Monday and Friday morning.
- d) The students **come** to school every morning.

Practice Exercises

Use the table below to make correct sentences of your own

Column A	Column B
Mrs Habyarimana	drinks milk every day.
We learn	clean the classroom every day.
My mother	assemblies every Monday and Friday.
The child	makes breakfast for my family every morning.
He likes	plays football every Saturday afternoon.
The student	on the chalk board.
The school holds	comes to school.
The sweepers	new things every day.
The teacher writes	English in the morning.
	our teeth after every meal.
	talking all the time.
	feeds the cows.
	goes to work in Kigali every Monday.

Complete the following sentences.

1. Every morning I wake up
2. I prepare
3. I take my breakfast
4. I then walk
5. I attend lessons up to

Answer the following questions:

1. When do you arrive at school?
2. Who came late yesterday?
3. Who knows how to draw?
4. What time does school start?
5. When does school finish?

II. The present simple tense is also used to discuss hobbies. For example:

1. Who collects stamps?
Gasaro collects stamps.
3. Who plays computer games?
Tabaro plays computer games.
5. Who reads novels?
Mukashema reads novels.

Practice Exercise

Complete the following sentences.

1. likes reading newspapers.
2. like travelling.
3. likes listening to music.
4. watching movies.
5. reading novels.
6. Many teenagers like
7. Young children like
8. Elders like
9. Entertainers
10. Basketball players

III. The present simple tense can also be used to show the condition which a person or an object is in. For example:

1. The classroom **is** dirty.
2. The floor **is** neat.
3. I **am** unwell.
4. Maths **is** an interesting subject.
5. The bell **is** loud.

The present simple tense is additionally used to state a person's occupation. For example:

6. Patrick **is** a teacher.
7. Stella **is** a pilot.
8. She **is** a prefect.

Practice Exercises

Match the parts in column A with the correct ones in column B.

A	B
1. Learning English	a) is my favourite subject.
2. Mrs. Mutesi	b) takes care of the school compound.
3. The President	c) manages a school.
4. The head teacher	d) teaches Biology.
5. the class prefect	e) makes you healthy.
6. The watchman	f) is fun.
7. The school field	g) is easy when you read novels.
8. Joining secondary school	h) is the head of government in Rwanda.
9. Jogging	i) is a dream come true for all Senior One students.
10. Agriculture	j) supervises the class when teachers are not around.

Answer the following questions in complete form. For example:

What is your name?

Answer: My name is Mukankusi.

1. What is your favourite subject?
2. How many Maths lessons do you have per week?
3. How many English lessons do you have per week?
4. How long does it take to walk from home to school?
5. How long does it take to finish an English assignment?
6. What do you study in the morning?
7. What subject comes last in the timetable?

IV. The present simple tense can also be used to indicate a relationship. For example:

8. We **are** her students.
9. He **is** our teacher.
10. These books **are** ours.
11. Peter and Jane **are** classmates.

V. The present simple tense can be used to express feeling and emotions. For example: Our teacher **is** happy today.

12. Daniel **is** bored.
13. The head teacher **is** disappointed with the exam results.

Practice Exercise

Use the following words to complete the sentences that follow.

rains, graze, plays, works, keeps, sweeps, bakes, enjoys, love, organises, swims, are

1. My father cows and sheep.
2. Buregeya criticising others all the time.
3. Tom and Joane my classmates.
4. The geography teacher for field trips every term.
5. Once in a while, it in the afternoon in our village.
6. Teachers students who work hard.
7. The Olympic gold medalist in the pool every afternoon.
8. Animals from the park in the school field at night.
9. Mr. Abdalla as the school clerk.
10. The head teacher the piano in the church on Sundays.
11. A warm wind across the field every early afternoon.
12. My mother for breakfast in the evening.

Describing places and objects

In describing a place, an object or a creature, we ask the questions that follow. This enables us to get as many details as possible.

1. What does the place, object or creature look like in terms of:
 - a) Size, for example: big, small, tall, short.
 - b) Colour, for example: green, brown, black, yellow.
 - c) Shape, for example: square, oval, irregular, round.
 - d) Age, for example: new, old, young.
 - e) Material, for example: cotton, leather, wooden.

2. Where applicable, the following questions can also be asked.
 - a) What does it smell like? For example: good, awful.
 - b) What does it taste like? For example: sweet, bitter.
 - c) What sounds are associated with it? For example: bang, roar.
 - d) How does it feel? For example: smooth, rough.

Notes: The ability to describe somebody or something is very important. Description makes people to get a clear picture of what you are talking about. In order to write a good descriptive composition, you need to give many details. You should give imaginative comparisons.

1.5. End unit assessment

- I.
 1. Pair up with your deskmate and practise asking and answering questions about the activities you do while at school. One of you should ask the questions while the other answers. After you have finished, change roles.
 2. Write five sentences that describe your friend. For example: My friend lives in Kigali.
 3. Write ten sentences about the subjects you study in school. For example,
 - d. Maths is my favourite subject.
 - e. English is my best subject.
 - f. I like Biology.

Extra Exercises

- a) Fill in the blank spaces below with what you are likely to do. Use other verbs apart from those in brackets.

For example:

Mary likes **talking** fluently.

1. You stop around aimlessly. (sitting)
 2. She dreams school early. (finishing)
 3. She prepares melodiously in the concert. (singing)
 4. He walks excitedly. (talking)
 5. They plan by all means. (winning)
- b) Answer the following questions. Write your answers in full.
 1. When do you come to school?
 2. How long did you take to study at night?
 3. How many lessons do you study in a week?

4. How old are you?
5. Where do you put your pen?
6. What do you see in the teacher's office?
7. When do you speak Kinyarwanda?
8. How often do you use French?

Descriptive writing

In pairs, try out this activity.

1. What is the size of your partner/ friend?
2. What is the colour of this sweater?
3. What is the shape of the school flag?
4. What is your school desk made of?

Your answers are likely to have these words: **square, rectangle, wood, tall, short, huge, small, blue, green, metal** and so on. These words are used to describe people, animals and things.

II. Describing a person

In describing things, we only deal with their outward characteristics. However, when we describe people, we say how they look and at the same time talk about their character. Here is what you can include in such descriptions:

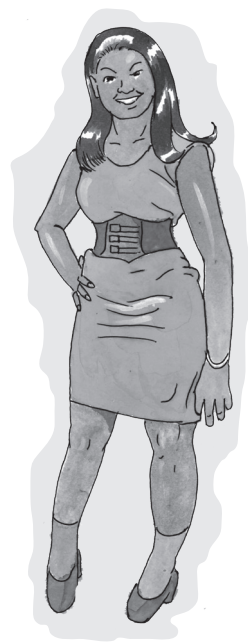
- e) The physical appearance of the person in terms of size and skin colour. Also, talk about the hair, clothes and shoes.
- f) His or her actions; for example how she walks or eats.
- g) What he or she likes and dislikes.
- h) What others say about him or her.
- i) What you think about him or her.

All the above points will bring out the character of the person. For example:

'He has shaggy hair and unpolished shoes.' From this description, we can conclude that this person is careless.

Below is a description of a person. Try to create a mental picture of the person described as you read and then answer the questions that follow.

Mesmerised, the two boys watched – they actually stared with their eyes



popping out as she approached. Was she real or simply a dream? She was quite unlike anybody they had ever seen. Her height was the most striking feature; so tall was she that the boys thought the flag post at their school was shorter.

Her long shiny hair curled in spirals. It danced beautifully around her elegant shoulders as she walked. Her face was something to behold. It was as flawless as china-ware. Her eyes were beautifully set. They shone brightly with love and compassion. She had natural eyebrows. They arched as if to worship the brilliant stars that her eyes were. The eyes of the boys were reverted to her mouth. It had opened in a beautiful smile to reveal white teeth. Her teeth shone like glass in the sunshine.

Her red dress looked soft to the touch, like a kitten's fur. It fitted her perfectly. Actually, it complemented her goddess-like figure. Her feet were in beautiful black leather shoes. One could tell she was very comfortable in them.

Her walking revealed no pride whatsoever. Instead, it was measured and purposeful. On reaching the two little boys, she bent down and picked both of them up. She took one in each arm. Ah! Her perfume was fresh and tantalising.

"Hello there," she greeted them. Her soothing musical voice sounded like dripping honey.

She was the National Beauty Queen and had come to observe life in the slums. Her aim was to inform the public about the problems of the poor.

No wonder the media had been raving about her. They were raving about not only her beauty, but also her humility and compassion. The little boys simply thought that she was stunning. She was an angel dropped straight from heaven right into the middle of the slum.

Questions

1. What do you like best about the woman's:
 - a) Physical looks?
 - b) Way of dressing?
 - c) Actions?

Give reasons for your answer.

2. What can you say about her character?

Practice Exercise 1

Write a description of your favourite person using the guidelines learnt in this section. Start by outlining the details in a table like we did in section A.

Practice Exercise 2

Working in groups, read the following account. Thereafter, sketch the compound described.

The 20-acre school compound has been divided into paddock-like rectangles. The fields occupy the largest portion. The tuition and administration blocks are set apart from the dormitories which are to the north of the compound. Neatly-kept bottle-brush tree fences mark the boundaries of the various small rectangles. The teachers' quarters are next to the dormitory areas at the north eastern end of the school compound. To the west, between the field and the classrooms, is the colonial-period school hall joined to the smoky kitchen. Huge circular pillars support the roof of the hall. The school field is at the south eastern side of the compound.

There are flower beds around the administration and tuition blocks. The classrooms form a 'U' comprising twelve classrooms, two laboratories and a library. The laboratories and the library make the southern side of the 'U'. The administration block is like a tilde on top of the U and has two doors, one opening to the classrooms and the other to the assembly ground, beyond which there is a path leading to the gate through the fields. The various pavements and paths around the blocks are impeccably clean. Many are the mornings when you will hear a thousand swish-swishes as girls tidy up the paths in the dim morning light. There are hardly any security lights around the school and the few available ones are promptly switched off at five thirty in the morning. The students have to use torches to tidy up the compound and water the flower beds that are a luxuriant green even in the middle of the hot, sultry January season.

Construct correct sentences from the table below. Write them in your exercise book.

The colonial hall	form a U	bottlebrush fences.
The pavements	the beautiful	flowers everyday.
They water	neatly kept	to the smoky kitchen.
The school has	are impeccably	that includes two laboratories.
The classrooms	is joined	clean.

Unit 2

FOOD AND NUTRITION

Key unit competence:

To use language learnt in the context of food and nutrition.

Introductory activity: Picture interpretation



Food and nutrition

Answer these questions

1. What type of food can you see in this picture?
2. Give the names of fruits you can see in this picture.
3. State the importance of fruits for humans.

2.1. Talking about food stuffs

2.1.1. Learning activities: Listening and speaking

Introduction

The poems below talk about food and its nutritional value. Read them aloud with your group members.

Delicious

We all enjoy delicious food.
That which makes us healthy is good.
Fruits, which are juicy, are good.
We all enjoy delicious food.

We should consider nutritional value,
We all need it, we can't argue.
You need energy? In cassava paste there is plenty
You need proteins? In bean stew there is plenty.

A balanced diet, we all must have,
A balanced diet will take us above
A great dish, we should all savour,
Eat slowly, as we taste the flavour.
Food is Good
I like potatoes,
I like tomatoes,
I like oranges,
And I like porridge.
I favour the beans,
And savour the greens.
I love meat,
I can't miss wheat.
Beans for proteins
Greens give protection,
Wheat for carbs; you need some fats.
Three meals a day, keep hunger away.



1. In pairs, discuss the messages of these poems and then report to your class.
2. Study the table below in pairs. Match each picture with the correct food.

Picture	Food
	Proteins
	Vitamins
	Carbohydrates
	Fats

3. Describe a balanced diet.
4. Tell your desk mate about the meal you had in the morning. Do you think it was a balanced diet? Give reasons for your answers.
5. Tell your desk mate about mealtimes at your home.

2.1.2. Application activity: Discussion

Foods are classified into three major classes: carbohydrate, proteins and vitamins. Carbohydrates are energy-giving foods and include rice, cassava paste, potatoes, bread and cassava. Carbohydrates give the body energy. They also provide the body with heat.

Proteins are natural substances found in meat, eggs and fish. They help the body grow. They help repair the body too. Sources of vegetable proteins include peas, beans and lentils.

Vitamins, which are natural substances found in fruits and vegetables, help us stay healthy. They protect us from vitamin-deficiency diseases.

A meal which consists of carbohydrate, proteins and vitamins is said to be a balanced diet. Was the meal you had today a balanced diet?

1. In groups of five, discuss your favourite foods. Do these foods make up a balanced diet?
2. In groups of five, identify at least three different meals that Rwandans love. Explain how they are prepared. Do these meals make up a balanced diet?
3. In groups of five, discuss what junk food is. What is more expensive: junk or healthy food?

You have noticed that people around you look very unhealthy, with children having various deficiency diseases. You are determined to correct this situation.

Working in a group, outline a talk you would give to the villagers to help them improve their health. Identify the dietary habits you would tell them to adopt and give the reasons for this.

2.2. Talking about meals

2.2.1. Learning activities: Reading and analysis of text

Read the following passage and answer the questions that follow.

Text: Nutrition

When should you eat a balanced diet? What should your **portion** size be? Choose wisely and eat healthily every day, three times a day.

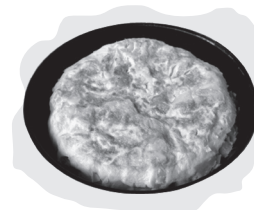
Serve **whole-grains** and choose more fish, poultry and less red meat. Always opt for low-fat dairy foods. Your meals don't have to be expensive with plenty of **substitutes** present. Choose cassava, arrowroots, sweet potatoes or maize for carbohydrates. Substitute meat with beans, peas or eggs. Also, eat locally available fruits and vegetables.



Breakfast

You must include protein in your breakfast. When they are available, choose from eggs, salmon, lean ham or low-fat dairy. Alternatively, take a **chunk** of cassava and a helping of beans, followed by a banana. Top your morning toast with a scrambled egg, a slice of smoked salmon or lean ham. Alternatively, enjoy an omelette.

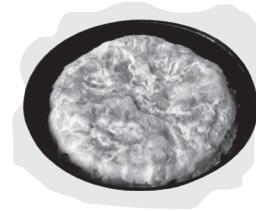
Do, not skip breakfast. It plays a key role in maintaining **healthy** weight.



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Mid-morning snack

Eating small portions and often is good. Spread your intake evenly throughout the day. Make every snack count with **nourishing** options. Swap your biscuits for oatcakes. Spread with peanut or almond nut butter and a banana or have a tasty dip with veggie sticks.



Lunch

Make lunch a mix of **lean** protein and starchy carbohydrates. Go for high fibre whole-grains to generate energy. **Opt** for an open rye-bread sandwich topped with salmon. Choose chicken or low-fat dairy as well as plenty of salad. Otherwise, choose whole-grain toast topped with baked beans.

Mid-afternoon

Satisfy that **craving** and the need for energy with fruit. Eat groundnuts, *simsim* and any available fruit. This can help **stabilise** the release of sugars, which keep you energised.

Dinner

Take carbohydrates; they're low in fat, **fibre-rich** and help you relax in the evening. Combine them with some healthy essential fats from oily fish like salmon. They are also in sardines, nuts, seeds and their oils. Your body uses healthy fats for regeneration and repair. This is important for maintaining healthy skin and hair. Always fill half your plate with vegetables or salad.

(Adapted from *The New Times Rwanda*)

Comprehension questions

Answer the following questions.

1. Use the words to make correct sentences.
 - a) According to the passage, you should take meals in a day.
 - b) When should you have a balanced diet?
 - A. After a hard day's work
 - B. In the evening
 - C. In the morning
 - D. At all times

2. Why is it important to eat a balanced diet?
 - A. To add weight
 - B. To remain healthy
 - C. To build up calories
 - D. Carbohydrates, proteins and vitamins are available
3. What do you think is an adverb of frequency?
4. Pick out at least two adverbs of frequency used in this passage.
5. In your own words, explain what has been recommended for breakfast in the passage.
6. According to the passage, which foods help in making healthy skin and hair?
7. In groups of five, look for reasons white meats are preferred to red meats. You can consult your teachers, parents or the library. If you have access to the internet, use it. Appoint a secretary to report your findings to the rest of the class.

2.2.2. Application activity: Puzzle and Discussion

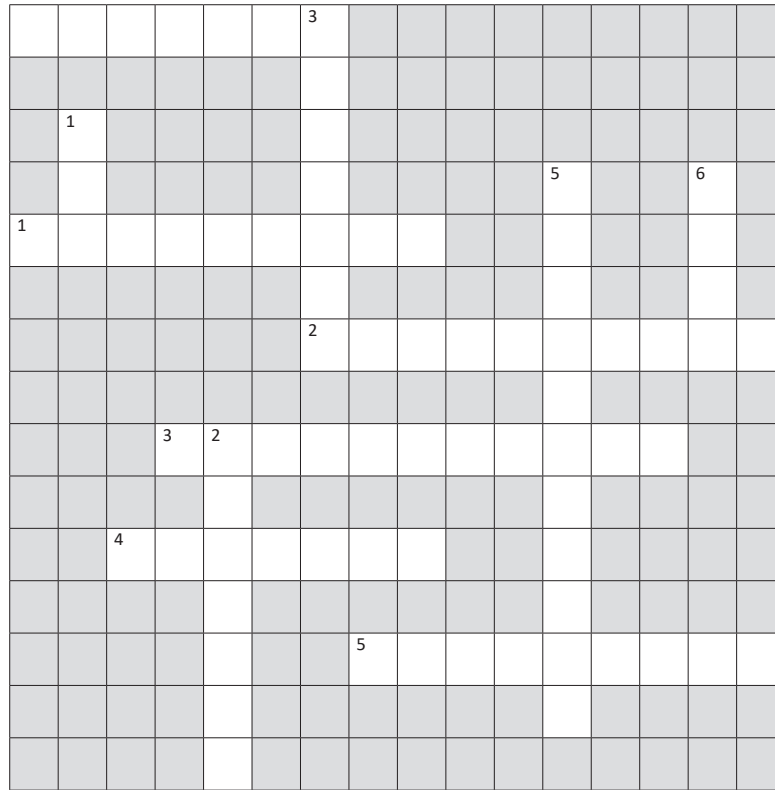
1. Working in your groups, fill in the following crossword puzzle. The words have been used in the passage. You may use a dictionary.

Down

1. Choose to take or not take a particular course of action
2. Good for your health
3. One part of something larger
4. A large piece of something
5. Takes the place of something or someone else
6. Meat containing little or no fat

Across

1. To make something firm, or unlikely to change
2. Keeping someone healthy with food
3. Containing the grain without anything having being removed
4. A strong desire for something
5. Full of fibre



2. Discussion

Think about this

In groups of five, discuss what AIDS is and what causes it. Suggest meals that a person who has this disease should eat.

2.3. Language Structure

Simple present tense

Do you remember the simple present tense? Turn to the previous Unit and quickly remind yourself what we learnt about the simple present tense.

I. Study the sentences below. Say what is common about the verbs in these sentences.

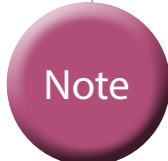
1. Jane **eats** a balanced diet everyday.
2. My father **cooks** good food for the family.
3. The students **eat** their food hot.
4. We **pray** before we eat.
5. We **wash** our dishes after meals.

II. With your classmate, construct ten sentences that describe your feeding habits. For example:

1. I eat vegetables.
2. You eat potatoes.

III. Questions and negatives in simple present tense

Questions	Negatives
Does Jean eat a balanced diet?	Jean does not eat a balanced diet.
Does Selina cook on time?	Selina does not cook on time.
Do all students take breakfast at 6 a.m.?	All the students do not take breakfast at 6 a.m.
Does your family grow all the food you eat?	Your family does not grow all the food you eat.

 **Note** Questions and negatives in simple present use **do** and **does**, respectively.
We use **do** with I, we, you, they and plural nouns.
Does is used with he, she, it and singular nouns.
However, there are exceptions when it comes to auxiliaries and modal verbs.

IV. Do the following exercise orally, in pairs. Your answers must be complete sentences. One person should read the question and the other one answers. For example:

AMINA: What does a chef do?

MAJJID: A chef prepares meals.

