



New **Secondary**

English

FOR RWANDA

Student's Book
S2

C Chebes • J Kintu • Dr L O'Connell

CONTENTS

Unit 1: Heroes and citizenship 1

1.1	Oral work: Heroes	1
1.2	Reading and writing: Martin Luther King Junior	4
1.3	Vocabulary	5
1.4	Language structure: Past simple tense	6
1.5	Language skills: Describing	9
1.6	Language structure: Adverbials of time	10
1.7	Language structure: Modal verbs	11
1.8	Language skills: Listening	13
1.9	Unit assessment	18

Unit 2: Leadership and democracy 20

2.1	Speaking and listening: Leadership	20
2.2	Skills: Reading	24
2.3	Vocabulary	25
2.4	Language structure: Passive voice in the present simple tense	27
2.5	Language structure: Comparatives	29
2.6	Language structure: <i>Will</i> for intentions	32
2.7	Sounds and spelling	32
2.8	Unit assessment	35

Unit 3: The media 36

3.1	Speaking and listening: The media	36
3.2	Skills: Describing	37
3.3	Vocabulary	38

3.4	Language structure: Adverbs of frequency	41
3.5	Sounds and spelling	45
3.6	Language structure: Present perfect tense	48
3.7	Language structure: Future simple tense with <i>will</i>	50
3.8	Unit assessment	52

Unit 4: Education 54

4.1	Speaking and listening: Education	54
4.2	Language structure: Adjective clauses with <i>when</i>	55
4.3	Vocabulary	56
4.4	Language structure: Past simple tense	59
4.5	Sounds and spelling	61
4.6	Language structure: <i>Would like to</i> , <i>Have to</i> and <i>In order to</i>	63
4.7	Language structure: Conditionals	67
4.8	Unit assessment	69

Unit 5: Rwanda and East Africa 71

5.1	Speaking and listening: Rwanda and East Africa	71
5.2	Language structure: Comparatives and superlatives	72
5.3	Vocabulary	74
5.4	Language structure: Connectors of contrast and similarity	78
5.5	Unit assessment	87

Unit 6: The environment 89

6.1	Speaking and listening: The environment	89
6.2	Skills: Identify and classify	91
6.3	Vocabulary	91
6.4	Language structure: Past simple tense	95
6.5	Language structure: First conditional	96
6.6	Vocabulary	97
6.7	Language structure: Gerund	98
6.8	Language structure: Determiners of quantity	99
6.9	Language structure: Modal verbs	100
6.10	Unit assessment	104

Unit 7: Community services 106

7.1	Speaking and listening: Community services	106
7.2	Vocabulary	108
7.3	Language structure: Revision of conditionals, modal verbs and adverbs of frequency	110
7.4	Language structure: Comparatives and superlatives, determiners of quantity and adverbs	113
7.5	Skills: Conduct a survey and write a report	115
7.6	Unit assessment	120

Unit 8: Measurements 121

8.1	Speaking and writing: Measurements	121
8.2	Skills: Measure height, length and breadth or width	122

8.3	Language structure: Comparative and superlative adjectives	123
8.4	Skills: Weight, volume and area	128
8.5	Vocabulary	129
8.6	Sounds and spelling	131
8.7	Unit assessment	136

Unit 9: Health 137

9.1	Speaking and listening: Health	137
9.2	Vocabulary	139
9.3	Language structure: Modal verbs	143
9.4	Language structure: Modal verb <i>can</i> or <i>could</i> and <i>by + ing</i>	145
9.5	Language structure: Modal verbs and <i>if</i> -sentences	145
9.6	Unit assessment	151

Unit 10: Gender 152

10.1	Listening and speaking: Gender	152
10.2	Vocabulary	154
10.3	Language structure: <i>Used to</i>	155
10.4	Language structure: Revision – Adverbials of time	157
10.5	Language structure: Connectors of contrast	158
10.6	Skills: Compare	161
10.7	Language structure: Modal verbs	163
10.8	Unit assessment	167

Glossary	168
-----------------	-----

Index	170
--------------	-----

Key unit competence: To use language learnt in the context of heroes and citizenship.

Learning objectives

Knowledge and understanding

Skills

Attitudes and values

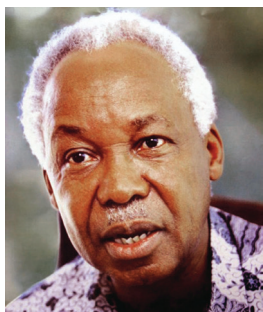
At the end of this unit, you should be able to:

- | | | |
|---|---|--|
| <ul style="list-style-type: none"> Identify the use of the past simple tense and modal verbs. State the vocabulary of citizenship and leadership. | <ul style="list-style-type: none"> In both speech and writing, describe the life story of a famous leader. Read/listen to texts about a famous person, the roles of leaders or about the responsibilities of adults and children in the community. Write about the life story of a famous person. Write about the responsibilities of adults and children in the community. | <ul style="list-style-type: none"> Show willingness and express a desire to take up responsibilities in the community. Enjoy working in the community and encourage others to do the same. |
|---|---|--|

1.1 Oral work: Heroes

1.1.1 Speaking activity

- Answer these questions.
 - What is a hero?
 - Do you think heroes are made or born?
 - What does the saying 'heroes never die' mean? Do you think it is true?



Mwalimu (Teacher)
Julius Kambarage
Nyerere



Nelson Mandela



Kwame Nkrumah

Cross-cutting issue

Peace and values education:

We need strong leaders in our society. We need people who are prepared to sacrifice time and energy to make life better for others.

2. Match the names of the famous leaders below with their achievements. These are not only Rwandan leaders, but leaders from across the world.

Heroes	Achievements
1. King Kigeri IV Rwabugili	a) He was the first person in Sub-Saharan Africa to lead his country to independence. In 1957 he led Ghana to independence from Britain. He was Ghana's first prime minister and president. He was a founding member of the Organization of African Unity. He was a strong advocate of Pan-Africanism. He won the Lenin Peace Prize in 1962.
2. Mao-Tse-Tung (Mao Zedong)	b) He was a popular king who worked for unity and independence.
3. Mwalimu (Teacher) Julius Kambarage Nyerere	c) She was the first woman prime minister in Rwanda. She opposed the dictatorial regime of Juvenal Habyarimana. She refused to support the Genocide ideology.
4. Nelson Mandela	d) He was an Afro-American activist in the USA during the 1960s. He was committed to the rights of black Americans. He was assassinated in 1968.
5. Mahatma (Venerable) Mohandas Gandhi	e) He was an African National Congress activist. He dedicated his life to fighting for the rights of black South Africans. He was arrested, tried and sentenced to life imprisonment. After 27 years in prison he was released in 1992. He became the first black president of South Africa in 1994.