1. When do you eat lunch?
2. Do you serve your food hot or cold?
3. When do you buy food from the market?
4. Do you prefer your coffee with or without milk?
5. How often do you eat eggs?
6. When do you take your breakfast?
7. In which season do vegetables do well?
8. How do you keep your food fresh?
9. When do you finish your lunch?
10. How often do you take milk?

Relative pronouns

V. Look at the following examples. Pay attention to the words in bold.

1. Carbohydrates, **which** are energy-giving foods, include rice and potatoes.
2. The proteins **that** I eat help me grow.
3. Vitamins, **which** are natural substances found in fruits and vegetables, help us to stay healthy.

Note

These words are called relative pronouns. A relative pronoun is a pronoun used to connect a group of words to a noun, or another pronoun. We say it introduces a relative clause, what we have called a group of words. There are other examples of relative pronouns below.

1. The vegetable **which** was cooked was delicious.
2. The milk **that** I drank was sour.
3. The child **whom** I saw is healthy.
4. The student **who** came to school loves a balanced diet.
5. The pupil **whose** food poured loves vegetables.

VI. Make correct sentences using the following table.

Column A	Column B
The food that he ate	looks like he had not eaten for a week.
The soup which my dad made	made him sick.
The porridge that he ate	is nutritious.
The cake he bought	has a lot of salt which can make her sick.
Eating food that is poorly cooked	has mould that made him get a stomach ache.
The child whose mother is sick	is not balanced as it has no vitamins.
The man whom he gave	the uncooked food complained.
	is good as it has milk and honey.
	is delicious, but it is not a balanced diet.
	unbalanced as unhealthy.
	is balanced is good for your health.
	can cause stomach upset.

VII. Complete the following sentences correctly

1. The lunch which we took.....
2. The fruits that I ate.....
3. The child whom we gave the delicious food.....
4. The child whose mother cooks a balanced diet.....

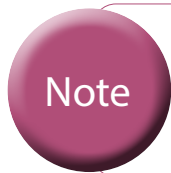
5. The mother who made the tastiest food.....
6. The meal that we took.....
7. The father whose food got burnt.....
8. The child whose mother.....
9. The balanced meal that he made.....
10. The hotel where we took our breakfast.....
11. It matters what you eat.....
12. How do you choose a meal that you cook.....

Adverbs of frequency

VIII. Study the sentences below. Use an English dictionary to find out what the word class of the words in bold.

In groups, try to answer these questions:

- a. How tall is your deskmate?
 - b. What is the colour of your sweater?
 - c. What is the shape of the school flag?
1. **Always** fill half your plate with a colourful variety of vegetables or salad.
 2. You eat **five times** a day.
 3. Describe a **balanced diet**.



An adverb is a word which is used with a verb. Just as an adjective gives more information about a noun, an adverb gives more information about a verb.

In English, we have adverbs of **place**, **manner**, **time**, **frequency** and **degree**. In this Unit, we focus on adverbs of frequency. In the activity above, 'always' and 'every day' tell us how frequently the events happen.

Therefore, **adverbs of frequency** show how often or not something happens. They include: once, again, seldom, daily, frequently, weekly, hourly, twice, often and always.

Look at the following examples.

1. We have three meals a **day**.
2. I eat meat **twice** a week.
3. I eat fruits **frequently**.

4. I eat chicken **weekly**.
5. I eat a balanced diet **daily**.
6. I **seldom** eat guavas.
7. I **always** insist on well-cooked food.

IX. Use the words in the box to complete the sentences that follow. Note that some words can be used more than once

once thrice twice always never yearly monthly daily

1. We usually eat in a day.
2. We need to eat a balanced diet
3. In our school, we are given fruits a week.
4. My mother cooks a balanced diet.
5. We eat a chicken
6. We should visit a dentist however good a diet we take.
7. If you take a balanced diet, you may need to see a doctor.
8. A balanced diet should have vitamins, proteins and carbohydrates.
9. We should brush our teeth after every meal which means a day.
10. We should follow the advice of a doctor on the foods to eat.

X. Construct sentences to answer the following questions correctly.

Where do you take your lunch from?

Example: **I always take my lunch at home.**

1. How many times do you take breakfast?
2. How many times in a year do you take snacks?
3. How often do you eat a balanced diet?
4. How often do you eat fish?
5. How often do you take cassava paste in a week?
6. When do you eat potatoes?
7. How often do you drink milk?

Countable and non-countable nouns

A noun is the name of something. For example: milk, meat, mango. Some nouns can be counted, whereas others cannot be counted. Nouns that can be counted are called countable nouns. Those that cannot be counted are called non-countable or mass nouns. For countable nouns, we talk of singular if we have one item and plural if we have more than one. We indicate plural by adding 's' to a countable noun.

Look at the following examples;

Singular		Plural
banana	–	bananas
orange	–	oranges
flower	–	flowers
books	–	books
egg	–	eggs

For non-countable nouns, we leave the noun as it is. Look at the following examples.

Singular		Plural
milk	–	milk
oil	–	oil
salt	–	salt
fish	–	fish

Study the table below.

Countable	Non-countable
mango	milk
bun	salt
potatoes	beans
bananas	rice
orange	maize
egg	sugar
apple	wheat flour

XI. Use the words in the brackets to fill in the blanks in the following sentences. Use the words correctly.

1. Mutesi ate three for breakfast. (egg)
2. My mother bought a packet of to make *ubugali* for supper. (maize flour)
3. is also important in a balanced diet. (salt)
4. are important sources of vitamin. (fruits)
5. He was advised to include in his meals (carrot)
6. He bought three kilogrammes of for his supper. (cabbage)
7. Though it is important to have proteins, you do not need to always eat (chicken)

8. A balanced meal should have (protein, carbohydrate, vitamin)
9. You can eat as part of your diet, but you can also eat (meat, beans)
10. It is not how many of food you eat, but how balanced a you eat that matters. (plates, meal)

Activity

Write down ten countable and non-countable foodstuffs that we usually eat at home.

Determiners of quantity

A determiner is a word that comes before a noun. It shows what the noun is referring to. There are several types of determiners. A determiner of quantity tells us about amount. We have seen that non-countable nouns do not take 's' for plurals. We usually indicate quantities for non-countable nouns using determiners of quantity. Here we use **some, little, a little, much**.

It is also possible to use determiners for countable nouns. We use **few** and **a few**.

Look at the following examples.

1. Jean doesn't take **much** tea.
2. I take **little** sugar in my tea.
3. She takes **some** coffee in the morning.
4. May I have **a few** buns please?
5. There are **few** oranges in the house.
6. How **many** slices of bread can you eat?

Note that we use **few** and **little** when we mean there is hardly any. Alternatively, there is nothing. **A few** and **a little** indicate there is quite some amount or number of something. When we ask a question where the answer has these quantifiers, we ask using 'some'. If the answer is negative we use 'any', but 'some' if positive. Look at the following examples:

1. Do you have some sugar?
No, I don't have any.
Yes, I have some.
2. Do you need buns?
No, I don't need any.
Yes, I need some.

XII. Match parts in A with correct ones in B to make complete sentences.

A	B
I eat breakfast	a little sugar in her milk.
She likes	vegetables on your plate as you wish.
Too much	some more soup.
Take as much	red meat is not good for your health.
Would you like	once a day.

Use **a few, few, little, a little, much, some** or **any** to complete the following sentences.

1. This morning I didn't have breakfast as I was late for school.
2. The teacher asked me whether I had taken lunch, but I told her I hadn't taken
3. The food we took had vegetables and a pieces of meat.
4. He doesn't take sugar as he says it is unhealthy.
5. We add salt to the food to make it taste nice.
6. He took cups of tea and left without taking lunch.
7. There is sugar in the tea and it tastes bland.
8. As he had put too sugar in the tea, it was sickly.
9. "Would you like to have orange juice?" Mutesi asked Jane.
10. "I'd love to have, but I don't have money to buy it," Jane answered.
11. "I have money remaining. I can buy some."
12. "In that case, let me have flavour."
13. people can afford to have cereals, meat and fruits in their meals as they are expensive.
14. people can afford expensive meals, but the rest of us can still eat a balanced diet of maize, beans and vegetables.

Activity

1. Construct five sentences using determiners of quantity to talk about food.
2. In groups, come up with three sentences using determiners of amount/quantity to describe your breakfast. Thereafter, read the sentences to the class. The class should say which group came up with a balanced diet.

2.4. End unit assessment

Recipe

1. What can you make?
2. What do you use to make that meal?
3. How do you mix the ingredients?

A recipe is a set of instructions for preparing a meal. It includes the ingredients required and their amounts. You should remember the following when writing a recipe:

4. A recipe has to be to the point, clear and easy to follow.
5. A recipe has two main parts: ingredients and the method.

The following is an example of a recipe.

Beef stew

Ingredients

- 1 kg stewing beef, cut into half-inch pieces
- 1 medium onion, chopped
- 2 tablespoons peanut oil
- 3 large green plantains, peeled and cut into half-inch slices
- 4 tablespoons freshly squeezed lemon juice
- 1 large tomato peeled, seeded and coarsely chopped
- 1 teaspoon salt
- $\frac{1}{2}$ teaspoon seasoning
- $\frac{1}{4}$ teaspoon freshly ground black pepper

Method

- In a cooking pot, brown the beef and onion in oil.
- Rub the plantain slices with lemon juice and add them to the browned beef and onions.
- Cook for 5 minutes over low heat, stirring constantly to make sure they do not stick.
- Add the remaining ingredients and water to cover them.
- Cover the pot and cook over low heat for $1\frac{1}{2}$ to 2 hours.
- Add more water if needed, and stir occasionally so that the ingredients do not stick.
- Serve it with a chapatti or cassava paste. Enjoy!

Activity

1. In three paragraphs, describe your breakfast, lunch and supper.
2. In two paragraphs, describe mealtimes in your home.
3. In groups, discuss favourite foods and classify them according to their nutritive value. For example, mangoes will be under vitamins.
4. Which meal is considered the staple food in your region? Write its recipe.

Complete the sentences below correctly. Refer to the explanation you read earlier.

1. A recipe is a set of
2. A recipe includes the ingredients
3. A recipe has to be
4. A recipe has two main parts: and
5. I can write a recipe for

General Practice Exercise

Construct correct sentences from the table below. Write them in your exercise book.

I eat	includes	classified into three major classes.
We have lunch	three	1 p.m.
foods	at	1 medium onion, chopped.
My recipe	are	meals a day.

Unit 3

HOLIDAY ACTIVITIES

Key unit competence:

To use language learnt in the context of holiday activities.

Introductory activity: Picture interpretation



Tents used for holiday activities

Brainstorm about this picture

1. What can you see in this picture?
2. How can this type of place help students during holidays?

3.1. Talking about holidays

3.1.1. Learning activities: Picture integration and reading and analysis of text

Talking about holiday activities

I. Picture interpretation

Look at the picture. Where are these animals found? When do we visit this place?



Discussion

1. Discuss in groups what you can do during the holidays to preserve wildlife.
2. Discuss the holiday activities that can help conserve the environment.
3. Read the following sentences:
 - a) During the holidays, I like **visiting** my grandparents.
 - b) I sometimes prefer **staying** with my aunt.
 - c) I value **making** new friends during the holidays.
 - d) I look forward to **meeting** new people during the holidays.
 - e) I like **relaxing** during the holidays.

4. In groups of five, discuss the following questions.

- a) How often do you go for holidays?
- b) How many weeks do you have for the school holiday?
- c) Where do you plan to visit during your school holiday?
- d) Why do you want to visit that place?
- e) Who will accompany you to that place?
- f) Do you have any information about the place? Discuss.
- g) For how long do you wish to stay in that place?
- h) How will you benefit from visiting the place?
- i) Make five sentences stating what you intend to do during the holiday.

Practise reading the conversation below in pairs.

Text: A dialogue

TABARO: We will soon be breaking for holidays.

KASINE: I can't wait. Holidays always seem so short.

TABARO: Well, we have a three-week holiday in November. That is not a short time.

KASINE: I know it is enough time to rest. It is just that we have so many activities. Time seems to run out too fast. I am glad we have holidays three times a year.

TABARO: Oh, I love holidays! I love visiting my relatives during the holidays. I like watching plays at the theatre too. What do you like doing during the holidays?

KASINE: It depends on where we go for the holidays. We went to Rubavu last holidays. I enjoyed planting trees to mark the National Tree Planting Day. Then we went to a hotel near Lake Kivu. I enjoyed walks on the sandy beaches!

TABARO: Did you visit the Nyamyumba hot spring?

KASINE: Yes we did. We were there for a whole week. We also visited caves and the Gishwati natural forest.

TABARO: I hope to visit Volcano National Park.

KASINE: Well, the holidays start in three weeks. You have enough time to plan.

Questions

1. How many times do Kasine and Tabaro go on holiday in a year?
2. How long will the holidays be?
3. When are the next holidays?
4. What does Tabaro like doing during the holiday?

5. What did Kasine do last holidays?
6. In groups of five, discuss when the next holidays will be, where you plan to go and what you plan to do.

3.1.2. Application activities: composition writing and discussion

I. Discussion

1. In your groups, discuss the number of times you usually go on holiday in a year.
2. Identify and explain various tourist destinations in Rwanda. What makes the places you identify attractive holiday sites?
3. Discuss the importance of tourism to our country.
4. Describe a memorable experience during one of your past school holidays. This can be a place you visited or an event you attended. Also, it could be an incident that you were involved in. Narrate all that you came across during your visit. Make it as descriptive as possible.

II. Composition

Write a composition talk about the places you intend to visit during the holidays. Use these guidelines:

- a) Where would you like to go?
- b) What means of transport will you use to go there?
- c) How long will you stay there?
- d) Who would you like to see?
- e) What activities would you like to be involved in?

3.2. Describing fixed holiday plans

3.2.1. learning activities: Reading and analysis of text

Read the following passage and answer the questions that follow.

Text: The holiday plans

Many learners look forward to the next school **holiday**. There is excitement as holidays approach. Finally, they can take a break from routine. However, many **students** do not spend their leisure time productively.

Manzi and Ingabire were discussing how they are going to spend the six-week December holiday. It was beginning in three weeks' time. Both of them were excited.

Ingabire said, "This coming holiday, my sister and I are going to go to Rusizi. My uncle and other relatives live at the lake-view border town. My uncle, Nsengiyumva, has a big elegant mansion. We are going to stay there for three weeks.

“My sister and I are going by Volcano Bus. We are going to board it at Nyabugogo, at exactly 6:30 a.m. Since it’s a long journey, we will carry snacks. When we **arrive**, I am going to help my aunt with house chores. I am also going to help keep the compound clean. My cousin, Kalisa, is going to take me around Rusizi Town. We’ll cross the Congo border. I hope we are going to travel by boat. What are your plans for the holiday, Manzi?”



A passenger bus

“I am going to visit my aunt, Umutoni in Kigali. She has a big, beautiful house. She is coming back from China soon. She had gone there for business. My aunt is rich, **successful** and has many employees. However, I will offer to help with chores. I am going to spend most of my leisure time reading English and Kiswahili novels. The two are the main languages used by the East African Community. I will easily interact with East Africans when I am fluent in both. My aunt is my **role model**. When I finish my studies, I am going to engage in business like her,” Manzi said.

Comprehension questions

Answer the questions below.

1. The school holidays begin in
2. They are going to last for
3. Write down Ingabire’s holiday plans using the following outline.
Destination:
Time of departure:
Means of travel:.....
Planned activities:.....
4. Give the names of Ingabire’s relatives.

5. Match the following words used in the passage with their synonyms.

a) holiday	d) successful
b) students	e) role model
c) arrive	
6. Add a question tag to this sentence:
We will have many activities this holiday,
7. According to you, who had better holiday plans? Give a reason for your answer.
8. We know Manzi's aunt is wealthy because
 - A. She is coming from China.
 - B. She has many employees.
 - C. She needs Manzi to help in the house.
 - D. Her way of life suggests she is.
9. How best can you describe Manzi?
 - A. He's ambitious and helpful.
 - B. He likes wealthy people.
 - C. He reads novels in Kiswahili and English.
 - D. He is a close friend of Ingabire.
10. How would you best describe the two friends' holiday plans?
11. Some students engage in irresponsible behaviour during the holidays, for example, sex. What are the consequences of this behaviour?

3.3.2. Application activities: discussion

Discuss the following:

1. What is pre-marital sex?
2. Should young people engage in pre-marital sex?
3. What is the relationship between irresponsible sexual behaviour and HIV/AIDS?

3.3. Language structure

In the previous Unit, we talked about what adverbs are. We also looked at adverbs of frequency.

What is an adverb?

Give examples of adverbs of frequency.

Adverbs of frequency/time and duration

I. Look at the following examples.

1. I go on holiday **twice** a year.
2. I **seldom** travel abroad for my holiday.
3. I **rarely** visit my uncle in the USA during the December holidays.

4. I **often** visit the game reserves for my holiday.
5. Since I was young I have always visited Kigali **once** a year during December holidays.
6. I always insist on a **two-week** holiday.
7. I **frequently** make trips to my rural home for the holidays.
8. Is De Gaulle going on holiday **next** year?
9. I **always** visit Uganda during the holidays.

Look at the words in bold again. They are adverbs of either frequency or time/duration.

Adverbs of time show **when** something happens. Here are examples of adverbs of time: **before, yesterday, now, next, lately, soon.**

Adverbs of duration include words like **one-week, two-year, month-long, day-long.**

II. Fill in the gaps in the following passage using adverbs of frequency or time/duration. Use the following words

year-long never finally next before an hour
soon always next year never

Our geography teacher has1..... been promising us that he would organise a trip to the zoo ‘.....2.....’. Unfortunately, this had become like the tomorrow that3..... comes. But we never gave up hope that indeed we would visit the zoo4..... we left the school.

The day5..... came. The whole class was excited. They were so excited that on the day, everyone arrived at school before dawn. We were all smart with our uniforms spotlessly cleaned, starched and our hair beautifully done. The school had hired a bus to take the fifty of us to the Kigali zoo. We were all anxious for we had heard many exciting stories about the many animals in the zoo, most of which we had only seen in pictures.

..... 6..... the bus arrived and we all boarded it.7....., it left the school compound and soon we were on the highway.

We had been driving for about8..... when suddenly I heard the bus give a loud moan. This was followed by some shaking movement from under the bus. We all kept quiet and looked at one another9..... looking at the driver. He was biting his lips and holding the steering wheel as if his life depended on it. Before we could ask what the matter was, the bus came to a stop. He opened the driver’s door and walked towards the rear of the bus.

Soon he came back. He looked serious and unhappy.

“I’m afraid, the bus has a puncture,” he said.

“Then we just have to change the wheel,” the teacher said.

“I’m sorry, it’s not so easy...I have no spare wheel.”

My heart sank. Our year-long wait for the trip had come to this!
 Sometimes in life what can go wrong10.....does.

III. Complete the following sentences using the following words.

once	again	seldom	yearly	frequently	twice
often	always	before	yesterday	now	next
		lately	soon	annually	

1. Every Muslim is expected to visit Mecca at least in a lifetime.
2. He came to school late even after being warned.
3. We visit the beach.
4. We go to visit the park
5. I haven't seen Susan
6. We go to Kigali.
7. She will be suspended if she doesn't change.
8. You must always think you talk.
9. He came to school late
10. We have finished the work and we canrest.

Past simple tense

IV. Read the following passage. All verbs are in the past. The verbs are in bold type.

We were all excited as we looked forward to the holidays. Our English teacher **told** us about a place we could visit during the holiday. We **competed** in listing holiday destinations. We had not **visited** but only **heard** of most of them.

She asked us whether we actually knew where they **were**. We **responded** honestly that we did not. She **smiled** broadly and **congratulated** us for being ambitious. She **planned** for us a forthcoming holiday excursion.

Generally, we form the past simple tense by adding **-d** to a verb. For example:

Word	Past tense
invite	invited
arrive	arrived
lodge	lodged

Also, we form the past simple tense by adding **-ed** to a verb in its base form. For example:

Word	Past tense
stay	stayed
pack	packed
visit	visited

However, if a regular verb ends in consonant that is preceded by a single vowel, the last constant is doubled, before – **ed** is added to form the past tense.

For example:

Word	Past tense
plan	planned
travel	travelled

If the verb ends in **y** preceded by a consonant, the **y** is changed to **i** before –**ed** is added to form the past tense. For example:

Word	Past tense
hurry	hurried
party	partied
study	studied
supply	supplied



Note

For verbs ending in **y** preceded by a vowel add –**ed** without dropping the **y** in the formation of the past tense. Remember this does not affect irregular verbs. For example **bend** becomes **bent**, **bear** becomes **bore** and **arise** becomes **arose**.

Study the following sentences.

1. We **planned** for the forthcoming holiday together.
 2. On our journey to the National Game Reserve, we **stopped** at Kigali.
 3. We **hurried** so as to travel to the holiday site before the sun got hotter.
 4. We **studied** the map of the National Game Park carefully before we set off for the excursion.
 5. We were **supplied** with water and drinks at the National Game Reserve.
 6. When the game warden finished his speech, we all **clapped**.
 7. Nobody was **denied** enjoyment during the holiday trip.
 8. Our English teacher **married** her fiancée during the holidays.
- V. Use the words in brackets to fill in the gaps in the following passage. The words should be in the past tense.

Last holiday, my parents1..... (take) me to Mombasa for a holiday. We2.....(leave) Kigali at seven in the morning. We3.....(cross) the Rwanda-Uganda border at around midday. We4.....(be) feeling a bit hungry and so we5.....(decide) to take lunch. We.....6.....(go) to Jumuia Hotel. There, we took a meal of rice and chicken stew. We also.....7.....(buy) a few snacks and drinks to take on our journey.

Six o'clock8..... (find) us at Jinja. My father felt it was too late to drive to the Kenya-Uganda border. He decided that we would spend our night there. We would continue with the journey in the morning. We had an early supper. All of us were very9..... (tire) after a whole day on the road.

Morning found us fresh and ready to set off for the border. We10.....(reach) there at eight thirty. We were.....11..... (clear) to cross over to Busia, Kenya. I wasn't really interested in the sites along the road. My main interest was to reach Mombasa.

We12..... (arrive) in Nairobi at two in the afternoon. My father was looking tired. I13..... (feel) it would be unfair to even hope he would drive on to Mombasa. This coastal town was over five hundred kilometres away. We decided to spend the night in Nairobi, the noisy and disorganised Kenyan city.

We14..... (rise) at dawn and got into our vehicle. I15.....(experience) the most amazing landscape with the plateaus that went way beyond the horizon. I also16.....(see) beautiful zebras and graceful giraffes. There were also occasional warthogs.

We saw the huge blue sheet that is the Indian Ocean. We felt the hot humid air long before we.....17..... (step) into the wonderful hotel. The White Sands would be our home for four days.

VII.

9. Write down at least ten things you did over the last holiday.
10. Use the things you have mentioned in (1) to write down two paragraphs of what you did over the holidays. Also, use adverbs of time and duration.

Present simple tense with future meaning

Do you remember what we said about the present simple tense? Quickly go through the section again before we go on.

Study the following sentences.

1. Our family **moves** to Sandy Beaches Estate next month.
2. My brother **travels** to South Africa for a holiday in two weeks.
3. The President **visits** our district next week.
4. The staff **meets** the Minister of Education when the school closes for the holidays.
5. The entertainment for the tourists **starts** at 6 p.m. in Amahoro Hotel.
6. Our national team **plays** against Argentina next week at Amahoro Stadium.

Each of the above sentences has the verb in present simple tense with a future meaning. These verbs denote actions. These actions will occur in the future, even though we are talking about them as if they are happening now.

VIII. Working in groups of five, imagine you are planning for a tour to the national park. Write down all the things you intend to do.

Examples:

1. We visit Virunga National Park next week.
2. We take a bus from the Central Bus Station.
3. We leave the school at seven in the morning.
4. We arrive at around nine.
5. We hire tour guides at the gate.
6. We eat our lunch in the park.
7. We start on our way back at three.

3.4. End unit assessment

I. Describing fixed holiday plans

Fixed holiday plans are those plans that you intend to carry out. These enable you to have the desired holiday, as planned.

Here is an example:

In July, we shall travel to Butare. We shall stay for one week at a beautiful hotel. We shall enjoy its peaceful environment and luxurious rooms. We are going to travel by bus. We are going to visit my uncle. We shall visit various places in Butare and see for ourselves the scenic and incredibly beautiful features of Butare. We are looking forward to an exciting stay in Butare during the holiday.

- II. Look at the work you did in the section on using the present simple tense to indicate the future. Write a composition on what you intend to do in a forthcoming holiday. Use the ideas you came up with in that section.

Ensure you use vocabulary related to holiday activities. This includes go out with, invite, stay, visit, travel, etc.

- III. Make correct sentences from the table below. Write them down in your exercise book.

These are	visit Virunga	at Central Bus Station at 8 a.m.
I	my holiday	I return to my hotel at 3 p.m.
I take	around	National Park next week.
I arrive at the gate	a bus	park's gate.
I hire	around the park and	9 a.m.
They take me	guides at	plans.

Brochure

A brochure is a booklet or a pamphlet that gives information or publicity about a product. It could also give information on a service, or a holiday destination.

We can make a brochure to advertise a service we give in our school.

To make an interesting brochure, we need to do a few things. We may follow the following steps.

1. Come up with an interesting sentence that immediately attracts the attention of the audience.
2. Give details about the service or destination, for example a hotel or a park. At this point, don't talk about the price.
3. Determine the people you are targeting or aiming at.
4. Make the story in the brochure suitable to the target. How is the visit to your park important to the school children you are inviting?
5. Summarise or write an outline of the important features of the park. Write in bullets or something similar.
6. Let it be easy to read. The sentences should be short and to the point. Make sure you write using correct English.
7. Use fonts or physical writings that are easy on the eyes and attractive.
8. Give your contacts.
9. Include positive things said by previous visitors (testimonials).
10. Use pictures and drawings that help you give the message of the brochure.

Group project

Working in your groups, carry out a research on brochures. When you have adequate information, design a brochure for an area of your choice. You can use old newspapers, magazines, or if you are near a big hotel or a park, you can borrow a brochure from them. You may also use the internet if you are connected to it.

Your teacher will reward the group with the best designed brochure.

Unit 4

CLOTHES AND FASHION

Key unit competence:

To use knowledge learnt in the context of clothes and fashion.

Introductory activity: Picture interpretation



women and men's clothes

Brainstorm about this picture

1. How do you differentiate women and men's wear?
2. Why do you think men and women should wear different clothes?

4.1. Describing clothes

4.1.1. Learning activities: Picture description and reading and analysis of text

Study and discuss the following pictures. Describe the clothes worn in each picture. What determines the clothes that one wears?



1. Name and describe these clothes. Talk about their colour, length, material, pattern and shape.





2. Working in your groups, carry out research on materials used to make clothes. For each material, identify the advantages and disadvantages. You may use the library or the internet if you are connected to it.
3. What are the opportunities found in the clothing industry?
4. Discuss the following and then answer the questions that follow.
 - a) List five clothing items you know.
 - b) Mention the materials these clothing items are made of. For example, cotton, leather, linen, etc.
 - c) Identify different situations that require a certain manner of dressing.
 - d) Give reasons for each of the situations you have mentioned above requires that specific kind of dressing.

Read the following passage and then answer the questions that follow.

Before I leave the house, I take a moment to consider what to wear. If it is a normal school day, I must put on my school uniform. However, everything changes during the holidays. If it is cold, I put on a heavy jacket, coat or cardigan. If it is drizzling, I wear a raincoat and gumboots. I wear light clothing on a sunny day.

Therefore, the occasion and weather determine what I wear. The occasion can be formal or informal. If it is formal, I wear a formal dress like a suit. An example of a formal occasion is an interview. Some people wear suits during a wedding. A suit is a formal dress. If it is informal, my clothing will be casual. Informal occasions include sports days and parties.

Many people wear cultural dresses during traditional ceremonies. Women wear long flowing silk gowns mostly in blue and white colours. Men wear white vests and loose fitting wrappers tied around the waist. They also wear headgear.

Questions

1. What does the writer consider when choosing what to wear?
2. What does the writer wear during school days?
3. Why does the writer's choice of clothes change during the holidays?

4.1.2. Application activities: Discussion, role play and debate

I. Discussion

1. In your group, discuss what you would wear,
 - a) in school;
 - b) during your friend's birthday party;
 - c) in your place of worship;
2. Why do the President and Members of Parliament wear suits to Parliament?

Answer the following questions. Your answers should be in complete sentences. For example:

Question: What are you wearing?

Answer: I am wearing a navy blue pair of trousers, a light blue shirt and black shoes.

or

I am wearing a black skirt, a white blouse and brown shoes.

1. What is your friend wearing?
2. What is your English teacher wearing?
3. What do you wear when it is cold?
4. What are you wearing now that it is sunny?
5. What is the head teacher wearing?

II. Role-play

Practise reading the following conversation in pairs. Take turns to play the two roles.

Seller: Welcome to my shop. We sell women's wear, men's wear, and children's wear, both formal and casual wear. All you need to look smart. What can I offer you?

Customer: I need some casual wear, something that would shield me from the cold.

Seller: In that case, this brown sweater will be perfect. It will cost you 20,000 RWF only. Unless you are thinking of something else, maybe a different colour?

Customer: As you can see, I am wearing a cream blouse. It would match with this brown sweater. However, your price is quite high ...

Seller: Not at all madam ... here, feel the material. It is soft, pure wool; high quality. Actually, our prices are quite low. Take this green floral dress, for example; it is 22,000 RWF only. Where else would you get such a price for a hot weather dress? Besides, I will give you a discount.

Questions

1. What is the customer wearing?
2. What colour is the sweater?
3. What material is the sweater made of?
4. Which reasons does the seller give for charging a high price?

III. Debate

Start by discussing the topic below. Write down all the possible points either for or against the topic. Your teacher will then divide you into two groups. One group should propose the motion while the other opposes it.

“School uniform for primary and secondary school pupils should be abolished”.

Appoint a secretary for each group to summarise the points raised. The secretary should present these points to the class to determine the winners of the motion.

4.2. Saying what you wear

4.2.1. Learning activities: Reading and analysis of text

Read the following passage and answer the questions that follow.

Text: Dressing for an interview

Our clothes say a lot about us. People form an **impression** about us depending on what we are wearing. How are you supposed to dress for an interview?

If you are a man, dress in a manner that is **professionally appropriate**. Generally, this means wearing a suit. It is wrong to “dress down”. Wear a clean shirt, a tie and matching socks. A neat dark-coloured suit with a light, well-pressed coloured shirt is your best option.

Your suit should be comfortable and fit you well. Avoid loud colours and **flashy** ties.

Bathe on the morning of the interview. Wear a deodorant. Don't wear a cologne or an aftershave.

The scent might be overpowering or worse, cause an **allergic reaction**. Brush your teeth and ensure your

hair is neat. If you have a full beard or **moustache**, trim it.

Your shoes should be well polished, in good condition, and should match your belt.

If you are a woman, wear a suit with a skirt or decent official trousers. Your suit should be simple and comfortable. It should fit you well. If your waistband is



cutting you in half, you won't look good.

Avoid tight, bright or short suits. Choose a knee-length skirt. Wear a **conservative** blouse with your suit. Avoid bright colours, animal prints, or anything **lacy** or low-cut.

Be careful how you wear makeup. Wear shades that are **neutral** to your skin tone. Avoid bright or unusual colours or very long nails.

Keep your jewellery and hair **accessories** to a minimum. Avoid flashy, distracting or shiny accessories.

Wear low-heeled official shoes that are in good condition.

Your hair should be neat, clean and conservatively styled. Do not wear banana clips, brightly coloured scrunches or elastics with a suit. You should look polished and professional. You are more likely to be taken seriously when you present yourself this way.



Comprehension questions

Answer the questions below.

1. Match the words and phrases below with their correct meanings as used in the passage:

Word/phrase	Meaning
a) impression	hair on the upper lip
b) appropriate	made or trimmed with lace
c) professionally	an idea or effect formed in the mind
d) allergic reaction	suitable or proper
e) moustache	with no strong or noticeable qualities
f) conservative	favouring what is generally accepted or traditional
g) lacy	items of dress that go with a dress, e.g. a bag, a hat, etc.
h) neutral	suitable or proper for an occupation
i) accessories	a sensitive response to substances

2. According to the passage, why is it important to dress properly when going for an interview?
 - A. To look sensitive
 - B. To get the job interviewed for
 - C. To create the right impression

- D. It is what is expected
3. What should men wear when going for an interview?
 - A. A smart suit
 - B. Any decent clothing
 - C. Professional clothes
 - D. A matching suit, shirt, socks and shoes
 4. Describe how a woman should dress when attending an interview.
 5. A strong perfume
 - A. can cause an allergic reaction
 - B. can make your interviewers faint
 - C. can create a wrong impression of you
 - D. is not to be worn
 6. Give a synonym of the word 'flashy' as used in the passage. Name any flashy colour.
 7. How should a new student looking for a place in a school dress and why?
 8. Why do you think ill-fitting clothes are inappropriate for an interview?

4.2.2. Application activities: composition writing and discussion

Think about this

1. Why do you think young people should consider the making and selling of clothes as a form of employment? Write a composition of about one page on this topic.
2. Some young women today wear very tight clothes to work. Young men tie belts that hold their trousers around the middle area of their bottom. Discuss with the members of your group whether this is proper or not.

4.3. Language structure

Present continuous tense

I. Read the following sentences out loud

1. Maria is **wearing** a blue blouse.
2. John is **removing** his shirt.
3. Mrs. Gasana is **wearing** a black pair of trousers.
4. Charles is **wearing** a T-shirt and a brown pair of shorts.
5. Alice is **wearing** a white blouse and a black skirt.

The words in bold type are verbs. They show the **present continuous tense**. The present continuous tense is also called the **present progressive tense**.

The present continuous tense is used when talking about an action or a feeling, which is still going on. This is the case in the five sentences that you have just read.

II. Now study the following sentences.

1. He is the boy who is wearing my jacket.
2. Why she is wearing a suit when she is going to the farm is not clear.
3. I can't understand why you are wearing a T-shirt when it is very cold.
4. I wonder why he is wearing those tight shorts when he is not comfortable.
5. It is not easy to see why she is wearing that wedding gown when the wedding is over.

Note

The sentences you have just read describe the clothing aspect using a WH clause. A clause is a group of words that include a subject and a verb. These words form a complete sentence or part of a sentence. A WH clause has word/words that have a w and h, or an h sound in it. They include: what, when, where, why and how.

III. Make correct sentences from the following table.

1. The girls are wearing	a short dark dress.
2. The boys are wearing	long green tunics.
3. The teacher is wearing	a silky long blue dress.
4. The head teacher is wearing	a navy blue pair of trousers.
5. The cook is wearing	brown old pullovers.
6. The secretary is wearing	torn black shoes.
7. The driver is wearing	faded yellow skirts.
8. The policeman is wearing	a new grey pair of short trousers.
	clean white shirts.
	a tight-fitting green skirt suit.
	the official uniform.
	blue turbans.

IV. We can describe clothes by looking at their colour, length, material, pattern, shape and thickness. Read the following sentences:

1. The trouser he is wearing is rather **tight**. (describing trousers)
2. The dress she is wearing is **new**. (describing dress)
3. The shoes I am wearing are in **fashion**. (describing style)
4. The jumper he is wearing is **green**. (describing colour)
5. The dress she is wearing is **long**. (describing length)

6. The short he is wearing is made of **cotton**. (describing material)
7. The cap he is wearing is **flowery**. (describing pattern)
8. The scarf I am wearing is **rectangular**. (describing shape)
9. The jacket he is wearing when it is cold is very **thick**. (thickness)

In the above sentences, we have described clothes using their colour, length, material, pattern, shape and thickness.

Adjectives for describing clothes

V. Working in groups, use adjectives to describe the clothes below.



Generally, there are adjectives we usually use to describe clothes. These include:

baggy	full	low-cut	skin-tight
boot cut	full-length	open-necked	sleeveless
clingy	heavy	oversized	starched
casual	hooded	padded	strapless
close-fitting	ill-fitting	plunging	polo-neck
conservative	informal	revealing	V-neck
comfortable	knee-length	scanty	
designer	loose-fitting	seamless	

- VI. Discuss these adjectives in your groups. You can use a dictionary to find out their meanings. Once you have understood their meanings, use them to construct sentences that describe clothing. Your sentences should be in present continuous tense. You will later present these sentences to the rest of the class.

4.4. End unit assessment

Descriptive writing

Note

Descriptive writing has to do with describing things in detail. When you are writing a descriptive composition, you must make sure that your reader sees, feels, tastes, hears or is able to touch what you are describing in his or her mind.

For example:

Unlike his nylon shirt, which is rustling when he walks, the dress she is wearing is as soft as wool. However, it is tight-fitting, making it hard for her to move especially when she is rushing after him.

Make the reader feel

With clothing, you can describe the texture of the material. How does it feel to the touch? For example, relate the texture to sand if it is rough and to silk if it is soft.

Make the reader hear

Have you ever noticed that clothes produce a sound as a person walks? Talk about it.

Make the reader see

Here, talk of the colour and the shape. Is the cloth red, green or yellow? Is it fitting, baggy or have a plunging neckline?

Imagine you are attending a wedding or a party. Write a descriptive composition about what is happening. Describe the clothing people are wearing and use the present continuous tense. Your composition should be between 150 and 200 words.

Make correct sentences from the table below. Write them down in your exercise book.

The trouser she is	wearing	the green, flowered dress.
I am		was his birthday present.
The red shirt he is		the heavy woollen black sweater.
It is cold that is why she is		is appropriate for the interview.
The blue, light track suit he is		is rather loose.
The plunging dress she is		is appropriate for games.
The grey tailor-made suit he is		is not appropriate for the interview.

Unit 5

BOOKS AND SCHOOL WORK HABITS

Key unit competence:

To use language learnt in the context of books and school work habits.

Introductory activity: Picture interpretation



Books

1. Observe these books and say what you think about them.
2. Compare these books with your school textbooks.

5.1. Talking about books

5.1.1. Learning activities: Reading and analysis of text

Practise reading the conversation below in your groups.

Text 1: A dialogue

UMUTONI: Gatete, it is rude of you to keep us waiting.

GATETE: I am sorry. I have been in the library since 3 p.m.

MUBYEYI: It is okay, Gatete. What have you been doing in the library?

HIRWA: Reading ... surely, what else does someone do in the library?

UMUTONI: Come on Hirwa, we deserve an explanation. We have been in this room since 3.30 p.m.

GATETE: Have you ever read Chinua Achebe's novels? *A Man of the People* is so interesting that I couldn't put it down.

MUBYEYI: Chinua Achebe is my favourite author. I have read two of his novels since I joined this school. I have read *A Man of the People* and *Things Fall Apart*.

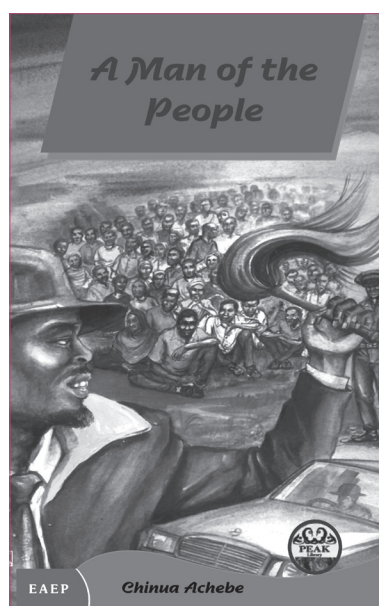
HIRWA: The best book I have ever read is *Think Big*, by Dr. Ben Carson. The book is about Dr. Carson's own life. He talks about how he made it to medical school to become a neurosurgeon. He always took the last position in class...

UMUTONI: I read *Think Big* too. Dr. Carson and his brother, Curtis, were not performing well in school. The reason for this was because they were always watching TV. Their mother stopped them from watching too much TV and they started performing well.

GATETE: See, I am not the only one who has walked on the moon!

MUBYEYI: (*laughing*) Okay, let us get on with the group discussion. We should say the books we like reading. We should also say who our favourite author is.

HIRWA: I already said my favourite author is Dr. Ben Carson. I like reading motivational books.



UMUTONI: I have read *Weep Not, Child*. My favourite author is Ngugi wa Thiong'o. I like Peter Abrahams too; I have read his novel *Mine Boy*. I love reading novels. Generally, I, like reading fiction. I find non-fiction, for example, Ben Carson's book, a bit uninteresting.