Heroes	Achievements
6. Martin Luther King Junior	f) He was an Indian political activist who fought for independence against British colonialism. He is best remembered for his belief in non-violent resistance.
7. Agathe Uwiringiyimana	g) He was the president of TANU which brought independence to Tanganyika in 1961. He united Tanganyika and Zanzibar to form a strong modern Tanzania. He was a staunch Pan-Africanist.
8. Major-general Gisa Rwigema	h) He fought against Ugandan dictators between 1981 and 1986. He was a committed Pan-Africanist who believed in regional integration to strengthen the continent.
9. King Mutara III Rudahigwa	i) He laid the foundations of modern China. He was known as the father of the Chinese Communist Party. His party fought for the liberation of China from the imperialists.
10. Kwame Nkrumah	j) He ruled Rwanda from 1853 to 1895. He created a centralised system of administration. He extended the boundaries of the kingdom. He succeeded in keeping out Arab slave traders. No Rwandan was ever sold as a slave.



1.2 Reading and writing: Martin Luther King Junior

1.2.1 Reading and writing practice

1. Read the text about a famous person.

Martin Luther King Junior

Martin Luther King Junior was born in Atlanta, Georgia, on 15 January 1929. He was an Afro-American **civil** rights activist in the USA during the 1960s.

He grew up in a racially divided USA and went to segregated schools. He attended university, where he graduated. He was later awarded a PhD (doctor's degree) in Theology.

He worked as a Baptist **pastor** for many years. Mahatma Gandhi inspired him to choose non-violence in his fight for the rights of Afro-Americans.

He was a strong believer in the equality of all races and worked hard for the civil rights of black people. In 1963, he led thousands of people in a protest march to Washington. Many whites also participated in the march to demand freedom and jobs for black Americans.

During the march, Martin Luther King Junior delivered his famous speech, 'I have a dream ...'. The key message in his speech was his wish for equality of whites and blacks. He wanted all to live together in peace, and in a USA free of racial **prejudice**.

In 1964, he became the youngest person to win the Nobel Peace Prize.

On 4 April 1968 he was assassinated in the city of Memphis in Tennessee. His assassin, James Earl Ray, tried to escape. He was arrested at Heathrow Airport on his way to Rhodesia, which was then under white rule. He was brought back to the USA and charged with murder. He was sentenced to 99 years in prison.

Martin Luther King did not die in vain. After his death, the USA government introduced changes to their laws. Racial segregation was reduced in public schools, transport services and in employment opportunities.



2. Answer the questions.
 - a) Who was Martin Luther King Junior?
 - b) What does 'racially segregated' mean?
 - c) What was Martin Luther King Junior's highest academic qualification?
 - d) Why did he prefer to use non-violent means to fight racial segregation in the USA?

- e) What was the purpose of the march to Washington?
- f) Did only black people take part in the march to Washington?
Explain your answer.
- g) In your opinion, what effect did Martin Luther King Junior's speech, 'I have a dream ...', have on the people of America?
- h) Why do you think Martin Luther King Junior was assassinated?
- i) Where was his assassin when he was arrested? Where was he going?
- j) Do you think Martin Luther King Junior's dreams were realised after his death? Explain your answer.

1.3 Vocabulary

Use your S1 English vocabulary book or get a new one. Write all the new words that you learn in the vocabulary book. Add the pronunciation and meaning of the words. Use them in sentences so that you have good examples when you revise them.

1.3.1 Speaking and writing practice

Complete the table.

Word	Pronunciation	Meaning
tax	/tæks/	an amount of money paid to the government from your income
obey		to do what someone in authority tells you to do
provide		to make sure that people get what they need by giving it to them
Afro-American	/ˈæfrəʊ-əˈmerɪkən/	
activist	/ˈæktɪvɪst/	someone who works hard to achieve social or political change
segregate		to separate one group of people from others because of their race, sex or religion
prejudice	/ˈpredʒədəs/	an unreasonable dislike of people who are different from you in some way
assassinate	/əˈsæsəneɪt/	to murder an important person
assassin		someone who murders an important person

1.4 Language structure: Past simple tense

Most verbs simply add *-ed* to form the past simple tense. There are many exceptions, however. Here is a list of some of the most common irregular past tense verbs in English. Learn as many of them as you can.

Infinitive present tense	Irregular past tense	Infinitive present tense	Irregular past tense
be	was/were	drive	drove
begin	began	eat	ate
bite	bit	feel	felt
break	broke	find	found
bring	brought	get	got
buy	bought	give	gave
build	built	go	went
choose	chose	have	had
come	came	hear	heard
cost	cost	hold	held
cut	cut	keep	kept
do	did	know	knew
draw	drew	leave	left
lead	led	set	set
let	let	sit	sat
lie	lay	speak	spoke
lose	lost	spend	spent
make	made	stand	stood
mean	meant	take	took
meet	met	teach	taught
pay	paid	tell	told
put	put	think	thought
run	ran	understand	understood
say	said	wear	wore
sell	sold	win	won
send	sent	write	wrote

1.4.1 Writing practice

1. Complete the text with the correct past simple tense of the verb in red. Then read the paragraphs aloud, with the correct form of the verbs.

Martin Luther King Junior **a) be** the son of Martin Luther King. The family **b) live** in Atlanta, Georgia, which is in the southern part of the United States where discrimination against black people **c) be** worst. Because of racial segregation, Martin Luther King Junior **d) attend** a blacks-only primary school.

After primary school, he **e) study** at a segregated high school. This is because the laws of the USA **f) make** it illegal for blacks to enroll in whites-only schools.

While Martin Luther King Junior **g) be** growing up, he **h) feel** resentment against racial segregation. He **i) decide** to dedicate his entire life to fighting the evil of racial segregation. In 1963, he **j) persuade** his supporters to participate in the famous march to Washington. He **k) plan** to demand jobs and freedom.

In 1968, Martin Luther King Junior **l) be** assassinated. His assassin, James Earl Ray, **m) flee** to Canada, and then to London. He **n) want** to move to Rhodesia (now Zimbabwe) which **o) be** under white rule. At Heathrow Airport near London, the British police **p) catch** him. He was **q) deport** back to America where he **r) appear** in court. They **s) sentence** him to 99 years in prison. He **t) die** in 1998 at the age of 70.