MUTESI: What's the difference?

GATETE: Fiction refers to imaginary writing; whereas non-fiction refers to true accounts or stories ... Obviously you have all guessed who my favourite author is – Achebe.

MUBYEYI: I like short stories. I have read Chimamanda Ngozi's *A Private Experience*. It encourages us to be tolerant of each other. She might just be my favourite author!

Get into small groups and read the following poem before discussing the answers to the questions that follow.

Text 2: A poem

Reading books

I have read many interesting books,
I like authors whose words are like
hooks,
They keep the reader glued to the page
And have the right words for my age.
I have learnt lessons from books,
these words straighten crooks.
Read and you reason better,
even if it may be realised later.
I like reading plays
Here, I enjoy word plays
Give me that novel,
And I'll find something novel
Give me a book, offer me books,
And watch my looks,
You'll see a big smile,
As I slowly devour the pile.



Comprehension questions

1. What is the poem talking about?
2. Does your school have a library? What kinds of books are found in the library?
3. What kinds of books do you read for leisure? Who is your favourite author?

4. What are some of the magazines and newspapers published in Rwanda? Which ones are your favourite?

5.1.2. Application activities: writing a composition

Write a composition about reading books and good reading habits

5.2. Describing libraries

5.2.1. Learning activities: Reading and analysis of text

Read the following paragraph:

Text 1

The school library was one of the best and richest outside-the-classroom sources of knowledge. When Oades took us to the library in the first few days after my arrival at Alliance, I stood at the door, mesmerised by the sight of shelves upon shelves of books in a building devoted to nothing else but books. I had never seen so many in my life. I could not believe that now I could go in, borrow books, return them, and get some more as often as I wanted. I swore that I would read all the books in the library. There was no guidance, but does one wait for a guiding hand when one is standing on the banks of a river, thirsty?

(From In the House of the Interpreter by Ngugi wa Thiong'o)

Text 2

"From today, Chekai is a peace ambassador of the President in this district," the visitor announced.

He pulled out a shiny medal from his bag and hung it round Chekai's neck. On the medal were inscribed the words, *Peace Ambassador*. He also gave him a letter of congratulations. The letter was signed by the President. Chekai was so proud to hold the letter. He felt like a hero. He admired the President's signature. He knew that life for him was going to change completely.

"Congratulations, Mr. Ambassador!" the visitor declared.

"Thank you, sir!" Chekai managed to speak amidst the tears of joy. He pulled out a white handkerchief from his shorts and wiped his wet face. Odhis jumped forward, put his hand on Chekai's shoulder and helped to wipe away the tears. This caused laughter among the teachers and other pupils.

"Chekai has won himself 100,000RWF for his essay entitled: To defeat the enemy, let us be together as one. He will receive the money at the District Education Office in the company of his parents."

The clapping went on for a long time. The mood of excitement remained in school

after the visitor had gone. Everybody was friendly to Chekai.

The academic master made photocopies of Chekai's essay. He pinned the copies on all the notice boards and in all the classrooms. The whole school was excited as they read the essay.

Comprehension questions

Answer these questions after reading the paragraphs.

- a) Do you like the story?
- b) What is it about?
- c) Why do you like or not like the story?

5.2.2. Application activities: writing a composition

Write a description of a favourite book you've read. Share it with your desk mate. Explain what makes the book memorable.

5.3. Talking about a particular book

5.3.1. Learning activities: Reading and analysis of text

Read the following passage and answer the questions that follow.

Confessions of an AIDS victim

by Caroline Adallah

I looked across the hotel and at the same time, a young man seated at the far end smiled at me. I smiled back. He wasn't bad looking, was he? I looked past him to the clock on the wall. It was some minutes to six in the evening. Aunt Alice would be expecting us for the dinner celebration at her place any time from then. I had been staying with her in Buruburu since I finished my university examinations.

I finished my drink, excused myself and headed to the ladies. My move secured the **anticipated** result - the young man followed seconds later. We met in the corridor.

"Congrats," he said looking at my graduation gown.

"Thanks," I said with a big smile.

"My name is Alex, and yours?"

"Cathy," I said.

"Those over there are your parents?"

I answered with a nod.

“Here is my card,” he said producing a white gold-printed business card. I could see he worked as a sales representative with IBM.

“Do I expect your call tomorrow morning, say, at eleven?”

“That is fine with me.”

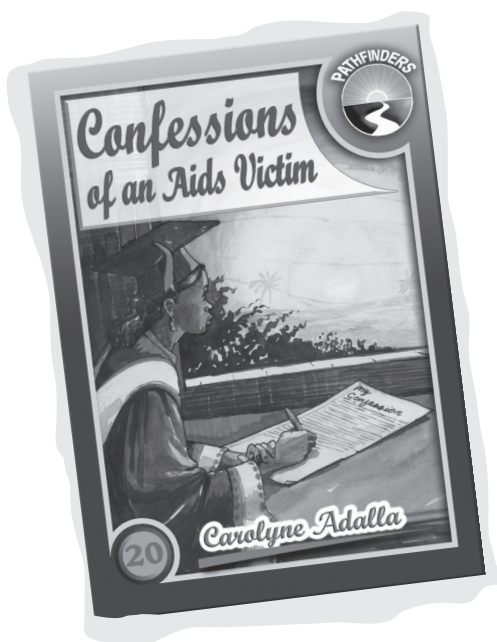
“Please, don’t forget to phone,” he recalled as I walked into the ladies.

That is how Alex entered my life – as a graduation package, three years ago. Was this a **suicidal** move? I wonder. Through his well-known connections, he got me this job in Eldoret and we have been lovers since then.

I have seen the better days of my life with Alex. Candle lit dinners, **buffet and**

on some occasions, cocktails. Alex has been gentle and loving, and generous if I may add. He has been paying my house rent, helped furnish my house and occasionally brings me breathtaking gifts ... It is impossible to imagine how AIDS got into such **tranquillity**.

(From *Confessions of an AIDS Victim*, by Caroline Adallah)



Comprehension questions

Answer the following questions.

1. The following meanings are for words used in the passage. Look up the words in the jumble below and place them against the correct meaning.
 - a) foresaw something in advance
 - b) something you do that appears like killing oneself
 - c) counter where drinks and foods are served and one takes his/her choice
 - d) calmness/peacefulness

A	X	G	H	J	K	L	P	O	I	F	T	R	B
T	R	A	N	Q	U	I	L	I	T	Y	U	B	U
B	Z	N	M	V	T	F	C	X	Z	Y	K	K	F
D	I	G	N	I	F	I	E	D	J	X	V	B	F
D	Z	X	G	H	A	K	L	E	S	D	Q	W	E
V	G	Y	N	A	E	C	O	L	O	G	I	S	T
U	Y	N	B	S	W	Q	Z	R	T	P	M	G	C
A	N	T	I	C	I	P	A	T	E	D	S	X	V
D	C	R	J	X	Z	A	Q	F	R	G	T	G	H
C	O	F	S	U	I	C	I	D	A	L	B	L	N

- We can best describe the first meeting between the narrator and Alex as
 - friendly.
 - accidental.
 - planned.
 - chance.
- The narrator first met Alex
 - at a graduation party.
 - at an entertainment place.
 - at her aunt's place.
 - in a hotel.
- Name all the things Alex has done for the narrator.
- Which words best describe the narrator?
 - Promiscuous and untrustworthy
 - Friendly, social and promiscuous
 - Untrustworthy, social, ambitious
 - Young, ambitious but promiscuous
- This passage teaches us that HIV/AIDS can be spread through _____.
- Do you think the narrator and Alex practised safe sex? Give a reason for your answer.
- Explain what the narrator means by "It is impossible to imagine how AIDS got into such tranquillity."
- What can students do to help prevent the spread of HIV/AIDS?

5.3.2. Application activities: writing a composition

- There is a young person in a certain school who has decided to abstain from sex. His friends have been making fun of him. What do you think of this?
- Research has shown that young people are the most affected by HIV/AIDS. Discuss in writing how this affects our country's economy.

5.4. Language structure

Present perfect tense

I. Study the following sentences.

3. Mary **has read** the yellow book.
4. I **have arranged** the books in the library.
5. We **have read** the extract from the novel.
6. The reading lesson **has ended** now.
7. John **has written** poems.

The verbs in bold type are in present perfect tense. What is the present perfect tense used for? It is used to talk about events that started in the past. These events could be complete or are still continuing at present.

This tense consists of a form of 'have' and a past participle. Here are examples in sentences:

1. We have read *Things Fall Apart*.
2. She has borrowed a storybook from the library.
3. I have enjoyed reading *Mine Boy* since I go to this library.
4. He has enjoyed reading the short story.

II. Fill in the gaps using the correct choice from the ones given.

1. My friend this novel.
A. read
B. is reading
C. has read
D. have read
2. I books in the library.
A. am arrange
B. have arranged
C. is arranging
D. has arranged
3. Mutesi two storybooks from the library today.
A. is borrow
B. has borrowing
C. has borrowed
D. have borrowed
4. Gasana at the library.
A. has arrived
B. have arrived
C. is arrived
D. arrive

5. Our group leader us in reading a novel.

A. has led	C. are leading
B. have led	D. leading
6. I this book today.

A. will reads	C. has read
B. is reads	D. have read
7. Which books on this shelf?
 - A. have you arranged
 - B. has you arranged
 - C. are you arranged
 - D. will you arranged
8. Hirwa his favourite author is William Shakespeare.

A. has said	C. have said
B. will said	D. is said
9. Amah Ata Aido many books.

A. has wrote	C. has written
B. have wrote	D. have written
10. We the library.

A. are clean	C. has cleaned
B. have cleaned	D. will cleaned

III. Change the following sentences into the present perfect tense.

For example:

I reminded them about the exercise the teacher left.

Answer: I **have reminded** them about the exercise the teacher has left.

1. John read the passage frequently.
2. Mary formed the words correctly.
3. The students arrived in the library.
4. I read the magazine.
5. I read Chinua Achebe's *Things Fall Apart* before.
6. The teacher forbade us to make noise in the library.
7. Ali borrowed the book.
8. Who threw the book away?
9. Betty went to the library.
10. Daniel attempted all questions.

IV. Make correct sentences from the table below.

Hirwa and I	has have	they read today?
How many novels		told us to pick our favourite storybooks.
Dr. Ben Carson		donated their books to our library.
Our favourite authors		written the motivational book, <i>Think Big</i> .
Our President		she borrowed from the library?
Which books		not changed.
The teacher		read many novels.
The Library Rules		met our favourite author.

5.5. End unit assessment

Essay writing

Writing forms an important part in our learning of English. Authors write well. That is why we enjoy reading their books. We write compositions in English. We also write essay answers in the other subjects we learn at school. We should be able to write clearly and coherently.

Before we start any writing task, we should bear in mind the following questions:

1. Who are we writing for? This determines the tone and formality of what we write.
2. What do we want to say? This enables us to gather information and to plan how we wish to convey the message.

After writing down what we planned to write, we should read it out loud to ourselves. Alternatively, we could verbalise it, depending on where we are. If we have written and punctuated sentences well, we should find it easy to read. It will be easy to detect the pauses.

We should always check for errors in what we have written. These include spelling errors, vocabulary usage, and grammar. The checking should be thorough. A sentence should express a complete thought. It is therefore meaningful on its own. For example:

1. Mark has written a novel.
2. Vincent and Molly have read that novel.

Planning your writing

A good writing plan includes an outline. This is the structure of your composition or story. Decide how you will start the story, develop and conclude it.

Thereafter, make notes for these parts. Once you are through with the notes, write your work. Do this by creatively joining the sentences. One idea should flow into another smoothly. Use conjunctions and discourse markers. Also use figurative language appropriately.

You must read through your work once you are through. This will enable you to correct mistakes. Ensure that your grammar is correct.

In writing, you can recount, explain, define or contrast something. **Recounting** means saying how something happened. It actually means telling a story about what happened.

To **explain** means making something clear or easier to understand. You can make people understand through a story. For example, myths help us understand the origins of some things in life.

To **define** means to say what the meaning of something or a word is. You can tell a story by helping your readers understand something.

Contrasting means comparing two things in order to show the differences between them.

A good writer should be able to recount a story. He or she should be able to explain or define terms. In addition, the writer should be able to contrast events or issues in his or her story. This is what you should desire to do.

Imagine you are the author of the story below. In your groups, make notes that would have helped you write it. Compare your notes with those of your desk mate.

Beyond the barricades

by Muthoni wa Gichuru

“I will put this on the testing kit and shortly we will see what it shows.” she said pointing at the testing kit. “This is what we’ll use to test your blood. If you see one line here, then you know you are in the clear. If you see two lines rise then you are HIV positive,” she explained.

“Now I have to sit here and watch my fate decided by lines,” Tracy said jokingly.

“Nothing can decide your fate except yourself, Tracy. Regardless of the results, you are the one who will decide what kind of life you want to live.”

Tracy tried to keep her eyes away from the testing kit but she kept on glancing at it. She managed to sit still for the first five minutes, and then she started fidgeting and finally stood up and started pacing. The waiting seemed interminable and she wondered how ten minutes had taken so long to elapse.

Then when the waiting was over, and she wished the minutes had dragged on forever.

Tracy could not believe her eyes. She rubbed them and looked again and there it was! She looked at the two lines and felt the strength draining from her body. She clutched on to the desk to support herself. It cannot be. I can’t be..., she told herself.

“Did you say two lines mean that I am ...” she started and stopped and she looked into Doctor Saa’s eyes looking for hope, for reassurance, that all was well.

“I’m sorry Tracy. According to this test, you are HIV positive,” the doctor told her sympathetically.

“Something is wrong; maybe you mixed my blood with that of someone else. Maybe your testing kit is faulty. I could not possibly be HIV positive.”

“I am so sorry Tracy. There is no mistake. You have to accept the results so that you can move on.”

“I’m telling you I am not HIV positive. I know that for sure,” Tracy said, heading for the door.

Doctor Saa held Tracy’s arm and looked her in the eye.

“Tracy, you can get re-tested again at another clinic just to be sure. If the test comes out positive, you will need to accept it so that you can start taking better care of yourself. You are young and strong. You can beat this. Don’t let it destroy you. You have the strength inside you to conquer all.”

Her words meant little to Tracy at that moment.

Exercise

Write a story on the topic: ‘Fire at the Library’. Start by planning your work. Write notes for the introduction, the body and the conclusion. Then write your work and check it for grammatical errors.

Unit 6

HEALTHY LIVING

Key unit competence:

To be able to communicate in the context of healthy living.

Introductory activity: Picture interpretation



Healthy living

1. What are these people doing?
2. Why are they smiling?
3. what are they holding?

6.1. Describing diseases

6.1.1. Learning activities: Reading and analysis of text

Practise reading this conversation in your groups.

Text : A dialogue

GATETE: Hey, Hirwa, are you alright?

UMUTONI: Yeah, Gatete. He seems to be under the weather.

HIRWA: Which weather? Is it because I am feeling cold?

MUBYEYI: (laughing) He must be more than under the weather ...

HIRWA: What are you talking about? I am not under any weather!

GATETE: Being under the weather means you are ill.

HIRWA: Oh ... okay. Yea, I am not feeling well at all. I have chills, joint aches, feel weak and my head will soon split into two!

UMUTONI: Poor Hirwa ... it could be malaria.

MUBYEYI: Have you travelled lately?

HIRWA: (*laughingly*) Yes doctor ...

UMUTONI: I am serious ... if you travelled, you could have been bitten by mosquitoes.

That is how you get malaria. If you have been sleeping under a treated mosquito net, it could be a cold.

GATETE: I agree the cold season brings with its colds. However, he should see a doctor to ascertain what it is.

UMUTONI: I think it is malaria. Colds are viral infections that affect the nose, throat and the body's airway system.

GATETE: Then he should be sneezing. He should also be having a stuffy and runny nose, coughing and having a scratchy, sore throat.

MUBYEYI: Gatete is right. Hirwa should see a doctor. What if it is flu? Its symptoms are like those of a cold, aren't they? The only difference is that flu lasts longer. It could as well be asthma or a simple sore throat.

HIRWA: You two have a point. Let me go and see a doctor. That way, I will be sure what is ailing me.

Questions

1. What was Hirwa's problem?
2. Discuss the importance of seeing a doctor when you are ill.
3. List down at least five common diseases in Rwanda.
4. Describe the symptoms of the diseases you have stated in (3).

Discussion

Practise reading the following conversation and discuss the questions that follow.

Hirwa is just from seeing a doctor when he finds his friends waiting for him.

GATETE: You spent years at the hospitals.

HIRWA: There were many patients waiting to see Doctor Halima.

UMUTONI: What did the doctor say?

MUBYEYI: Some people really want to find out if they were right.

HIRWA: Well, she said I am suffering from malaria.

UMUTONI: (*smiling broadly*) Does anyone remember what yours truly said?

HIRWA: (*assuming Umutoni*) That is why, I am having a high fever. I also have weakness in my body joints and general body weakness. If I hadn't got medical help, I would have rapidly weakened. I could have died.

UMUTONI: Malaria is dangerous! However, you can protect yourself from this disease by sleeping under a treated mosquito net. Also, clear bushes near the house and drain stagnant ponds. These help mosquitoes breed.

HIRWA: The doctor said, it is easier and cheaper to prevent diseases than to treat them. For instance, eating clean, well-cooked food can spare us stomach upsets. Wearing warm clothes keeps the cold away!

GATETE: I read in a health brochure that fatty foods are not good for health.

MUBYEYI: Yes, they cause fat to accumulate around the heart. Then, one experiences heart problems. We should all avoid junk foods and exercise regularly. Then we shall stay fit and healthy.

Discuss the following:

1. Which disease is being described by Hirwa?
2. Polio is one of the diseases that infants are vaccinated against shortly after birth. Have you been vaccinated? What other diseases are children vaccinated against?

3. Do you agree that healthy eating can prevent many diseases? List at least four diseases that could be prevented by eating healthy food.
4. Highlight three food types and how they are prepared. How can eating these foods help in disease prevention?
5. How do you ensure hygiene in school?

6.1.2. Application activities: Composition writing and roleplay

- I. In a brief paragraph, describe what you and your family can do to avoid diseases.

- II. Role play

In small groups, prepare a short play in which someone falls sick. This person is then taken to the hospital. He or she is admitted for a few days. Thereafter, this person is discharged to go and recover at home. As you prepare, make sure your short play has the following:

1. What was the cause of the illness? Was it poor eating habits or poor hygiene? Was it an infection caused by sharing personal items?
2. After being released, how is the patient taken care of? What measures are taken to prevent future infection? Do we have health officers advising people on the ways to prevent the illnesses?

6.2. Describing diseases

6.2.1. Learning activities: Reading and analysis of text

Read the following argument and answer the questions that follow.

Text: Healthy diet for disease prevention

You could prevent certain diseases by eating white meats. White meats include fish, turkey, duck, goose, chicken and rabbit. **Red meats include** beef, lamb, pork, veal, venison and goat.

Red meat is a source of protein and vitamins but it may not be good for health. **Eating a lot of red meat increases the risk of bowel cancer** as research has shown. You should enjoy white meat and **reap the benefits** it brings; try fish.

Fish has vitamins and minerals and it's a major source of omega-3 fatty acids. **Consuming** fish regularly can help reduce the risk of heart **disease**. It also improves your chances of **survival** following a heart attack. Fish lowers the levels of fats in the blood. Raised levels of fats in blood are associated with heart diseases. Fish oils also help reduce **blood clotting** and abnormal heart rhythms after a heart attack.

In addition to this, eating fish can lower the risk of Alzheimer's disease. Alzheimer's disease leads to weakening of the brain's ability to remember things. Fatty acids found in fish may prevent **damage** to brain cells.

Further, eating fish can reduce the risk of high blood pressure, which is linked to dementia. Dementia causes forgetfulness.

Importantly, fish has cancer-fighting properties. Men who do not eat fish are at a higher risk of developing prostate **cancer**. Researchers have ascertained this. This risk is low among heavy consumers of fish. Shellfish contains nutrients thought to have cancer-fighting ability.

Moreover, it has been reported that fish can help to ease depression.

Furthermore, eating fish can reduce and relieve arthritis. Research has shown that heavy consumers of fish have low rates of **inflammatory** conditions like arthritis. Researches have also shown that fish oil reduces symptoms of rheumatoid arthritis.

Finally, eating fish can smoothen age lines. Choose white meat today.



Comprehension questions

Answer the following questions.

1. Working in groups, identify all the diseases mentioned in the passage. Discuss what all these diseases are.
2. Match the words in the table with their meanings in choices a-h.

reap the benefits	damage	survival	heart disease
consuming	bowel	research	blood clotting

- a) intestines, especially the large intestines
- b) systematic investigation to collect information
- c) get the advantages
- d) eating
- e) any sickness that affects the heart
- f) the fact of a person continuing to exist
- g) the turning of blood into a thick solid
- h) harm/hurt/injury

3. Which combinations of meats in the following choices should one eat?
 - A. chicken, pork, beef, venison, veal, turkey
 - B. rabbit, pork, goose, chicken, fish, duck
 - C. fish, duck, goose, lamb, goat
 - D. rabbit, goose, chicken, fish
4. Which title among the following best summarises the passage?
 - A. healthy eating and living
 - B. meat for life
 - C. Avoiding common illnesses
 - D. The white meat advantage
5. List the white meats mentioned in this passage.
6. Eating fish can help prevent, which affects the brain.
7. In point form list down the benefits of eating fish.
8. Would eating white meat alone ensure you are in perfect health? Give reasons for your answer.
9. Young people today are hooked on junk food. What do you think are the effects of eating junk food?

6.2.2. Application activities: Discussion and debate

1. Some young people do not eat much because they don't like to be fat. Carry out a research on eating disorders from the library, biology books or the internet if you are connected to it. Find out what diseases can be caused by eating too little.
2. Imagine most of the Rwandan population was obese. How would this affect our country?
3. There are some religious groups that do not believe in taking their children to hospital. Have you ever heard or witnessed this? Discuss the results of such a belief.
4. How can good health affect our economy?
5. Debate the motion, 'Prevention is better than cure'.

6.3. Language structure: first conditional and modal verbs

First conditional and modal verbs

A conditional is a sentence or clause that begins with **if** or **unless**. Both **if** and **unless**, express a condition.

For example:

Unless I eat a well-balanced diet, I will suffer from kwashiorkor.

If I don't eat a well-balanced diet, I will suffer from kwashiorkor.

The **first conditional** is also called a 'will' conditional. It is a sentence that talks about the future with a given condition in mind. The sentence also talks about the result of this condition. The events in the main part of the sentence depend on the condition given in the conditional clause. The main part of the sentence is called the independent clause and has the modal 'will'. There is a real possibility that this condition will happen.

For example:

1. **If** the child is not vaccinated, he will suffer from polio.
2. **If** I don't eat enough vegetables, I will suffer from vitamin-deficiency diseases.
3. **If** I don't sleep under a treated net, I will suffer from malaria.
4. **If** I don't drink clean water, I will suffer from water borne diseases.
5. **If** I do not eat enough potatoes, I will suffer from lack of energy.

Note

Modal verbs refer to verbs such as **can, may** and **will**. They are used with other verbs to express **possibility, permission, intention and so on**. Other modal verbs include **would, should, shall, must**.

1. Copy the following sentences in your exercise book and then underline the modal verbs and the first conditional.
 1. If the child is not vaccinated, he will suffer from polio.
 2. If I don't eat enough vegetables, I will suffer from vitamin-deficiency diseases.
 3. If I don't sleep under a treated net, I will suffer from malaria.
 4. If I don't use clean water for drinking and cooking, I will suffer from water borne diseases.
 5. If I do not eat enough potatoes, I will suffer from lack of energy.

II. Complete the following sentences correctly.

1. Unless you are vaccinated
2. If you eat contaminated food
3. If you share sharp objects
4. If you don't empty containers around the compound
5. Unless you cut long grasses
6. Unless the doctor operates on his bitten foot
7. If they continue using dirty water
8. If they get malaria
9. If you are coughing
10. Unless you go to hospital
11. Unless the government builds more hospitals
12. If the doctor doesn't see him
13. If the child keeps crying
14. If you eat unripe fruits
15. If cholera breaks out

III. What will you do if:

1. You catch a cold?
2. You contract HIV?
3. You wear wet clothes?
4. You cut yourself?
5. A friend faints?
6. A friend is choking?

Using 'You can ... by + -ing' and 'You should ... by + -ing'

We can use the construction **You can + by + ing** to talk about prevention of diseases. For example:

1. **You can** prevent malaria **by** sleeping under a bed net.
2. **You can** prevent cholera **by** boiling drinking water.
3. **You can** prevent HIV/AIDS **by** abstaining from sex.

We can also use **You should ... by + -ing** to talk about prevention of diseases and diet. For example:

1. You should avoid typhoid fever by eating clean and well-cooked foods.
2. You should protect yourself from disease by eating a balanced diet.
3. You should lower your chances of having a heart attack by eating fish and exercising.

IV. Complete the following sentences correctly.

1. You can avoid polio by.....
2. You can avoid tooth decay.....
3. You should avoid obesity by.....
4. You should prevent choking by.....
5. You can avoid diphtheria and whooping cough by.....
6. You should avoid suffocating in the kitchen by.....
7. You should avoid food poisoning by.....
8. You can avoid kwashiorkor by.....
9. You should avoid scurvy by.....
10. You can avoid the common cold by.....
11. You can avoid becoming obese by.....
12. You can avoid bulimia by.....

V. Construct five sentences using You + can + -ing to express how we can prevent diseases.

VI. Make correct sentences from the table below.

If	I don't eat enough vegetables	She will suffer from measles.
	I don't drink clean water	I will suffer from malaria.
	I do not eat potatoes	I will lack energy.
	I don't sleep under a treated net	I will develop vitamin-deficiency.
	The child is not vaccinated	I will contract water-borne diseases.

In Unit 5, we learnt about planning to write a composition. Revisit the writing section of Unit 5 and discuss how you can plan your writing.

6.4. End unit assessment

1. Imagine you are a doctor and there are parents of a certain child who do not believe in having their child vaccinated. Unfortunately, they are poor and cannot afford a balanced diet for their child. The child becomes sick and has to be admitted to hospital. They end up spending more money for not having the child vaccinated. **Plan and write a composition on the topic, "Prevention is better than cure".** Give advice to these parents using the construction **You + can + -ing**.

II. Research problem

Carry out research on your own on malaria. You can use your biology books, the library if available, or the internet if you are connected to it.

Write your report using the following sub-headings:

- a) types of malaria
- b) symptoms
- c) treatment
- d) prevention

Unit 7

HISTORY OF RWANDA

Key unit competence:

To use language learnt in the context of Rwandan history.

Introductory activity: Picture interpretation



King's house

Answer these questions

1. Describe different types of occupations highlighted in these pictures.
2. Do Rwandans still do these jobs nowadays? Compare how these jobs were carried out in the past with how they are done today.

7.1. Talking about social history of Rwanda

7.1.1. Learning activities: Reading and analysis of text

Activity

- In groups of five, exchange stories about the origins of Rwanda. Choose a secretary who should present your findings to the class. With the help of your teacher, summarise the findings of all the groups into a plausible story.
- Listen as your teacher reads a passage and then fill in the gaps in the following passage.

The kingdom of Rwanda was founded in the sixteenth century. Rwanda traces its origins to one of the many small kingdoms beginning1..... The oldest of these small kingdoms is the one established by the.....2 It covered most of modern Rwanda. There was also the3.....founded by the Abazigaba, which covered an extensive area.4was in the southeast.

King Rwabuguri united these small kingdoms in5..... He extended the kingdom all the way to the shores of6 He set up camps of warriors along the boundaries. The warriors used to serve the king. They used to protect the kingdom from attacks.

The king used to rule and make the kingdom to prosper. He had a7, which was called 'kalinga'. He used to control large estates throughout the kingdom. He had many fields of8..... These were the basis of his power.

The king's subjects were engaged in various social-economic activities. Farmers9..... needed to feed the kingdom. The warriors10..... of the kingdom. Women used to weave baskets and made beautiful potteries. The men used to hunt and rear cattle.



Read quickly through the following passage, then re-read it, and finally answer the questions that follow.

Rwandan **myths** say that Rwanda's ancestors descended from the heavens. We share a single ancestor. Gihanga, our forefather, was the son of Kazi (root). Kazi was the son of Muntu (human) who came from heaven. The mother of Gihanga was Nyirarukangaga, the daughter of Kabeja, the earth. Gihanga had a son – Kanyarwanda – the ancestor of all Rwandans. Gihanga had other sons, including Kanyaburundi, Kanyabugesera and Kanyabungo. Places and people were named after these sons. They were the founders of the ruling families.



Sadly, some young Rwandans think that these are just stories. They are more likely to believe the 'educated' who say such stories are myths. However, Rwandans have always been united as our **oral tradition** shows.

Some of the younger **generation** easily believe those who speak of fights between different communities. In the eyes of Rwandans, their country was a place of happiness. People even believed that Imana (God) loved Rwanda more than other countries.

Without doubt, there is no perfect society. Like any other society, Rwandans have had their fair share of weaknesses and strengths. There are those who have treated others harshly. A tiny number of educated people came across stories about races. Thereafter, they learned and taught the **theories** of race and migration of people. They taught about opposition between different societies. This small group, 'the **elite**' brought about mistrust among communities. That is how people started fearing and avoiding each other.

Sadly, there have been recent cruelties and genocide. These are a result of man-made ethnic divisions in our country. In fact, many young people may not believe that we all came from the same parents. However, history shows we did. We **shared** festivals, joys and sorrows. The poor and rich all lived together, enjoying peace and happiness. That is how it should be even today.

(Adapted from S.M. Sebasoni, *The Origins of Rwanda*)

Comprehension questions

Answer the following questions individually.

1. Match the words in Column A with their meanings in Column B.

Column A	Column B
myths	a system of preserving a people's beliefs, customs and history in which parents tell their children stories and the children pass them to their own children
shared	the best educated or best trained group in society
oral tradition	rules or statements on which a subject of study is based
generations	all the people of about the same age in a society or a particular family
theories	ancient stories that explain the early history of people, events or facts
elite	something that is common among people

2. The ancestor of all Rwandans was, the son of....., who came from
3. Draw a family tree of the founders of the Rwanda kingdom.
4. Which group of people do not believe in the story that we all came from the same ancestor?
 - A. The young people
 - B. The old people
 - C. The educated people
 - D. None of the above
5. Some in the younger generation easily believe those who speak of between different communities. In the eyes of Rwandans, their country was a place of..... People even believed that loved Rwanda more than He did other countries.
6. From the passage, the old Rwanda society was
 - A. a perfect society where all were happy.
 - B. an equal society where all were rich.
 - C. had its own weaknesses and strengths.
 - D. had divisions and fights between people.
7. What does the writer suggest is the source of the problems facing the Rwandan society today?

7.1.2. Application activities: composition writing and discussion

I. write a composition about this:

In your opinion, why is it important for young people to have a positive attitude about the history of their country?

II. The pictures below show what people used to do in Rwanda. Discuss each picture with your desk mate. Make correct sentences to show what used to happen according to the pictures. Use *used to* in your construction.



- III. Here are the national anthems of two other countries in the East African Community. Get into your groups, read and discuss the messages in these anthems. Report your findings to the class.

Kenya



*O God of all creation
Bless this our land and nation
Justice be our shield and defender
May we dwell in unity
Peace and liberty
Plenty be found within our borders.*

*Let one and all arise
With hearts both strong and true
Service be our earnest endeavour
And our homeland of Kenya
Heritage of splendour
Firm may we stand to defend.*

*Let all with one accord
In common bond united
Build this our nation together
And the glory of Kenya
The fruit of our labour
Fill every heart with thanksgiving*

Uganda



*Oh Uganda! May God uphold thee,
We lay our future in thy hand.
United, free,
For liberty
Together we'll always stand.*

*Oh Uganda! The land of freedom.
Our love and labour we give,
And with neighbours all
At our country's call
In peace and friendship we'll live.*

*Oh Uganda! The land that feeds us
By sun and fertile soil grown.
For our own dear land,
We'll always stand:
The Pearl of Africa's Crown.*

- IV. Reread the two anthems above and in your own words, write what you think is common between them. How is the Rwandan anthem similar to the other two anthems?

7.2. Language structure

Past simple tense

We looked at the use of the past simple tense in Unit 3. Quickly remind yourself of what we learnt.

Read the following sentences.

1. Farmers **grew** cereals.
2. Warriors **served** the king.
3. Women **wove** baskets.
4. Everyone **wanted** raw materials.

All bolded words are in **past tense**.

All the events described in the passage happened at a specific time in the past.

We use **simple past tense** to describe events that took place in the past.

Exercises

- I. Rewrite the following sentences in the past tense.
 1. The heir to the throne takes over the king's seat.
 2. The Europeans colonise Africa.
 3. The warriors serve the King.
 4. Men and boys look after the cattle.
 5. Women cultivate the land.
 6. Women weave baskets.
 7. The *abiru* advises the queen.
 8. The *agacaca* judge cases brought to them.
 9. The old advise the youth.
 10. The priests conduct worship ceremonies.
- II. Construct ten sentences of events that happened in the past in Rwanda. Use the past simple tense.

a) Adverbs of time

Adverbs of time show when something happens. Here are examples of these adverbs: since, late, before, formally, next, already, and lately. Here are examples of how they are used in sentences:

1. In the **late** 19th century, Europeans colonised Rwanda.
2. **Formerly**, Rwanda was under a king.

3. **Since** the 19th century, we have felt the effects of foreigners among us.
4. The **next** decade will have Rwanda richer and more developed.
5. **Lately**, Rwanda has witnessed steady economic growth and progress.

b) Time clause with past simple tense

We can use these adverbs of time with the past simple tense. We then make adverbial clauses of time. We have seen that a clause is a group of words that have a subject and verb. Look at the following examples.

1. **When** the war **ended**
2. **When** the king **ruled**3. **When** warriors **served** the king
4. **When** women **wove** the baskets
5. **When** Rwanda **became** a member of the UN

The time is shown by the word **When**.

The above are clauses that denote time. The past simple tense is in the verb form, for example, 'ended', 'ruled', 'served'.

The time is denoted by the word 'when'.

These are **subordinate clauses**, meaning they don't make sense on their own. They are part of a complete sentence. The subordinate clause is usually attached to the main clause in sentence. For example: When the war ended, Rwanda developed rapidly.

- I. Identify the time clauses in the following sentences.
 1. When the Second World War broke out, Africans fought alongside the Europeans.
 2. When the men went to fight, their families stayed without fathers for years.
 3. Many farms were deserted when the war broke out.
 4. Many men were killed when they went to war.
 5. When the genocide broke out, many Rwandans ran away from their homes.
 6. When the Germans arrived in Rwanda, King Rwabugiri welcomed them.
 7. Many of the *abiru* members were unhappy when the king welcomed the Germans.
 8. African culture was destroyed when the Germans came to Rwanda.
 9. The Europeans cheated Africans of their land when they colonised Africa.
 10. Africans rebelled when they realised the intentions of the colonialists.

- II. Use the adverb of time to construct ten sentences describing what happened in Rwanda in the past.

Time clause: with past continuous tense

We can also use the time clause with the past continuous tense. We can do this by using the word 'while'. 'While' usually shows that two or more activities were happening at the same time. Look at the following examples.

1. **While** the King was ruling
2. **While** the war was going on ...
3. **While** the Europeans were arriving ...
4. **While** Rwanda was liberating herself ...
5. **While** the colonialists were living ...

The above clauses denote time with the verb in the past continuous form. Time is denoted by the word **while**. The verb in the past continuous form takes **-ing**, for instance, **ruling, going, arriving, liberating, and living**.

- II. Combine the following sentences using either while or when. Avoid repetitions.
1. The Germans established a colony in Rwanda. The Belgians established a colony in Congo.
 2. Some Africans fought against colonialism. Some Africans encouraged colonialism.
 3. Rwanda became a German protectorate. Uganda became a British protectorate.
 4. Rwanda became independent in 1962. Kenya became independent in 1963.
 5. The Germans signed treaties with African rulers. They took over their land.
 6. The Germans preferred indirect rule. The French preferred assimilation.
 7. Warriors protected the king. The *abiru* advised the king.
 8. Women made beautiful pottery. Men took care of farms.
 9. The children played. The adults worked.
- III. The words below are associated with colonial history. Read and discuss them with your desk mate and then form correct sentences that have a time clause with a past continuous tense.

colony colonialism protectorate independent treaty

IV. In your small groups, discuss and come up with a vocabulary of 10 words regarding the colonial history. You may use a dictionary.

1. The words below are associated with early Rwandan social history. Read and discuss them with your desk mate.

warrior weave serve king palace heir

2. Men and women had different roles before the colonialists came to Rwanda. Refer to your history textbooks and find out:

- a) what warriors used to do
- b) who used to weave
- c) who served the king
- d) what men used to do

3. In your small groups, discuss and compare the roles of men and women before the colonialists came, after the colonialists came and their roles today.

4. Complete the following sentences to show habits of the past. Use 'used to' in each sentence.

- a) The women in the Rwandan kingdom
- b) Men
- c) Before the colonialist came, warriors
- d) The warriors
- e) The children

Here is an example: In Rwanda, before the colonialists came, warriors used to serve the king.

Using the sentences that you came up with, write a short history of Rwanda. Focus on habits of the past, with **used to** and other past tenses.

Adverbials of time + past simple tense

Read the following sentences.

In the 19th century, Europeans colonised Rwanda.

In 1916, Rwanda became a Belgian protectorate.

The words in bold are adverbials of time because they denote an aspect of time. The words 'colonised' and 'became' denote the past tense.

- I.
 1. Construct 10 sentences using adverbials of time + past simple tense.
 2. Write 10 sentences about Rwanda's history paying attention to clauses with past **simple tense** and **past continuous tense**.
- II. Working in groups of five, research on the important dates in Rwandan history. You may get this from history books. If you have access to the computer with Internet, you use it. Write down all these dates and use the adverbials of time and the past simple tense.

7.3. End Unit assessment

Biography

A biography is a life history of someone written by another person. When called upon to write a biography, set out what you would want to cover about the person. See to it that you do not deviate from this .

Always write in third person. This will ensure that the unintended pride associated with writing in first person is removed.

Do background research to know the person better. This will help you to set a purpose for your writing. Ask yourself, how you would want to portray the person; as a rags-to-riches millionaire, or maybe a homeless man who once had it all and how he ended up in such a situation?

Shorter biographies focus only on highlights of a person's life, or even a single endeavour.

Long biographies tell the story of a person's life, again focused on that person's accomplishments.

Very long biographies, perhaps book length, can cover a person's entire lifespan.

Exercises

1. Make correct sentences that show social roles, from the following table.

Before the colonialist came,	warriors	used to	help with chores.
	women		herd cattle.
	men		weave baskets.
	children		rule the kingdom.
	the king		serve the king.

2. Discuss in groups and write down what happened in Rwanda during colonisation.
3. In groups, discuss and write down events in Rwanda after colonisation.
4. Research about a prominent person from your locality, then write a short biography about his or her life.

Unit 8

THE PHYSICAL ENVIRONMENT

Key unit competence:

To use language learnt in the context of the physical environment.

Introductory activity: Picture interpretation



Mount Kalisimbi

Answer these questions:

1. Describe Mount Kalisimbi.
2. Apart from Mount Kalisimbi which other environmental features can you identify in this picture?

8.1. Talking physical features

8.1.1. Learning activities: Reading and analysis of text

Text: A dialogue

Practise reading the conversation below.

Gatete, Umutoni and Hirwa are studying a physical geography map of Rwanda. Mubyeyi joins them.

MUBYEYI: *(looking a bit confused)* What are you looking at?

GATETE: We are identifying the physical features in our country. I can see a plate in the south.

UMUTONI: A plate? Where is it on this map?

HIRWA: He means plateau not plate.

MUBYEYI: *(laughing)*

Let me see if I can locate a plate too.