Martin Luther King Jr.
Monument in Washington, D.C.,
USA.

1.4.2 Writing practice

1. Complete the following text, giving the correct past simple tense form of the verb in red.

The story of Ndabaga is not just a legend. According to the historians, her father **a) do** not have any sons who **b) can** take his place at the king's court. Her father **c) be** getting old, and he **d) will** not be able to carry on much longer. To save the honour of the family, Ndabaga **e) decide** to take her father's place, although she **f) be** a girl. She **g) train** herself until she **h) excel** in all the tasks usually done by boys. She **i) become** as skilled as the strongest boys. She **j) hide** the fact that she was female when she **k) go** to the palace. She was so good that the king **l) make** her leader of her peers.

1.4.3 Writing practice

1. Use the correct past simple tense of the verb in brackets.
 - a) Ndabaga is famous in Rwanda because she (become) a warrior.
 - b) King Kigera IV (extend) the boundaries of the kingdom during his rule.
 - c) He (prevent) any Rwandans from being captured as slaves.
 - d) Mao-Tse-Tung (be) the leader of the Chinese Communist party.
 - e) Julius Nyerere (form) a strong, modern Tanzania during his term in office.
 - f) Nelson Mandela (fight) against apartheid in South Africa.
 - g) He (show) that it was possible to bring about **reconciliation** in a country.
 - h) Agathe Uwiringiyimana (be) the first female prime minister.
 - i) She and her family (be) executed during the Genocide.
 - j) People believe that colonialists (assassinate) King Mutara III on his way to hospital for treatment.



Mao-Tse-Tung (Mao Zedong)

Homework

1. The text continues Ndabaga's story. Fill in the correct past simple tense form of the verbs in red.

Remember, in those days women and girls **a) have** very low status. It **b) be** unthinkable that a woman could take her father's place. Some of her peers **c) notice** that she was different. They **d) start** a rumour that she was not a man at all. The rumours eventually **e) reach** the king's ears. He **f) send** for her and **g) ask** her if she was a woman. Ndabaga **h) can** not lie to the king and **i) admit** that she was a girl. The king was so impressed with her courage that he **j) decide** to marry her. The story shows that men and women are equal. Women never need to feel inferior to men.

1.5 Language skills: Describing

You often have to describe something in both speech and writing.

- When you describe the life of a famous leader or an event in history, for example, you write a narrative.
- A narrative is a story.
- You tell the story of a famous person in the past tense.
- You usually start or introduce the story in the present tense. This is to explain why it is necessary to take note of the person or event.
- Then you change to the past tense, and tell or write the story in chronological order.
- Chronological order means the order in which things happened in the person's life.
- You end the narrative by returning to the present tense. You confirm why this narrative is important today.

1.5.1 Reading and writing practice

1. Read the completed text in the Writing practice 1.4.2 and the homework text again. They are actually one text.
2. Write down the first sentence (the Writing practice 1.4.2) and the last sentence (Homework). Do you see that the text begins and ends with the present tense?
3. Make a list of the events in the text. You do not have to write full sentences. Just list the event or situation.
For example:
 - a) Father did not have sons
 - b) Father was getting old

1.5.2 Speaking and listening practice

Talk about the life of a famous person. You may choose any famous person, such as those people listed in the Speaking activity 1.1.1, for example:

- Martin Luther King was born in 1929.
- King Rwabugiri ruled Rwanda from 1853 to 1895.
- Ndabaga is famous in Rwanda because she became a warrior.

1.6 Language structure: Adverbials of time

Use adverbials of time to tell:

- **when** something happened
Examples: *yesterday, in 1994, later, during the night*
- **for how long** something happened
Examples: *all day, since 2010, from 1 July until 1 August*
- **how often** something happened (frequency)
Examples: *usually, sometimes, occasionally, never.*

1.6.1 Writing practice

1. Insert the appropriate adverbial of time in each blank space to complete the sentences.

at the start of

when

after

from July 1993 to April 1994

during the Genocide

- a) Agathe Uwilingiyimana was Prime Minister of Rwanda _____.
b) She was assassinated _____ the Genocide, just _____ President Habyarimana's plane was shot down.
c) Six school girls of Nyange Secondary School were killed _____ they refused to separate themselves along **ethnic** lines.
d) Félicité Niyitegeka was shot _____ because she protected refugees from the militia.

1.6.2 Writing practice

1. Insert the appropriate adverbial of time in each blank space to complete the sentences.

during

when

after

long ago

for a week

- a) She became a hero _____ she sacrificed her life to save others.
b) _____ Rwanda was ruled by a king.
c) She hid the children _____, but then the soldiers found them.
d) _____ the Genocide many people lost their lives.
e) _____ people heard her story, she became a hero.

1.6.3 Writing practice

1. Insert an appropriate adverb of time in each blank space.

at that time

in 2014

after

over the 20 years

for the past few years

a) _____ the Genocide there was little left of Rwanda. Trust had been destroyed among the people. b) _____ the country was desperately poor without skilled labour or resources. Under the leadership of the new president, Rwanda decided to start afresh. c) _____, 20 years after the Genocide, it was clear that the country had made remarkable progress. d) _____ various foundations have helped with practical aspects of rebuilding the country. e) _____ the people of the country have constructed a new national identity, Rwandan, rather than Hutu or Tutsi.

Homework

You are going to write a text of three paragraphs on a Rwandan hero. Plan your writing at home. Read about a person, or ask the adults in your area about a famous person. Write down the plan for your introduction, the body of the text (middle paragraph) and your conclusion.

1.6.4 Writing activity

Write a text of three paragraphs on a hero in Rwanda. You can write about:

- Fred Gisa Rwigema
- Agathe Uwiringiyimana
- King Mutara III Rudahigwa
- any other Rwandan of your choice.

Explain why the person deserves to be called a hero. Use the past simple tense and adverbials of time. Edit your work.

1.7 Language structure: Modal verbs

The word *must* is a modal verb. You use it when something is required or essential.

Examples:

- You *must* do your homework every day.
- We *must* remember our history to plan for the future.

Note: *Must* can be replaced by *have to*, or *had to* (past tense).

1.7.1 Writing practice

1. Complete the sentences to show that you understand when to use *must*.
 - a) People *must* work hard because _____.
 - b) Learners *must* be proud of what their country has achieved because _____.
 - c) School children *must* _____ because they also have a duty as citizens.
 - d) Adults *must* _____ because they have a duty as citizens of the country.
 - e) Every worker *must* _____ because the country needs the **revenue** to deliver social services.

1.7.2 Speaking and listening activity

Talk about the roles of leaders in small groups.

1. What do you understand by 'a leader'?
2. Do you think leaders require certain qualities?
3. Are all leaders good?
4. What are religious leaders responsible for?
5. What are political leaders responsible for?



Homework

Ask your family and neighbours what they think about political leaders. Are they important? Do they do their work well? What are they responsible for?

Listen to a news broadcast in English, if possible. Take notes on what they say, listening for the main points of the news.

1.8 Language skills: Listening

- Listening is the ability to **receive** verbal messages **accurately** and **understand** them. It is a very important skill that you need to learn. It is the key to effective communication.
- It is a social skill. You need to listen carefully when you take part in a conversation or when someone tells a story, or you might misunderstand.
- It is important in the classroom, in all your subjects. You need to listen carefully when your teacher explains something or gives an instruction. You also need to listen to learners speaking during your group activities.
- Listening is not the same as hearing. Hearing refers to the sounds that you hear, but listening requires **focus**. The best way to focus your concentration is to listen **actively**.
- Your homework (listen to a news broadcast) was an exercise in active listening. You had to **listen carefully**, **make notes** and listen for the **main points** of the news.
- When you listen actively, you use many of your senses. Make eye contact with the speaker if possible. Look at the expressions on the speaker's face for clues to meaning. Is the speaker serious or making a joke? Listen carefully to the words spoken and also to the speaker's tone. Make notes of the most important points as you listen.
- Practise listening actively whenever you have to listen to something. Like any other skill, it will improve with practice.

Homework

Listen to the news over the radio again. Listen carefully, make notes and listen for the main points of the news. They are usually repeated at some point.

1.8.1 Speaking and listening activity

Listen to a text about the roles of leaders. Then answer questions on it.

1. What are the most important qualities of a good leader?
2. How has the new leadership managed to unite Rwandans?
3. Mention at least three things that religious leaders are responsible for.
4. Explain how religious leaders contribute to the stability of the nation.
5. Mention at least four things that political leaders are responsible for.
6. Mention at least two things that the government is expected to provide.
7. Are religious and political leaders important in society? Explain your answer.
8. 'A society without religious leaders will not have stable families.' Do you agree with this statement? Explain your answer.
9. 'Without political leaders, development might lag behind.' Do you think this is true? Explain your answer.
10. What would you advise political leaders to do to improve the welfare of the people in your local area?

1.8.2 Writing activity

Write a text of three paragraphs about the role of leaders in the community. Plan your text carefully, then write and edit it.

Homework

Speak to people in your community about the responsibilities of adults and children. Make a note of their responses.



1.8.3 Speaking and listening activity

Talk about the following questions. Make notes. Then report your discussion to the class.

1. What do you understand by citizenship?
2. Do citizens have duties and responsibilities?
3. Are there good and bad citizens?
4. Do only adults have responsibilities?
5. What responsibilities do children have?

1.8.4 Reading and writing activity

1. Read about the responsibilities of adults and children in the community. Answer the questions that follow. Remember to write all the new words in your vocabulary book.

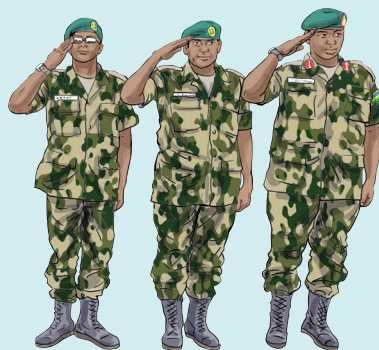
Responsibilities of adults and children in the community

In Rwanda, citizens have certain duties and responsibilities. They do these things for **harmony** in the community, and for the safety and development of the country.

For instance, adults must pay tax. The country gets **revenue** or income from taxation. It is illegal not to pay tax. The government uses taxes to finance social services like education, medical care, roads and **recreational facilities**. The government also uses the money it gets from taxation to finance development projects. People who love their country will pay their taxes and encourage others to do so.

Adults should also participate in the **democratic process** by voting for leaders of their choice. This gives them an opportunity to replace bad leaders with good leaders.

Adults must also obey the laws of the country and respect the rights of other citizens. Laws regulate the behaviour of people in the community. Citizens must **aspire** to live peacefully with their neighbours and assist each other, where possible.



As a sign of **commitment** to their country, adults must participate in **Umuganda**. This is a voluntary activity to **harness** community efforts for development. They must also be ready to defend their country from foreign threats, when necessary.

Adults must take good care of their families. They must raise their children to be good citizens. They must also provide them with food, medical care, education and good moral guidance. On the other hand, children must obey their parents and respect elderly people. They must help their parents with household chores. They must also study hard and obey the rules and regulations of their schools. They must also keep their bodies and surroundings clean to avoid diseases.



- a) What are the main reasons why citizens must pay tax?
- b) What do you think happens to a community when people do not obey the laws of the country?
- c) Do you think the adults that you know deserve to be called good citizens? Explain your answer.

- d) Do you think you are a good citizen? Explain your answer.
- e) Do you think community service (Umuganda) is a good thing? Explain your answer.
- f) How do some parents fail to take care of their children? Explain what you think their failings are.
- g) Do people get along well with their neighbours in your community? Explain your answer.
- h) What can people do to improve their relationships with their neighbours?
- i) Are there some responsibilities towards the community that citizens find hard to **fulfil**? Explain your answer.
- j) What more do you think adult citizens must do to make Rwanda a better country?

1.8.5 Writing activity

Choose any two responsibilities that citizens must carry out in the community. Write two paragraphs on how we could make Rwanda a better country. Use the modal, *must*, in the text that you write.



Checklist of learning

In this unit you learnt to describe:

- ✓ the life story of a famous leader
- ✓ the responsibilities of adults in the community
- ✓ the responsibilities of children in the community.

1.9 Unit assessment

Remember that all the exercises and the unit assessment in this unit can be used for formative, summative and formal assessment.