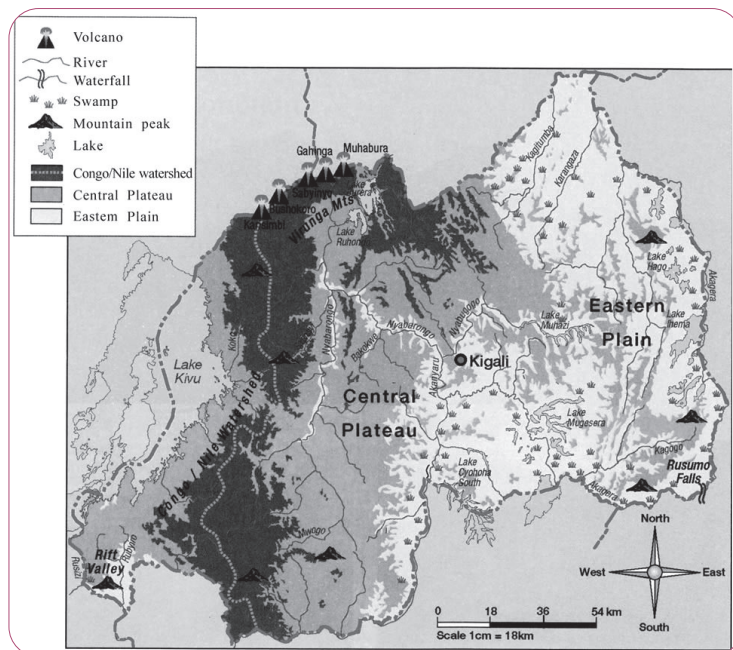
GATETE: That is not nice, Mubyeyi.

MUBYEYI: I am sorry, I sounded rude. I was only joking.

UMUTONI: Hey look! Here ... the Virunga Mountain range.

HIRWA: Yes, it runs north of Lake Kivu. Lake Kivu is also a physical feature you know!

MUBYEYI: Hirwa is right. Look, the range includes Mount Karisimbi.



- GATETE:** That is the highest point in our country!
- UMUTONI:** Hey, look! Here ... the Virunga Mountain Range.
- HIRWA:** In the north there are mountains and in the south ...
- MUBYEYI:** ... a plateau! There is some lower land here ... along the eastern shore of Lake Kivu and the Rusizi River. This is in the west, right?
- GATETE:** Yes, the altitude is lower towards the Tanzanian border.
- MUBYEYI:** Did I tell you that we visited Akagera National Park last holidays? It has a savannah landscape full of beautiful wild animals. We went through its open grassland, acacia woods, marshes and swamps.
- UMUTONI:** Our country is beautiful. Did you know that the Nyungwe Forest ... there it is ... in the southwest – it is the largest mountain rain forest in Africa?
- HIRWA:** That is amazing! Our country is made up of rolling grassy hills and valleys! We are the land of a thousand hills!

Discussion

In your groups, read the following sentences in turns. In each instance, discuss the instructions in the brackets.

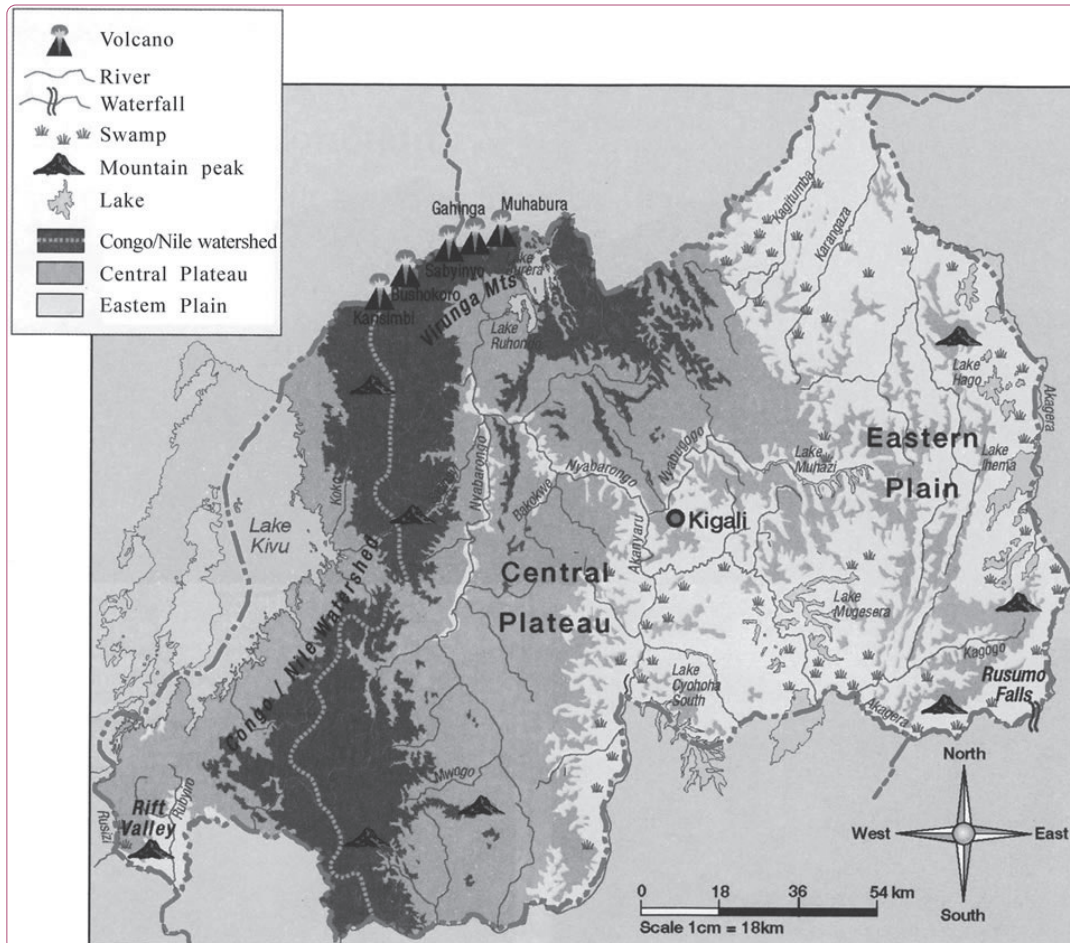
1. Hills can be found in the north of Rwanda.
(Name exact places where hills are found in Rwanda.)
2. Plains can be found in the eastern part of Rwanda.
(Where exactly are the plains found in Rwanda?)
3. Coffee can be exported from Rwanda.
(Where is coffee planted in Rwanda?)
4. Maize can be grown in arable land.
(In which parts of Rwanda is maize grown?)
5. Baboons can be found in the Volcanoes National Park.
(In which forest are baboons found in Rwanda. How is the climate in that area?)
6. Tourist sites can be visited.
(Mention the tourist sites in Rwanda.)
7. Fish can be caught in our rivers.
(Name the lakes and rivers in Rwanda and say where they are found.)
8. Hydro power can be generated at Ntaruka Power Station.
(Name other places where hydro power is generated in Rwanda. Why are these places more suited for hydro power production?)
9. Methane can be extracted from Lake Kivu.
(What is methane used for?)

10. Tea can be planted in Gisovu.

(Which part of our country has the most arable land?)

8.1.2. Application activities: Reading a map and making sentences

I. In groups of four, study the map below again.



II. Questions

1. Do you think these physical features are resources? Give reasons for your answer.
2. Form sentences that include the modal 'can'. Say where the resources like fish and wildlife can be found or utilised. Refer to the map. For example:
 - c) Fish can be caught in Lake Kivu.
 - d) Rusumo Falls can attract tourists.
 - e) Rwanda can earn foreign exchange from tourists visiting Virunga Mountains.

8.2. Comparing temperature

8.2.1. Learning activities: Reading and analysis of text

Read the following passage and answer the questions that follow.

Paula is taking us on a 'gorilla trip' in Volcanoes National Park. We were **apprehensive** about sending money for this trip. We haven't known Paula for long and her tour company is not in our travel book. We had only come to know about her through a friend. When we finally met and **interacted** with her, we are ashamed we ever doubted her. She is simply **amazing**.

"Is this the best time to visit Rwanda?" I had asked as we planned the trip.

"The 'best time' depends on an individual."

"Indeed ... what is the weather like?"

"Here is a rough guide to the **climate** in Rwanda. However, my knowledge is from my experience, not the **meteorological department**. Besides, Africa's **weather patterns** are becoming increasingly unpredictable."

"It's the same everywhere, Paula ..."



"Exactly ... Rwanda's relatively high **altitude** provides it with a pleasant tropical highland climate. Temperatures vary between locations depending on altitude. However, there is very little variation for, say, a month in the same place. For instance, Kigali has an average daily **temperature** of about 21°C. Some places are warm at 21°C; others are warmer at 25°C."

"Okay ..."

"Rwanda's long **rainy season** lasts from March to May. The longer dry season lasts from June to mid September. The driest and hottest month is July."

"What about October to December?"

"We experience a shorter rainy season then. This is followed by a short dry season from December to February."

From the airport, we went to see the genocide memorial as it was only 10 o'clock. Paula then booked us in at Sainte Anne Hotel, Musanze. We left for Hotel Muhabura for a meal as she strongly recommended.

Later, we'll head south to tour Nyungwe Forest. Finally, we'll travel west to sunbathe on the beaches of Lake Kivu.

Comprehension questions

Answer the following questions.

1. Using a dictionary, find out the meanings of the following words:
 - a) apprehensive
 - b) climate
 - c) meteorological department
 - d) weather patterns
 - e) altitude
 - f) temperature
 - g) rainy season
2. Why were the narrator and the other tourists afraid of sending money to Paula?
 - A. She was not in their tour book.
 - B. She was in a different country.
 - C. They hadn't known her for long.
 - D. They hadn't known her for long and they didn't have her tour company in their travel book.
3. Why is 'best time' quotation brackets?
 - A. It wasn't really a good time.
 - B. 'Best' depends on individuals.
 - C. She wasn't happy with the question.
 - D. It was rainy and windy.
4. The average temperature in Kigali is
5. Rwanda experiences the most rain in the months of and the least in the months of
6. Which period will have high temperatures? December to May or June to November? Give reasons for your answer.
7. Why do tourists visit Rwanda?
8. Give words that show the visitors enjoyed their visit.
9. Give this passage a suitable title.

8.3. Language structure

Note

Passive voice (present simple tense) with modal verbs

We usually start a sentence with a subject.

Mutesi kicked the dog.

The boys played football.

We say we are using the **active voice**.

The passive voice is used when we want to show what happened to the object. We are not really interested in what the subject did. The sentence starts with the object. If the subject is there, it is introduced using a 'by phrase'. We use the passive voice in situations where it is obvious who did something. It is unimportant who did something, or it is not known who did it..

The passive voice verb phrase is made up of auxiliary verbs such as **am, are, was, were,** and a **main verb**.

Note

The auxiliary verb comes first followed by the main verb. For example:

1. Electricity **is generated** in Nyamagabe.
2. Rainfall **is received** in Rubavu.

Exercises

I. Rewrite the following sentences in the passive voice.

1. People generate power from methane in Lake Kivu.
2. Tourists see gorillas in the Volcanoes National Park.
3. Rwanda receives long rains between March and May.
4. Rwandans carry out community work every last Saturday of the month.
5. People call Rwanda the land of a thousand hills.
6. Rwanda exports agricultural products to Europe.
7. Rwanda imports machinery from China.
8. People use irrigation in about 94 square kilometres of land.
9. Farmers practice terrace farming.
10. Farmers cut down trees for agriculture.

Passive voice with 'can'

Passive voice can be used with modal verbs. For example: Trees **can** be found in Nyamagabe Forest.

Can is a modal verb. Other modal verbs are: **could, may, might, must, should, will, would.**

II. Change the following sentences into either passive or active sentence.

Example:

Electricity can be generated from methane (by people).

People can generate electricity from methane.

1. People can see gorillas in the Volcanoes National Park.
2. People can grow cassava and potatoes in many districts of Rwanda.
3. Rain water can be tapped and stored for use.
4. A number of minerals, for example, tin ore and gold, can be mined in Rwanda.
5. The soils in Rwanda can allow the growth of coffee and tea.
6. Lake Kivu can be used as water transport.
7. River Akagera can be used for fishing.
8. Students can write on the chalk board with a teacher's permission.
9. School books can be borrowed from the library.
10. Both boys and girls can play football.

Note

Passive voice with modal verbs and comparatives

We can write sentences in passive voice that include modal verbs and comparatives. A comparative is used to compare two things using 'more ... than'. For example:

1. More electricity can be generated at Ntaruka Power Station than at Mukungwa II Power Station.
2. Western Rwanda can be more ideal for growing coffee than eastern.
3. Rain received in Kigali might be more than that received in Nyamata.

III. Combine the following pairs of sentences using 'more ... than'. Use the passive voice and the modal auxiliary 'can'.

1. Rwanda produces flowers three times the flowers. It produces if it uses many green houses.
2. Rwanda gets a lot of rain in March and April. She gets less rain in November and December.
3. A lot of power is produced using methane. More power is produced by hydro power stations.
4. Rwanda produces coffee. Uganda produces more coffee.
5. The environment is cleaned every day. More cleaning is done on the first Saturday of the month.

6. The eastern region is visited by tourists. More tourists visit the western region.
7. Trees are cut in the Savannah region. More trees are cut in the rain forest.
8. Eleven people can play football. Fewer people can play volleyball.
9. A pick-up can carry big weights. A lorry can carry bigger weights.
10. A goat can produce two litres of milk. A cow can produce twenty litres of milk.

Note

Passive voice with modal verbs and superlatives

Superlatives are comparisons among three or more items, places or things. In superlatives, we refer to what is most outstanding. On the other hand, we only compare two features or items in comparatives.

Look at these examples:

1. Food can be produced most cheaply in Kitabi.
2. Rain received in Gicumbi might be the highest in the whole country.

I. Rewrite the following sentences using superlatives. Each should be written in one sentence.

1. More chickens than cows and sheep are found in Rwanda.
2. Many factories are found in Rubavu and Huye. These are fewer than those in Kigali.
3. Many species of animals are found in Volcanoes National Park. Primates are more than the rest.
4. Rains are received in July and September. More are received in March.
5. Money can be made from cassava. More can be made from potatoes. A lot more can be made from flowers.
6. Rwanda is visited by many business people. It is visited by foreign officials. It is visited by many more people as tourists.

II. In groups of five, discuss and write down ten sentences that describe the physical features of our country. (Physical features include mountains, hills and valleys.) Use the passive voice to construct your sentences.

Example is:

Mount Karisimbi is admired by many tourists.

Lake Kivu is big enough to be used as water transport.

Comparatives and superlatives

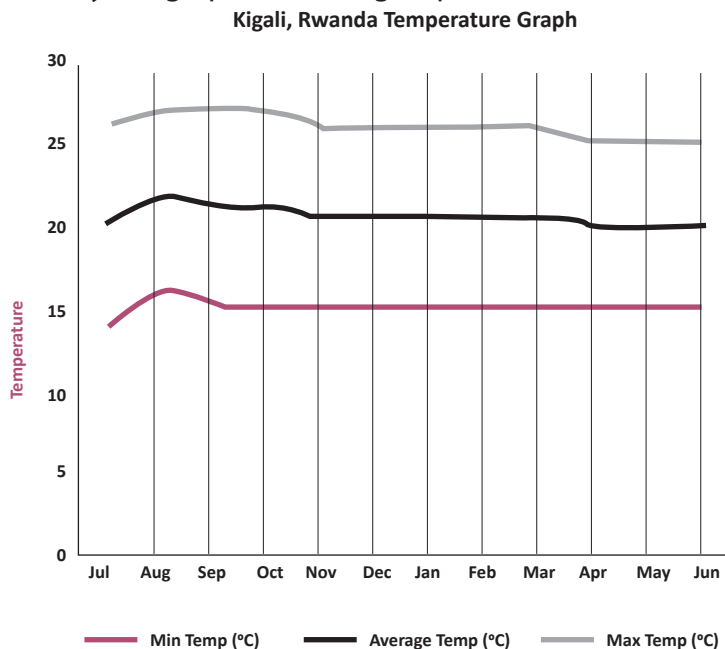
Comparing temperatures

Read the following sentences and make ten sentences of your own following these examples.

1. It is warmer in July than in October.
2. In July it is warmer in Nyamagabe than in Kigali.

8.4. End unit assessment

I. Study the graph below in groups.

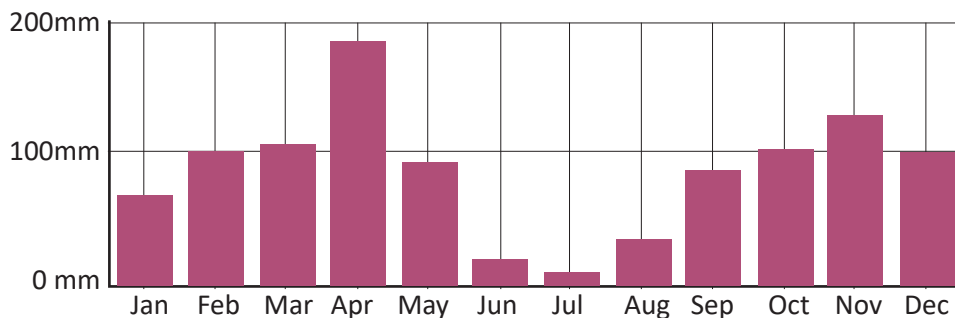


II. Draw this graph in your exercise book and indicate:

1. Which months are hottest?
2. Which month is the coldest?
3. Which month is the driest?

Comparing rainfall

Study the graph below in groups.

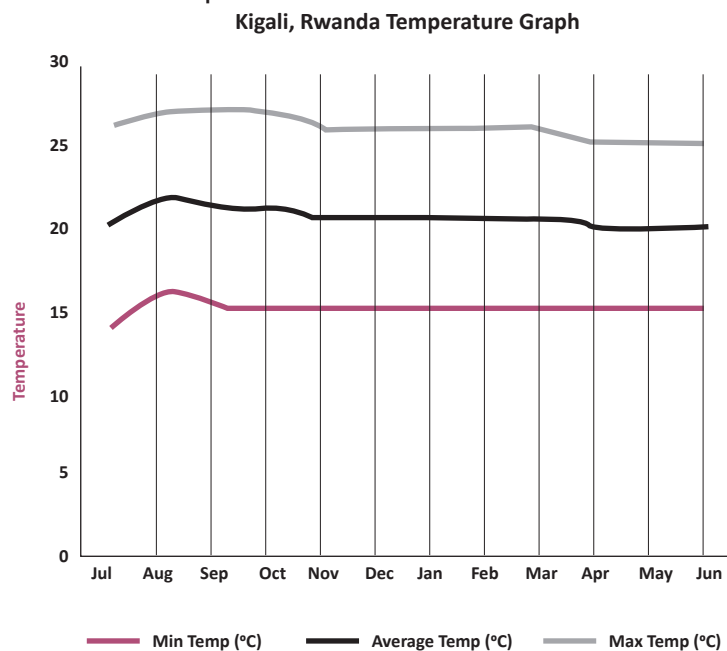


III. Answer the following questions:

1. In which month does Kigali receive the highest amount of rain?
2. In which month does Kigali receive the least amount of rain?
3. Which is the wettest month?
4. Which is the driest month?

IV. So far, you have learnt how to plan and write a composition. You know how to make an outline by coming up with notes. At the same time, you know you have to check your work once you are through.

We can study and make notes from a graph. For example, the graph below shows the temperature and rainfall in Kigali in a year. Study it in your groups and make notes about temperature and rainfall.



V.

1. Make notes on the temperature. Make use of comparatives and superlatives.
2. Write a composition about temperature and rainfall in your locality.

Unit 9

ANTI-SOCIAL BEHAVIOUR

Key unit competence:

To use language learnt in the context of anti-social behaviour.

Introductory activity: Picture interpretation



Answer these questions:

1. Describe the anti-social behaviour shown in this picture.
2. Which lessons can one draw from this picture?
3. What can you do in order to avoid being like the man in the picture?

9.1. Describing anti-social behaviour

9.1.1. Learning activities: Reading and analysis of text

Text: a dialogue

Practise reading the conversation below in groups. Thereafter, discuss and outline the reasons for drug abuse. Finally, compare what you would have written with your desk mate's work.

TEACHER: Mubyeyi, how come you were having a cigarette? Do you smoke?

MUBYEYI: *(looking scared)* O ... of course not, madam. I ... I found it on my desk. You walked in as I was removing it!

TEACHER: Gatete, Umutoni, Hirwa ... look at your friend. Did the cigarette walk to her desk? Who put it there?

GATEETE: Madam, it wasn't me.

UMUTONI: It wasn't me either.

HIRWA: Madam, it wasn't me and I have never seen Mubyeyi smoking. It must have been someone else. We all say no to smoking. We know smoking causes cancer.