1. Use the right tense of the verb in brackets to form correct sentences.
Use the past simple tense.
 - a) Some of the famous Rwandan heroes (be) women.
 - b) The Genocide (end) after 100 days.
 - c) The Genocide in Rwanda (occur) in 1994.
 - d) The new government (take) on the challenge and (rebuild) the country.
 - e) Rwanda (win) her independence from Belgium on 1 July 1962.
 - f) The Ministry of Education (introduce) a new curriculum in 2016.
 - g) The intention (be) to encourage learners to speak English to improve their preparation for the world of work.
 - h) Julius Nyerere, the first president of Tanzania after independence, (die) of leukemia.
 - i) Learners were (tell) to work hard to make the best use of their school years.
 - j) The new school (open) its doors for learners two months ago. [10]
2. Insert the correct adverbial of time in each blank space.

while	first	during	then
after	soon	at the same time	

The rebuilding of the country started **a)** _____ the Genocide. **b)** _____ the Genocide many people died and medical and other social services were severely damaged. **c)** _____ people were mobilised to help build up the country. **d)** _____ people's attitudes had to change, to move beyond ethnic groups and become a Rwandan nation. **e)** _____ this was happening, security and stability were rebuilt, because people had lost their trust. **f)** _____ basic humanitarian relief was provided and **g)** _____ attention was paid to improvements in health, education and people's income.

[7]

3. Read the extract from Martin Luther King Junior's 'I Have a Dream ...' speech, and then answer the questions.

'I say to you today, my friends, so even though we face the difficulties of today and tomorrow, I still have a dream. ... I have a dream that one day this nation will rise up and live out the true meaning of its **creed**: "We hold these truths to be self-evident: that all men are created equal".'

I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave-owners will be able to sit down together at the table of brotherhood. I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an **oasis** of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the colour of their skin but by the content of their character.

I have a dream that one day, down in Alabama, with its vicious racists, with its governor having his lips dripping with the words of **interposition** and **nullification**; one day right there in Alabama, little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers.'

'I Have a Dream' came to be regarded as one of the finest speeches in the history of America. The march, and especially Martin Luther King Junior's speech, helped put civil rights at the top of the agenda of reformers in the United States and facilitated the passing of the Civil Rights Act of 1964.

- a) Why does Martin Luther King Junior refer to Georgia, Mississippi and Alabama in particular? (2)
 - b) Do you think Martin Luther King Junior's message at this time encouraged people to divide or unite? Explain your answer. (3)
 - c) What does Martin Luther King Junior say about the state of Mississippi? (2)
 - d) What is his dream about children in Alabama? (2)
 - e) How many children did Martin Luther King Junior have? (1)
 - f) Why was this speech so important? (3)
- [13]
4. Write a text of 120 words on the qualities of a good citizen in the communities of Rwanda. [10]

Total marks: 40

Key unit competence: To use language learnt in the context of leadership and democracy.

Learning objectives

Knowledge and understanding

Skills

Attitudes and values

At the end of this unit, you should be able to:

- | | | |
|---|--|---|
| <ul style="list-style-type: none"> Recognise the use of the passive voice, present simple tense, comparatives and future tense for intentions. Identify the vocabulary of democratic processes, elections and political objectives. | <ul style="list-style-type: none"> In both speech and writing, describe the democratic and electoral processes. In both speech and writing, describe political objectives. Listen to/read texts about desired improvements in the community. Write/read leaflets promising improvements in school. | <ul style="list-style-type: none"> Express concern about what people are saying about politics in the community. You will soon have a vote. When you work in groups, before you report, agree what your spokesperson will say to the whole class. |
|---|--|---|

2.1 Speaking and listening: Leadership

2.1.1 Speaking and listening activity

Study the picture. Explain what is happening in the picture.

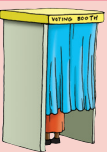
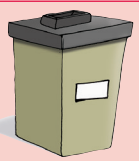


For example:

- Are there men and women in the queue? What does that tell you about election laws in Rwanda?
- Why do people have to prove their identity?
- What are the voting officials doing there?
- Why are the voting officials not standing closer to the voting cubicles?

2.1.2 Reading and listening activity

1. Match the sentences with the pictures showing the electoral process:

1. 	a) TV plays an important role in introducing politicians to the public.
2. 	b) The names, and sometimes photographs, of the candidates are arranged in a row on a ballot paper. Voters have to tick the box of their choice.
3. 	c) Politicians like to address crowds of people to persuade the public to elect them.
4. 	d) In a democracy, votes are secret. Cubicles are provided for voters to keep their vote secret.
5. 	e) Every election has winners and losers. How voters and politicians react to results shows how mature they are.
6. 	f) Like TV, newspapers are important in providing information and opinions.
7. 	g) Most people are proud to be part of the electoral system to elect leaders.
8. 	h) Ballot papers are usually folded to hide whom the voter has voted for. Voters place them inside a ballot box.

Cross-cutting issue

Peace and values education:

Democratic elections encourage peace and stability. All people, regardless of gender or ability, should be allowed to vote.

2. Talk about these issues.
 - a) Do you know what Rwanda's political leaders look like and what they talk about most of the time? Share what you know with the group.
 - b) Do you think the media has an influence on what people think about politics and politicians?
 - c) What do you think are the actions of a **mature** politician? What do you think are the actions of a mature voting public?
 - d) What is the 'legal route' that can be followed if dishonesty is suspected?

2.1.3 Reading and writing activity

1. Read the text explaining the democratic and electoral process:

Reading

Democracy and the electoral process

Democracy was introduced by the Greeks before the birth of Christ. It is a system of government in which the people themselves decide who will rule. All adult voters in a democratic country have the right to vote. Democratic governing has been embraced by most countries in the world including European countries, the USA and Britain.



In most countries women were not allowed to vote in the past. In the UK, the law that allowed all women age 21 and over to vote was only passed in 1928.

Rwanda is a democratic country. All the leaders are voted into office by the people of the country. Every Rwandan of 18 years and older has the right to vote and to be voted into any office. Elections are held every five years.

National elections are organised by the national electoral body called the Rwanda National Electoral Commission (RNEC).

The president, parliamentarians, senators, women representatives and youth representatives are all elected by universal adult suffrage. Universal adult suffrage means the right of every adult to vote.

There are groups of people who used to suffer in the past because they were not represented in government, or **marginalised**. These were the disabled, women, and in some cases, the youth. They had no representation anywhere and their voices were not heard. Now they are represented in parliament and the senate and they play an active role in all **spheres** of government.

The government and governance of Rwanda is determined by the people. They choose their leaders. In a mature democracy, people accept the result of elections. If they suspect dishonesty, they challenge the results of the elections in the country's courts. They do not resort to violence.

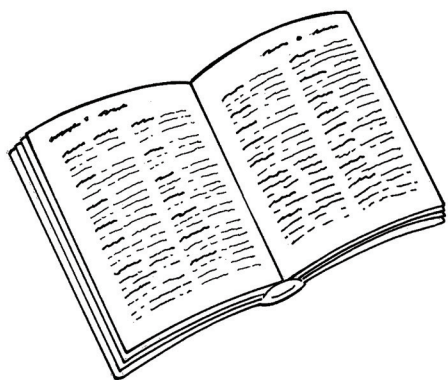
2. Answer these questions.

- a)** How long has the idea of democracy existed?
- b)** What is the chief characteristic of a democratic country?
- c)** Is it unusual for a country to be democratic?
- d)** Have women always been allowed to vote? Explain your answer.
- e)** Why do you think women were prevented from voting for so long?
- f)** What is the legal voting age in Rwanda?
- g)** Which body is responsible for organising national elections in Rwanda?
- h)** Mention two types of people who were once marginalised but are now represented.
- i)** What is the role of every Rwandan during elections?
- j)** What is the sign of a mature democracy?

2.2 Skills: Reading

All reading is not the same. We read different texts differently and we read for different purposes. The different reading skills are like a toolbox with a variety of tools. If you need to drive in a nail, you need a hammer. But a hammer will not work when you have to turn a screw. Then you need a screwdriver.

Here is your 'toolbox' of different kinds of reading and what each 'tool' is used for.



Reading skill	Purpose	Examples
Speed-reading	- To read for enjoyment. - To read a text to get a general idea before you read it more carefully. - You do not skip anything, but you do not stop to worry about anything that you do not understand.	- A novel, short story or magazine that you read simply for enjoyment. - A long text, like in a textbook, which you read quickly the first time to get a general idea of its contents.
Skimming	- To get the main idea of a text. - To check some main points. - Skimming is faster than speed-reading. You deliberately leave out some parts of the text.	- A comprehension test text when you want to get a general idea before you read it more carefully. - A text that you have to study carefully, but you need a general idea before you start.
Scanning	- To find specific information that you are looking for. - This is the fastest type of reading that you can do. When you are scanning you only look for the item you need.	- The contents page of a book to find what you are looking for. - The index pages at the back of a book to find the pages that mention a topic you are looking for. - A dictionary, looking for a particular word.
Study-reading	- Also known as intensive reading and critical reading. - It is the slowest kind of reading. - You read carefully, thoroughly, making sure that you understand the text.	- When you read material that you want to understand and remember. - When you need to read critically.

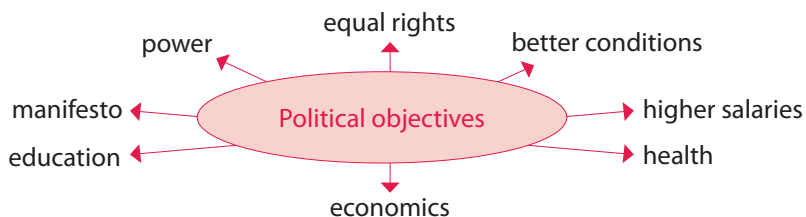
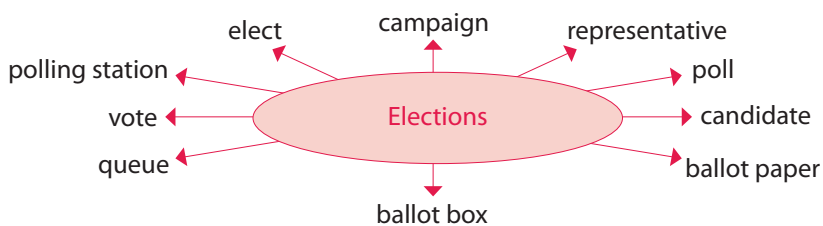
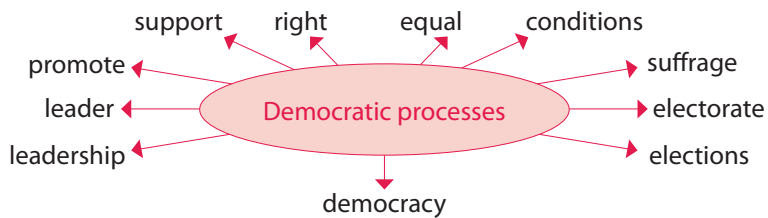
2.2.1 Reading and speaking practice

Carry out each of the activities individually, and then in pairs.

1. Open your textbook randomly at any text that you haven't read before. Have your partner open at the same text. **Speed-read** the text individually. When you have both finished, discuss what you have read with your partner. Find out how much you each understood without looking up the meaning of any of the words or phrases.
2. Use the same text, and **skim** through it to find two main ideas. Share them with your partner. Do you agree on the main ideas?
3. Turn to the contents pages of your textbook. **Scan** the pages to find out which units have to do with health and healthy living.
4. When you read the text, *Democracy and the electoral process*, to answer questions, you were **study-reading**.

2.3 Vocabulary

1. Below are three groups of words. You have already come across them in this unit. Read through them. Write any words that are new to you in your vocabulary book.



2. Write three sentences for each group of words. Use at least two of the words in each sentence.

Homework

Find words from the vocabulary activity in the following word block. Words are arranged vertically, horizontally and diagonally. There are 14 hidden words.

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

2.3.1 Speaking and listening activity

Discuss the democratic and electoral processes. Talk about what you understand about these processes. You have read something about the processes and may have heard things at home and in your community.

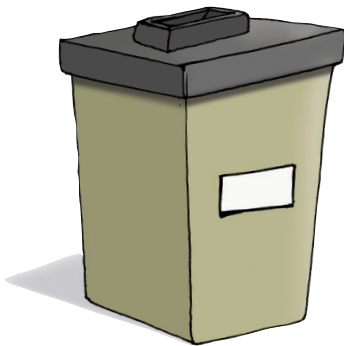
2.3.2 Writing activity

Write a text of three paragraphs, describing the democratic and electoral processes. Use the knowledge you have gained so far. Use these ideas or guidelines:

- People vote for their representatives.
- Elections are held every five years.
- Voters support candidates.
- All citizens who are old enough have the right to vote and to be an electoral candidate.

Plan your text carefully before you start writing. Decide what information you want to include. Remember to start with an interesting introduction and end with a neat conclusion.

Edit your text before handing it in for assessment. You could also exchange it with your partner for peer assessment.



2.4 Language structure: Passive voice in the present simple tense

A sentence always has a subject (the person or thing that is doing the action) and sometimes an object (the person or thing to which the action is being done).