TEACHER: I hope you are all being sincere. You should all avoid drugs.

GATEETE: Madam, we are ... I wonder what makes one start smoking or abusing drugs!

TEACHER: Well, some people abuse drugs because of peer pressure. This is when your friends urge you to do what you don't want. For instance, some young people smoke because they think it will make them popular. Some don't want to be laughed at or teased.

HIRWA: I was in such a situation once. My cousins asked me to take a swig of beer to show that I am "grown-up". Sadly, my cousins are always drunk. They hardly shower and sometimes they laugh even at birds! They seem lonely and miserable. I didn't want any of that.

TEACHER: Well, they are addicts ... they need help.

UMUTONI: Madam, in one hand, some young people smoke because they see their parents smoke! On the other hand, some are just curious.



TEACHER: I know ... and that is sad. You should always do what is right not what other people do. If you must copy, copy good not evil.

MUBYEYI: My brother is in a rehabilitation centre. He was addicted to cocaine. He once told me he started using drugs because he was bored! Another time, he said he took drugs in order to be brave. He has wasted his youth. I am glad he is getting help now.

TEACHER: Being an adolescent can be challenging. Some adolescents take drugs to 'test' the limits with their parents. In one hand, some do it out of ignorance. Drugs will affect your health not your parents'! Only you will suffer! Hence, keep off drugs.

Read the following passage.

Text 2: Say no to smoking

Some smokers never consider the consequences of smoking. If they did, they would not be smoking. Some have a **misconception** that smoking helps the smoker relax. That is a lie.

One effect of smoking is developing respiratory problems. Many smokers have a 'never-healing' cold. They cough on and on, sounding like a woofler!

Also, smoking leads to addiction to nicotine. That is why, it is not easy to stop smoking. Nicotine produces physical and **mood-altering** effects in a smoker's brain. These are **temporarily pleasing**. When a smoker stops smoking, nicotine is what causes withdrawal symptoms, including anxiety.

Moreover, cigarette smoking causes heart disease and stroke. Smokers have much higher rates of cancer than non-smokers. Smoking increases the risk of lung cancer.

Smokers suffer from **shortness of breath** almost three times as often as non-smokers. The resting heart rates of young adult smokers are two to three beats per minute faster than non-smokers. A fast heart rate increases the **workload** on the heart. It causes dizziness, light-headedness, chest pain and fainting.

Another effect of smoking is that it can cause the smoker to start using other drugs. Research has shown that smokers are more likely than non-smokers to use alcohol. Smokers are eight times more likely to use marijuana. They are twenty-two times more likely to use cocaine. Smoking is associated with other **risky behaviour**, such as fighting and engaging in unprotected sex.



If you want to live longer, you must think of your heart, your lungs – about your health. On average, a smoker of a pack or more of cigarettes each day lives seven years less than a non-smoker. Smoking hurts your physical fitness.

There is no beauty in taking drugs. Smoking will make you suffer and eventually kill you. Drinking alcohol is not any better; it causes memory loss. Avoid gangs and say no to smoking.

Comprehension questions

Answer the following questions.

1. Give the meaning of the following words and phrases as used in the passage.
 - b) misconception
 - c) respiratory
 - d) mood-altering
 - e) temporarily pleasing
 - f) shortness of breath
 - g) workload
 - h) risky behaviour
2. According to the passage, many people smoke because
3. “Sounding like a woofer” means the smokers’ chest make noise like
4. equipment.
5. How does nicotine affect the brain?
6. List down some of the diseases that smoking causes.
7. What are the effects of having a fast heart rate?
8. Explain the effects of taking alcohol.
9. Apart from the diseases mentioned in the passage, what else is a smoker likely to suffer from?

9.1.2. Application activities: discussion, presentation and debate

I. Discussion

Read the following passage and then discuss the answers to the questions in your groups.

Johnson has been a naughty boy since I knew him. He never took his work seriously. At no given time did he pay attention. Neither his work nor his conduct was impressive. The entire class would always wonder what was wrong with him. Not long afterwards, he dropped out of school. We later heard that he had joined a gang of young men who spend their day drinking and smoking. But how long can one lead such a reckless life? Last week the police apprehended the gang. The gang is behind bars waiting to face criminal charges in a court of law. What a waste of life! Their energies should have been spent on nation-building.

1. Why do you think the character in the story wasted his life?
2. How can we help such people before they waste themselves?
3. What do you think caused the gang to face criminal charges?
4. How can you avoid Johnson's pitfalls?
5. Discuss the social and economic effects of taking drugs and alcohol.

II. Presentation

Read the table below and answer the question that follows:

Behaviour	Cause	Effect(s)
Smoking	peer pressure, mistaken beliefs of superiority	lung cancer, addiction
Drinking		frustration, loneliness
Puffing	peer pressure	addiction
Sniffing	frustration, peer pressure	addiction, becoming anti-social
Injecting	frustration, loneliness	addiction, becoming anti-social
Loitering	frustration	addiction, becoming anti-social
Mugging	peer pressure, urge to own what you can't afford	
Stealing	peer pressure, urge to live beyond your means	

Above is a table of anti-social behaviour, their causes and effects.

In groups, generate more causes/effects and present to the class.

II. Debate

Debate the topic

"The society and not the individual is to blame for drug abuse among teenagers."

One group should propose and the other one should oppose. Appoint a secretary for each group to summarise the points raised. Finally, present them to the class to determine the winners of the motion.

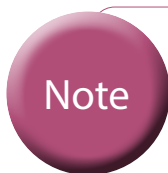
9.2. Language structure

Using connectors, adjectives and gerunds

Read the following sentences.

1. He was smoking so as to feel special.
2. She is drinking because she is frustrated.

3. They are abusing drugs in order to be seen as superior.
4. He is sniffing glue because he wants to feel high.
5. She is smoking so as to forget her frustrations and feel easy.



Connectors

In the above sentences, **so as to**, **because** and **in order to** are connectors.

Connectors, as their name suggests, connect two clauses to make sentences.

Exercises

I. Fill in the gaps with the correct connectors. Choose from 'so as to', 'because', and 'in order to'.

1. She started smoking she thought it was fun.
2. He stopped smoking be healthier.
3. I kept on taking alcohol get an addict's high.
4. We are not joining any gang they cause fear among people.
5. She is not taking alcohol it can cause memory loss.
6. He is going to the rehabilitation centre seek help.
7. She should stop taking drugs to think clearly.
8. He is being rehabilitated live a drug-free.
9. She is studying psychology help counsel addicts.
10. Joining a gang will shorten your life you will be facing violence.

Other connectors include: above all, furthermore, even so, however, instead, whereas, then and first. Can you think of more?

II. Make correct sentences by joining parts in Column A with the correct ones in Column B.

Column A	Column B
First, I am going to the rehab clinic	because they are causing deaths.
Furthermore, I am not interested in drugs anymore	instead of encouraging them to smoke.
I am teaching people about the effects of smoking	but I have faith I will overcome.
However, quitting smoking is not easy	because it was causing me to lose my memory.
Whereas drugs are killing people	drug free!

Above all I am not taking alcohol	there are those who profit from their deaths.
Even so I am striving to be healthier and	to seek help for my addiction.

Adjectives

Note

Adjectives qualify or describe nouns. That is, they tell us more about nouns. For example:

1. The **malnourished** boy is abusing drugs.
2. The **plump** girl is taking alcohol because she thinks it will make her **popular**.
3. He is taking drugs because he thinks they will make him feel **special**.
4. He thinks drinking makes him **superior**.

Each one of the bold words describes the users of drugs in each case. They, therefore, describe the subjects at the beginning of the sentences shown by the pronouns. They are, therefore, adjectives.

Exercises

I. Copy the sentences below in your exercise book and underline the adjectives.

1. He joined a gang in the village because he felt lonely.
2. She visited the drinking den because she felt frustrated.
3. The naughty boys were expelled from school because they were found smoking.
4. She abused drugs because she wanted to feel high.
5. He thought that smoking would make him look fashionable.

II. Working in your groups, construct ten sentences on anti-social behaviour. Include adjectives in each case.

Gerunds

A gerund is a noun in the form of the present participle of a verb, that is a verb ending in – **ing**

Look at the following examples.

1. I prefer eating to drinking.
2. Running is good exercise.
3. Smoking can lead to cancer.
4. He likes eating.
5. He is fond of misbehaving.
6. His mistake, cheating, made the teacher annoyed.

7. He likes lying.
8. The street child started sniffing glue.

Exercises

I. Rewrite the words in bold in the following sentences as gerunds.

1. **To smoke** in a public place is a crime.
2. **To abuse** alcohol and drugs is destructive.
3. **To avoid** problems with teachers is easy if you don't misbehave.
4. **To over-eat** is to invite obesity.
5. **To join** street gangs is a ticket to an early death.
6. The prefect told the boy that **to sniff** glue is bad for his health.
7. He likes **to play**.
8. He hates **to take** alcohol.
9. **To engage** in promiscuous behaviour is **to invite** all manner of STIs.
10. Mutesi likes **to play** volleyball and **to read** novels.

II. Use the following words to make correct sentences with a gerund.

- | | | |
|-----------|------------|------------|
| 1. drink | 4. attempt | 7. correct |
| 2. eat | 5. steal | 8. allow |
| 3. engage | 6. abuse | |

9.3 End unit assessment

I. In groups, discuss why anti-social behaviour should be discouraged in our society. In presentations to the class bring out the dangers of such behaviour. Use gerunds in your sentence construction.

II. Working in your groups

Write five sentences about the causes and another five on the effects of anti-social behaviour.

III. Group project

Working in groups, imagine that you are a member of your estate/village youth group. You have noticed that there are many cases of drug abuse in the area. The best way of communicating with your fellow youths is by using visual means, i.e. what they can see.

Working together, discuss a poster or a chart you can develop to pass the message and later design and make it. You can design it in your books before sketching it on a manila.

Rearrange the following sentences to make a sensible story.

1. The officer arrested me; I was arraigned in court and ended up here.
2. I regret joining this gang; look where I have ended up.
3. I started thinking of joining them so as to belong.
4. I felt lonely because I was new in the estate and I used to live alone.
5. She requested me to hold her bag.
6. I thought I would feel special if I joined them.
7. I went jogging every evening and I saw them chatting happily.
8. I started talking to one of them in order to know who the others were.
9. I was arrested for possessing drugs.
10. Before long, she started jogging with me.
11. Finally, she introduced me to her friends.
12. One day were walking home.
13. She excused herself because she wanted to pick something from a shop.
14. The police office found me holding the bag.
15. He asked me to hand it over and on searching it found cocaine.

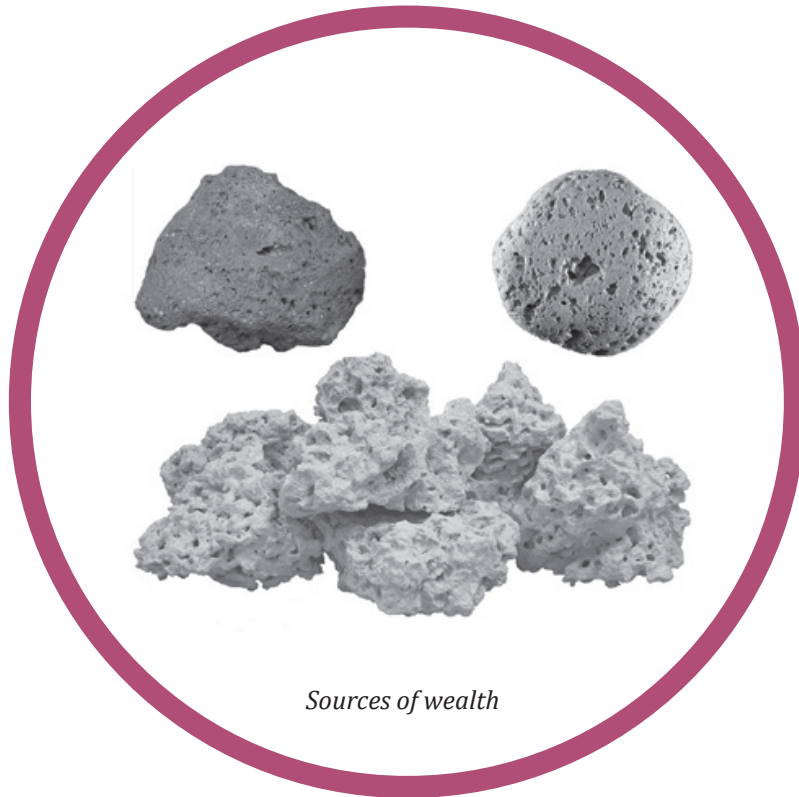
Unit 10

SOURCES OF WEALTH

Key unit competence:

To use language learnt in the context of sources of wealth.

Introductory activity: Picture interpretation



Sources of wealth

Answer these questions:

1. What type of wealth can you see in this picture?
2. Where can you find these minerals in Rwanda?
3. State their importance for the economy.

10.1. Describing agricultural products

10.1.1. Learning activities: Reading and analysis of text

Practise reading the following conversation.

Kankindi and McPherson are chatting on Facebook. Kankindi is in Kigali and McPherson is in Ireland.

MCPHERSON: Did you say you come from Ru – a- nda?

KANKINDI: Rwanda, the land of a thousand hills.

MCPHERSON: You must be very proud of your country.

KANKINDI: Indeed, I am.

MCPHERSON: Why are you studying Agricultural Economics? Do you have many farmers in Rwanda?



KANKINDI: (*laughing*) You got the pronunciation right! I am studying Agricultural Economics because I want to help farmers in my district earn more from their produce. Nearly 91% of Rwandans earn their living from farming. They are either farmers or they buy or sell farm products.

MCPHERSON: Is the farming large scale?

KANKINDI: I wouldn't exactly say that. For instance, in one hand, coffee is grown in western Rwanda by small producers. Whereas, tea is grown on large estates.

MCPHERSON: Those are cash crops ... what about food crops? Do you keep livestock?

KANKINDI: Coffee and tea are our main exports. I should mention plantains which are both cash and food crops. However, the plantain crop is used mainly for making beer and wine.

MCPHERSON: Really ... wine from plantains?

KANKINDI: Yes ... Then, we have pyrethrum, maize, beans, sorghum, potatoes, sugarcane, cassava and ... yes, we keep livestock.

MCPHERSON: If I ever visit Africa, I will come to Rwanda.

KANKINDI: Africa is not all about war and starvation. It is beautiful, full of resources and amazing people.

Which of these crops are grown in your village: coffee, tea, plantain, pyrethrum, maize, beans, sorghum, potatoes, sugarcane and cassava?

Read the following report.

Overview of resources in Rwanda

Rwanda's chief **natural resources** include tin ore, gold, methane and tungsten ore. The significant export commodities in 2010 included tin ore, columbite, tantalite and tungsten ore. In 2010, the country's tantalum production accounted for 15% of the global tantalum production. Peat increased by 10%, and tin increased by 46%. The country's quarrying and **mining** sector accounted for only 0.7% of the GDP.

Industrial minerals

About 100,000 tonnes of cement were produced by Cimerwa in 2010. The company planned to construct a new cement plant by the end of 2011. It was expected to produce 700,000 tonnes of cement per year. The company planned to export cement to eastern Congo and Burundi.



In 2010, however, the demand for cement in Rwanda increased to almost 460,000 tonnes. Therefore, cement had to be imported to meet this growing **demand**. Demand for cement was expected to reach 680,000 tonnes by 2015.

Metals

In 2008, TransAfrika Resources Limited carried out gold exploration activities in Gicumbi District. This site had resources that amounted to 5.55 million metric tonnes of gold.

In 2010, Central Multi-Services SARL mined cassiterite at the rate of almost 300 t/yr. In the same year, Wolfram Mining & Processing produced 120 t/yr of tungsten. Eurotrade International produced about 480 t/yr. Equally, Natural Resources Development Rwanda Ltd produced between 12 and 36 t/yr of tungsten.

Fossil fuels

Rwanda's Lake Kivu was estimated to contain 60 billion m³ of natural gas. In 2010, Kibuye Power 1 Limited extracted natural gas from Lake Kivu. Kivuwatt Limited planned to construct a gas-fired power station and extract natural gas from Lake Kivu.

Pollution

Mining activities surrounding River Sebeya in the Western Province were suspended. These activities were polluting River Sebeya, which is a source of livelihood for the local people. Mining in this area will continue only after the execution of proper environment protection measures.

(Source, allafrica.com)

Comprehension questions

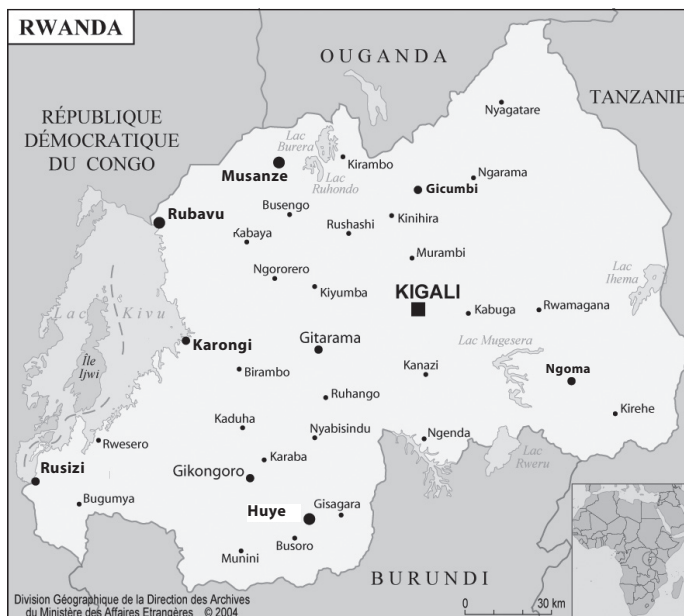
Answer the following questions.

1. Explain the meaning of the following words as used in the passage.
 - a) natural resources
 - b) natural resources
 - c) demand
 - d) investments
 - e) production
 - f) loans
2. According to the passage, what are the main resources in Rwanda?
3. How much did the quarrying and mining sectors contribute towards the GDP?
4. Why do you think the demand for cement increased at a high rate?
5. Where were gold exploration activities carried out, according to the passage?
6. What did Kivu Watt Limited plan in 2010?
7. Explain the consequences of polluting River Sebeya.
8. Which words would you use to describe the mining industry in Rwanda?
 - A. Small and of little importance
 - B. Small but with potential
 - C. Small but important
 - D. Challenging but beneficial
9. How can the mining and mineral industries in Rwanda be improved?

10.1.2. Application activities: discussion and studying a graph

I. Discussion

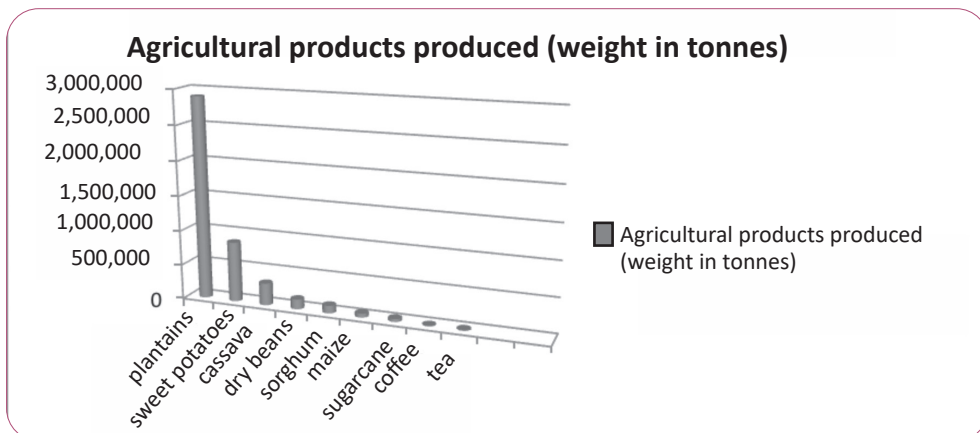
1. Working in groups of five, draw the map below in your exercise books. Thereafter, study the sentences that follow and then label the map correctly.