For example:

- The voters **favour** that candidate.
- The candidate addresses the crowd.
- The RNEC organises the elections.

A sentence with a subject followed by a verb and then an object is in the **active voice**. The one who does the action comes first.

Sometimes you might want to turn things around and place the object first. This is the **passive voice** and it is done for a particular reason. Perhaps the subject is less important than the object. You might want the sentence to sound more formal, or less personal. Only a sentence with an object (real or implied) can be changed into the passive voice.

For example:

- That candidate *is favoured by* the voters.
- The crowd *is addressed by* the candidate.
- The elections *are organised by* the RNEC.

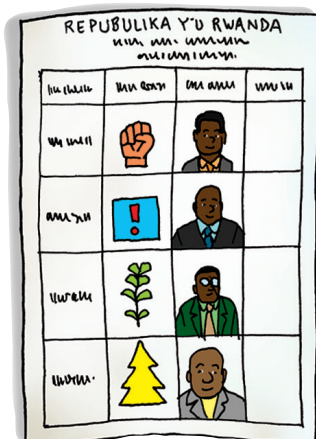
Let us look at the mechanics of a passive voice sentence.

The object becomes the new subject	(be) + past participle	by the 'doer' of the action
That candidate	is + favoured	by the voters.
The crowd	is + addressed	by the candidate.
The elections	are + organised	by the RNEC.

2.4.1 Speaking activity

Read the examples used in the language notes aloud, first the active and then the passive voice.

Explain how to change active voice into passive voice.



2.4.2 Writing practice

1. Convert the sentences from the active voice to the passive voice.
 - a) The people elect the president.
 - b) The ministry pays the workers.
 - c) The voters choose the candidate.
 - d) The candidate visits the people.
 - e) The police guard the polling station.

2.4.3 Writing practice

1. Give the correct passive form of the verb in brackets.
 - a) The elections (organise) by the RNEC.
 - b) The voters (guard) by the police.
 - c) The voters (address) by the candidates.
 - d) The news (publish) by the newspapers.
 - e) The politicians (interview) by the TV reporters.

2.4.4 Writing practice

1. Change the sentences into the passive voice.
 - a) The politician makes many promises.
 - b) The radio announcers interview representatives of all parties.
 - c) The officials check voters' identity documents.
 - d) The voter ticks the chosen candidate's box.
 - e) The voters elect the president.

2.4.5 Listening and writing activity

1. You are going to listen to a dialogue. First, discuss these questions.
 - a) What do you think are the greatest problems in Rwanda at the moment? Education? Health? Nutrition? Unemployment?
 - b) What are your families saying about conditions in the country? Are they happy with how things are going?
2. Listen to a dialogue between two neighbours. They are discussing the improvements they would like to see.
3. Answer the questions in writing.
 - a) Who are the two neighbours, and where are they?
 - b) Do they think a change in government is essential? Give a reason for your answer.
 - c) Is there any corruption in Rwanda according to the text? Explain your answer.

- d) What sector does Ivan think needs the most improvement?
- e) Munezero does not agree with him. What does he consider to be most important?
- f) What does Ivan consider to be a serious problem in the health sector?
- g) Why does Munezero consider **entrepreneurship** to be so important?
- h) Why does Munezero want to see more money spent on teacher training?
- i) What is in-service training?
- j) Which of the two neighbours do you agree with? Give a reason for your answer.

Homework

Speak to ten people in your area. Ask them what improvements they would like to see in the community after the next elections. Write them down.

2.4.6 Speaking and writing activity

Plan a dialogue about improvements you would like to see in the country. You may use the suggestions that you collected from your community for homework.

When you have finished planning the dialogue, write it in your notebook. Then practise saying it.

2.5 Language structure: Comparatives

Comparatives are adjectives used to compare two nouns (things or people). For example: She is *taller* than her husband.

2.5.1 Writing practice

Make sentences using the correct comparative form from the middle column. Say the sentences aloud.

Education will be	(little) (good) (high)	than it was before.
Health provision will be		than in the past.
Economic growth will be		than before.
Poverty will be		than it is now.
Farmers will be		trained than before.

2.5.2 Writing practice

1. Complete the sentences by providing the correct comparative form of the adjective in brackets.
 - a) The candidate says she will ensure (good) education than in the past.
 - b) The candidate says he will place a (high) priority on health services.
 - c) People say they do not believe the promises that life will be (good) than before.
 - d) People believe in democracy for a (good) life than before.
 - e) The percentage of voters will be (high) this year than ever before.

2.5.3 Writing practice

1. Complete the sentences by providing the correct comparative form of the adjective in brackets.
 - a) This candidate is (much) convincing than that one.
 - b) I vote for the candidate who promises to do (much) for us than the others.
 - c) The expenditure on education should be (much) than before.
 - d) If voters do not believe the candidates, the voting percentage will be (little) than before.
 - e) We all vote for a Rwanda that will be (good) than ever before.

2.5.4 Writing practice

1. Write your own comparative sentences, using the words provided.
 - a) candidate
 - b) Rwanda
 - c) education
 - d) health
 - e) poverty

Homework

Make up five sentences from the table. Write them in your notebook.

Schools will be	(good) (little) (much)	than before.
The economy will be		
Poverty will be		
Prosperity will be		
Health services will be		

2.5.5 Writing and speaking activity

Write five sentences about political **objectives**, paying attention to comparatives.

For example:

- People want more schools.
- We want equal rights for people with disabilities.
- People want better health services.

When you have finished writing, divide into groups. Compare your sentences and talk about them.



2.5.6 Speaking and listening activity

Discuss the role of political leaders in the community. Who is the political leader in your area or district? Describe the role of that leader.

For example:

- The mayor of Kigali has a lot of work.
- He/she is in charge of all the activities in the city.

2.6 Language structure: *Will* for intentions

Will is a modal verb. It is always followed by an infinitive, which is the basic form of the verb.

For example: The candidate *will* (modal verb) *speak* (infinitive) at the political meeting on Saturday.

2.6.1 Writing and speaking practice

1. Change the paragraph into the future tense using *will*. Write the passage out with the correct form of the verbs in red. Say the paragraph out loud. Pay attention to your pronunciation.

The candidate is speaking at a political meeting. She says she **a) make** sure that poverty is reduced in future. She **b) try** to find donations to improve the provision of electricity to the village. She **c) make** sure that the school has uninterrupted electricity. Then she **d) contact** international companies. She hopes they **e) provide** computers, laptops and tablets for use in the schools. She **f) also try** to initiate a feeding programme at primary schools. She **g) ensure** that young learners get a balanced meal each day. In this way she **h) try** to provide a better life for all.