- a) Coffee is grown in the Virunga Region. It is also grown in the Akagera, Kivu, Kizi Rift Valley and Muhazi Lake Region.
- b) Tea is planted in Gicumbi, Rusizi, Nyamagabe, Rubavu and Karongi districts.
- c) Bananas are grown all over Rwanda.
- d) Potatoes are grown in Musanze, Rubavu, Gicumbi, Nyamagabe, and Karongi regions.
- e) Beans are grown in, Kirambo and Musanze in Burera district.
- f) Sugarcane is grown in Bugesera, Kicukiro and Rwamagana districts.
- g) Cassava is grown in Ruhango, Muhanga, Gisagara, Kamonyi, Nyanza and Bugesera districts.
- h) Pyrethrum is grown in Musanze, Nyabihu and Rubavu districts.
- i) Sorghum is grown in Musanze, Rubavu, Karongi, Rusizi, Nyamagabe, Huye, Ngomba, Nyagatare, Gicumbi and Muhanga districts.
- j) Livestock keeping is practised in many parts of Rwanda.

II. Studying a graph

Study the graph below in your small groups. It shows amounts of agricultural yield in tonnes.



- a. Which crop is most produced in Rwanda?
- b. Are the least produced crops cash or food crops?
- c. What do you think of this way of presenting information?

10.2. Language structure

I. Passive voice, present tense and connectors of time

Passive voice

Do you remember what passive voice is? Study the sentences below.

1. Coffee is grown in western Rwanda.
2. It is grown by small producers.
3. Tea is grown on large estates.

These sentences are in passive voice. In passive voice, the thing doing the action is the object. The subject may or may not be included. For example, in sentence 1, we do not know who grows the coffee. In sentence 2, we are told who grows the coffee – the small producers.

Here are more examples:

4. Gas is extracted from Lake Kivu.
5. Tantalite is found in Kamonyi and Gatsibo districts.
6. Gold is mined in Gicumbi District.

You must have noticed that we are using the present tense. We are talking about things that usually happen. They are habitual. Do you remember what we said about the present tense? The present tense indicates actions that are happening or that happen regularly, that a situation exists or is true. In this case, the actions happen regularly. Remember, 'is' is the present form of the irregular verb 'be'.

Exercise

Complete the following sentences correctly.

7. Cassiterite is Rutongo Mines.
8. Wolframite is at Nyakabingo.
9. Nyakabingo mines 18 tonnes of Wolframite per month to Malasya.
10. Coltan is in the western parts of the country.
11. Gold deposits are in Miyove.

II. Describing a process

We can use the present tense, passive voice and connectors of time to describe a process. For example:

Here are sentences on the production of coltan:

1. Coltan is mined near Kamonyi.
2. The ore is weighed.

3. Coltan is taken to factories.
4. It is offloaded at the factories then it is smelted.

We can join these sentences using connectors to show the sequence like this:

First, the coltan is mined near Kamonyi. **Then** the ore is weighed. **After that**, the coltan is taken to factories. **Finally**, it is offloaded **then** smelted.

The words in bold type are called connectors. They help us understand a sequence of events. **First, then, after that, meanwhile, later, before** and **that** are called connectors of sequence because they indicate the sequence and time aspect of a procedure/process.

Exercise: Using geography books, or a library if there is one in the school, carry out a research on the processes of producing three minerals and describe these processes. Ensure that you use connectors of time and passive voice.

Talking about imports and exports

We can use the passive and present tense to talk about imports and exports.

III. Study the table below and in groups of five, form sentences using the listed items. Your sentences should be in passive voice and present tense.

Imports	Exports
Petroleum oils	Coffee
Portland cement	Tin ores
Cane or beet sugar	Niobium, tantalum, vanadium or zirconium ores
	Tungsten ores
Wheat	Chromium ores
Electrical apparatus	Raw hides and skins
	Live bovine animals
Automatic data processing machines	Beer made from malt
Palm oil	Vegetable saps
Medicine	Waters
Insulated wire, cable	Bread
Animal or vegetable fats and oils	Pastry cakes, biscuits
Iron or non-alloy steel	Leguminous vegetables
Worn clothing and other worn articles	Tea
Soap	
New pneumatic tyres of rubber	

Notes: Table showing Rwanda export /import table for the year 2014 in metric tonnes

Exports	Imports
Coffee 40	Fertilizers 100
Tea 60	Industrial goods 80
Sugar 30	Machinery 100
Pyrethrum 80	Chemicals 200
Cotton 50	Steel 400

From the table, 60 metric tonnes of tea were exported while 100 metric tonnes of fertilizers were imported.

Questions

1. Describe other imports and exports.
2. What were the sum total export and sum total import?

10.3 End unit assessment

Tables and graphs

Tables are visual representations. They are used to organise information to show patterns and relationships. Tables show this information by representing it as a shape. Researchers and scientists often use tables to report findings from their research. In newspapers, magazine articles, and on television are often used to support an argument or point of view.

Importance of tables

Tables can be useful tools for helping people make decisions. However, they only provide part of a story. Inferences often have to be made from the data shown. It is important to identify what parts of the story are missing. This can help the reader decide what other information they need. The reader can decide whether the argument should be rejected or not.

As a student, you need to know how to study and interpret a table.

I. Have a look at this table again.

Imports	Exports
Petroleum oils	Coffee
Portland cement	Tin ores
Cane or beet sugar	Niobium, tantalum, vanadium or zirconium ores
	Tungsten ores
Wheat	Chromium ores
Electrical apparatus	Raw hides and skins
	Live bovine animals
Automatic data processing machines	Beer made from malt
Palm oil	Vegetable saps
Medicaments	Waters
Insulated wire, cable	Bread
Animal or vegetable fats and oils	Pastry cakes, biscuits
Iron or non-alloy steel	Leguminous vegetables
Worn clothing and other worn articles	Tea
Soap	
New pneumatic tyres, of rubber	

What can you say about this table?

II. In small groups, study and interpret the table below. In five paragraphs, comment on these exports.

Product	Jan 14	Feb 14	March 14	April
Coffee	\$ 1,789,811	\$ 1,931,672	\$1,323,625	\$ 783,475
Tea	\$ 4,403,969	\$ 4,425,162	\$ 5,526,395	\$ 4,992,210
Cassiterite	\$ 5,942,653	\$ 5,929,453	\$ 5,668,580	\$ 6,117,163
Coltan	\$ 3,874,304	\$ 4,687,174	\$ 8,949,709	\$ 5,058,358
Wolfram	\$ 3,014,455	\$ 2,836,504	\$ 2,836,504	\$ 412,569
Hides and skin	\$ 2,301,201	\$ 1,356,560	\$ 1,490,667	\$ 1,490,622
Pyrethrum	\$ 49,057	\$ 266,369	\$ 29,468	\$ 25,052

III. In small groups, study and interpret the table below and then write two paragraphs about these imports. The amounts are in US dollars.

ITEMS	2005	2006	2007	2008	2009	2011
Mineral products	16,631,818	20,822,225	31,354,043	63,514,333	51,008,179	75,567,393
Products of the chemical or allied industries	51,626,881	63,369,218	104,611,074	117,151,255	163,701,867	178,907,224
Plastics and rubber	19,863,891	20,170,731	22,595,088	36,990,553	44,637,791	44,661,640

REVISION EXERCISES



Revision

11.1. Listening and speaking

Exercise 1

Read the following conversation in pairs and then, carry out the activity that follows.

- TOM:** Hello, Sarah. I am told you're walking down the **aisle** next week.
- SARAH:** So, what's the news there? I've always walked all around the isle. I live there, remember?
- TOM:** Honestly, I thought you were meant for **none** ...
- SARAH:** A **nun**? Why would I want to be a **nun**?
- TOM:** **Cite** anyone who's ever wanted to be ...
- SARAH:** I don't know what you are talking about. Isles, nuns, sites ... You want a **site** in the **isle**?
- TOM:** Aisle, aisle! I meant an **altar**!?
- SARAH:** **Alter**? Alter what?
- TOM:** Are you faking it? Or did you forget your **cereals** again?
- SARAH:** Faking what? I really can't get you ... nuns, sites, serials. Have you taken **ale** again?
- TOM:** You mean do I **ail**? No, of course not. But you certainly sound ill. Must be that **flower** and your porridge.
- SARAH:** Of course not. You take too much ale. The **flour** could not be the problem. It's the same one I make porridge from, all the time.
- TOM:** How do you manage the **feat**? We never seem to ever communicate...
- SARAH:** There you go again... I don't need my **feet** to communicate. You always turn everything upside down. You are such a **bore**.
- TOM:** Maybe it's because I have a **boar** for a friend. **Cheep** is all you ever do.
- SARAH:** Maybe it's because my friend is a **cheap** also... mind the **bough** on your head!
- TOM:** I certainly have no **bow** on my head. It's a cap!

Questions

1. Would you say the two friends are communicating? Give a reason for your answer.
2. With the help of your teacher, find out the meanings and the pronunciation of the words in bold in the conversation. What do we call such words? How do you think they have affected the communication between the friends?

Exercise 2

Listen as your teacher reads a passage and then fill in the gaps in the following passage using the information you have heard.

The symptoms of HIV/AIDS vary depending on

The first stage is referred to as the primary infection stage. At this stage, the person living with HIV develops a flu-like illness within a month or two after the virus enters the body. This illness, known as, may last for a few weeks. Possible symptoms include fever, muscle soreness,,,,,

Although the symptoms of primary HIV infection may be mild enough to go unnoticed, the amount of (viral load) is particularly high at this time. As a result, HIV infection spreads more during primary infection than during the next stage of infection.

The next stage is referred to as, In some people, persistent swelling of the lymph nodes occurs during this stage. Otherwise, there are no specific signs and symptoms. HIV remains in the body, however, as a free virus and in infected, the stage usually lasts from eight to ten years. A few people stay in this stage even longer, but others progress to much sooner.

If a patient receives no treatment for HIV infection, the disease progresses to AIDS in, By the time AIDS develops, the immune system has been severely damaged, making the patient prone to diseases that wouldn't be so serious for a person with a healthy immune system. The signs and symptoms of some of these infections may include:

1.
2.
3.
4.

11.2. Reading and comprehension

Exercise 3

Read the following passage and then answer the questions that follow.

We had just returned from the lunch break at 1:30 p.m. The weather was beautiful. The sun was shooting its rays from the vantage of the cloudless sky.

We had reluctantly trooped back to the classroom; it felt like a punishment. We didn't want to abandon the warmth of sunshine for the dull classroom. We had to rush back all the same. We knew the consequences of being late for Mr. Buregeya's class.

Habimana came into the classroom and curled himself in a corner. The teacher asked him what the matter was, but he remained quiet. He was oblivious to all that

was happening in the classroom.

Habimana was not known to be rude. Therefore, it was reasonable to assume he could not have been ignoring Mr. Buregeya. He was a no-nonsense teacher. Habimana was either very sick or had received terrible news.

We waited to see how the teacher would react to this challenge to his reputation. He asked the question again but got no response. He removed his glasses, blew some air onto them before beginning to clean them. After this, he gently put them down on the teacher's desk. He began walking towards the quiet figure. Habimana looked like a foetus in the womb.

He was now standing over him, shockingly calm. We waited for the explosion. He stretched out his huge arms. Nearer, nearer, he was moving towards Habimama. Surely, this was the moment!

Then, as gently as a feather, he lifted Habimana into his arms. Everyone was staring open-mouthed. Were we in a dream? Next, he started walking towards the door ... and then he was out.

There was silence. This was unreal. However, the glasses were still on the desk and we were still in the room. Therefore, they were real. What was wrong with Habimana? What had turned a leopard into a lamb? Indeed, it is a strange world.

Comprehension questions

Answer the following questions.

1. Describe the weather in the afternoon whose events are being discussed.
2. Why did the students feel like they were being punished?
3. What were the likely causes of Habimana's behaviour?
4. Why was it strange for Habimana to behave that way?
5. What explosion were the students waiting for?
6. Why was everyone staring open-mouthed?
7. "Surely this is the moment". What moment was it?
8. Why do you think Mr. Buregeya took Habimana into his arms?
9. Did whatever the students expect happen? Give a reason for your answer.
10. 'Oblivious' means
 - A. unbothered
 - B. unaware
 - C. unaffected
 - D. uncaring
11. 'No nonsense' here means
 - A. serious
 - B. tough
 - C. sensible
 - D. disciplined
12. Give this passage a suitable title.

Exercise 4

Read the following passage and then answer the questions that follow.

It is a great day. The new ones started arriving early. Only the best performers come to Geisha Girls' School. Many of them are from private schools. Their teachers are committed. They never on the streets singing **weird** songs. Surprisingly, the salaries our teachers demand never seem to affect their character. For instance, Ahurole still managed two babies in a year last year.

A few pupils from public schools **scrape** through the sieve that is the primary-leaving exam and join Geisha. These are not difficult to spot. They usually report on the first day with their heads closely cropped. They are usually dressed in tasteless uniforms. Some report with frocks that remind you of patients in a **cabbage farm**. Moreover, they are naïve.

Last year, I was just passing by a parent and his daughter when the father parent called me.

'Hello ... could you show my daughter to the washrooms please?' he asked.

'Certainly ... please come,' I said.

At the **lavatories**, I motioned her in. As I waited, I heard the doors opening and closing. I got curious and entered. She was peering into one toilet and then moving on to the next.

'Is everything alright?' I asked her.

'I'm looking for the toilet,' she answered. 'I can't see a hole in any of these!'

I understood her. To her, a toilet was a pit latrine.

'Could you assist me, please?' At least she was **cultured**. Thereafter, we became friends. Today, she is a graceful **fawn**.

The newcomers are all over, **prancing** like birds. They have been brought to school with flashy cars. The lot from the villages and their Mickey Mouse schools are also distinguishable. Their parents reach the school either on foot, or on motor bikes. Their arrival is always met with **sniggers** and grins, but they have arrived.

Comprehension questions

Answer the questions below.

1. Give the meanings of the following words as they have been used in the passage
 - a) weird
 - b) scrape
 - c) cabbage farm
 - d) lavatories
 - e) cultured
 - f) fawn
 - g) prancing
 - h) sniggers
2. Why does the narrator say it is a great day?
 - A. New children have been born.

- B. They were going to receive many visitors.
 - C. The form ones were reporting.
 - D. It was a day of rest.
5. Why according to the narrator are many of the students from private schools?
 - A. Their teachers do not know how to sing.
 - B. The children are brighter.
 - C. The teachers spend more time with them.
 - D. They come from richer families.
 5. How best can you describe the narrator?
 - A. Helpful, but arrogant
 - B. Social and friendly
 - C. Friendly and welcoming
 - D. Helpful, friendly but also spiteful
 5. Judging from what we are told about this year's Form Ones, we can say they are:
 - A. ambitious.
 - B. proud.
 - C. knowledgeable.
 - D. achievers.
 5. Outline the differences between students who come from academies and those who come from public schools.
 6. Using what you have said in (6), we can say the Rwandan society is highly st---i--ed. (fill in the missing five letters)
 7. How do you think the narrator feels about Ahurole? Give a reason for your answer.
 8. What do you think the narrator means by 'Mickey Mouse schools'?

11.3. Language use

Exercise 5

Classify the following nouns as either countable or non-countable.

- | | | |
|-----------|----------|-------------|
| a) air | g) book | m) pair |
| b) coffee | h) meat | n) politics |
| c) grass | i) water | o) soil |
| d) herd | j) oil | p) cloud |
| e) maize | k) mouse | q) swarm |
| f) paint | l) wife | |

Exercise 6

Use the following words to make correct sentences.

1. some
2. a few
3. few
4. a little
5. little
6. any

Exercise 7

Use relative pronouns to fill in the gaps in the following sentences.

1. I like people tell the truth.
2. Where is the pen I gave you?
3. Is it true God helps those help themselves?
4. I know the man the thieves conned.
5. This is the man came to see you this morning.
6. The house they live in is very small.
7. This is the mason built this classroom.
8. of these books is yours?
9. You make up your mind to believe.
10. This is the child mother was arrested.

Exercise 8

Use the correct alternative to complete the following sentences.

1. It _____ (rains/has rained) very heavily during the months of March and April.
2. Cows _____ (are grazing/have grazed) in the field as we talk.
3. My mother always _____ (has prepared/prepares) a great meal during my birthday.
4. She is _____ (swimming/swims) every day as she prepares for the games.
5. Some people _____ (keep/have kept) dogs as pets.
6. Farmers _____ (work/are work/have worked) very hard for a living.
7. Our History teacher is _____ (organising/organise) a trip for us to the Parliament.
8. I have _____ (eaten/eat) a banana.
9. The wind _____ (is uproot/has uprooted) a lot of trees.

Exercise 9

Use the following words in their past tenses to make correct sentences.

1. love
2. shoot
3. tear
4. smell
5. want
6. see

7. walk

8. flee

Exercise 10

Rewrite the sentences below correctly using the words in the brackets.

10. Being foolish is (bad) than being poor.

1. He is the (more) irritating man I have ever met.
2. We ended up driving (fast) than we wanted in order to make it home before nightfall.
3. That was the (less) appetising meal she has ever cooked.
4. Mt Kilimanjaro is the (high) mountain in Africa.
5. Martin Luther is one of the (great) black leaders.
6. I am (educated) than you but I know you are (wise)
7. China's economy is the second (big) economy in the world today.

Exercise 11

Identify the adverbs in the following sentences.

1. I visit my mother frequently.
2. It seldom rains in the desert.
3. He arrived here before you.
4. The teachers are going to Kigali tomorrow.
5. I have my birthday on Tuesday next week.
6. It is raining heavily.
7. Today is Independence Day.
8. The college holds a graduation ceremony twice a year.

Exercise 12

Write down ten correct sentences, five in the passive voice and five in the active voice.

Exercise 13

Underline the relative clauses in the following sentences.

1. Nothing is more feared than a new idea, which has never been tried.
2. It is an open secret that he is to contest for that seat.
3. This is the goat whose kid was eaten by hyenas.
4. That is the secret that he had told her.
5. He pretended to know the answer, which we knew he didn't.

6. Students whose marks are low may have to repeat a year.
7. We looked for the man who left his phone behind.
8. It is not clear which record he broke.

11.4. Writing

Exercise 14

1. Write a recipe of your favourite meal.
2. Describe a tour you took to any place of interest.
3. Describe the economic activities carried out in your home area.
4. Explain why we should always eat healthy food.
accessories: that go with a dress, for instance a bag or a hat
allergic reaction: a sensitive response to substances

GLOSSARY

altitude:	height above sea level
apprehensive:	fearful or anxious
appropriate:	suitable or proper
assembly:	a meeting of teachers and students, especially at the beginning of a school day
blood clotting:	the turning of blood into a thick solid
bowel:	intestines, especially the large intestines
chunk:	a large piece of a thing
climate:	typical weather conditions of a place
conservative:	favouring what is generally accepted or traditional
craving:	a strong desire for something
damage:	harm/hurt/injury
demand:	the desire or needs of customers for a product
eating:	consuming
fibre rich:	full of fibre
healthy:	good for your health
heart disease:	any sickness that affects the heart
impression:	an idea or effect formed in the mind
investments:	shares bought in a company with the hope of returning a profit
lacy:	made or trimmed with lace
landscape:	everything you can see when you look across a large area of land
lean:	meat containing little or no fat
loans:	money that banks lend and whoever borrows repays with interest
meteorological department:	an institution that studies and forecasts weather conditions
misconception:	a belief or idea that is not based on correct information
mood-altering:	ability to change the state of mind

moustache:	hair on the upper lip
natural resources:	supply of materials that are found occurring in a country
neutral:	with no strong or noticeable qualities
nourish:	keeping someone healthy with food
opt:	choose to take or not take a particular course of action
portion:	one part of something larger
production:	the process of making materials or goods in large quantities
professionally:	suitable or proper for an occupation
rainy season:	the time of the year when there is a lot of precipitation (rain)
reap the benefits:	gain from
research:	systematic investigation to collect information
respiratory:	having to do with breathing
risky behaviour:	doing things in a way that would expose you to danger
routine:	the normal order and way in which you do things in a place
score:	the number of marks somebody gets in a test
set up:	established
shortness of breath:	when one is labouring to breath, or having difficulties in breathing
stabilise:	to make something firm, or unlikely to change
structure:	the normal order and way in which you do things in a place
substitutes:	takes the place of something or someone else
survival:	condition of continuing to exist
temperature:	degree of hot or cold
temporarily	
pleasing:	will make you feel good only for a moment
weather patterns:	how the atmospheric conditions in a place behave
wholegrain:	containing the grain without anything having being removed
workload:	the allocated tasks that have to be carried out.

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