2.7 Sounds and spelling

The letter /e/ (pronounced /i:/ as a letter of the alphabet) is pronounced differently in certain words. How you pronounce it depends on what letters appear before and after it. Use your dictionary and thesaurus to improve your vocabulary, spelling and pronunciation.

/e/ pronounced as	in
/e/	zest, yet, yes, web, well, vet, velcro, test
/ɜ:/	(before r) termite, terminal, term, service
/ɪə/	(before ri/ro) zero, serial, serious
/eə/	(before re) where, there
ee is pronounced	in
/i:/	theme, theory

2.7.1 Reading and writing activity

1. Read the political leaflet about what the politician intends to do if she is elected.

My campaign

- I will make sure that the **economy** is improved. I will support the farmers and see that they are given extra training.
- I will attend to education. I will find funds to provide more classrooms, playing fields and teachers. I will help the teachers improve their teaching abilities.
- I will improve health provision in this district. I will initiate negotiations for a new hospital to be built. More clinics will also be built.
- As a woman, I understand the need for education and equality for women.
- A strong, educated woman will improve the lives of her children and her husband. She is no threat to her husband and will make his life better.

2. Answer the questions in writing.
 - a) Mention four areas in which the candidate plans to make a difference if she is elected.
 - b) Which of the intentions are realistic and can perhaps be achieved?
 - c) Do you think all the promises can be achieved? Give a reason for your answer.
 - d) Do you agree with the candidate's statement in the last bullet point? Explain your answer.

Homework

Think about improvements that you would like to see at your school. Write down at least five points about such improvements. Would you like more books in the library or more computers? Would you like changes in the way learners are treated? Talk to people in your home and neighbourhood to find out what they think.

2.7.2 Speaking and listening activity

Discuss what improvements you would like to see in schools. Base the discussion on the research you did for homework. Talk about the improvements you will bring about, using *will*.

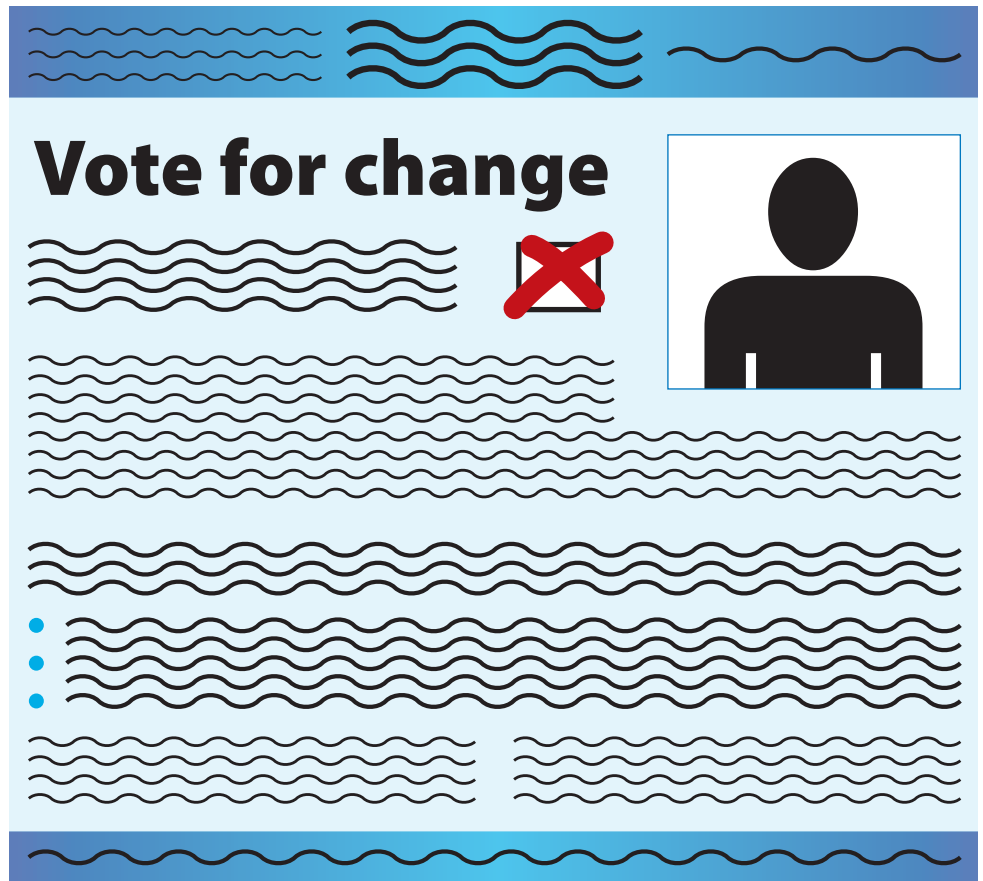
2.7.3 Writing activity

A leaflet is a small piece of paper on which information is printed. It is usually handed out as an advertisement.

Pretend you are a politician. Write a pre-election leaflet about what you intend to do to bring about improvements in your school. The purpose of the leaflet is to persuade people to vote for you.

The leaflet should be three paragraphs long. Plan thoroughly as you would for any piece of writing, using a mind-map or columns. Decide what you want to include in each paragraph.

Edit your work before handing it in for formal assessment.



Checklist of learning

In this unit you learnt to:

- ✓ describe the democratic processes
- ✓ describe the electoral processes
- ✓ describe political objectives
- ✓ write a leaflet promising improvements in school.

2.8 Unit assessment

1. In full sentences describe the purpose of these things in a democracy:
a) ballot paper **b)** ballot box
c) manifesto **d)** campaign
e) candidate [5]
2. Identify four different types of leaders in your community.
Explain each leader's task. [8]
3. What does 'universal adult suffrage' mean? [2]
4. How often does your country have elections? [1]
5. Give three benefits of having a democratic government. [3]
6. What is the role of the voting officials during an election? [2]
7. What kind of behaviour among politicians can divide the people of Rwanda? [2]
8. What is the sign of a mature political system? [2]
9. Give the correct form of the words in brackets.
a) The candidate promises that education (good) in future. [2]
b) The political party undertakes that the economy (make strong) in the next few years. [2]
c) The candidate promised that he (ensure) that the health system (be) much (good). [3]
d) The candidates all promise that they (make) everything (good) in future. [2]
e) I do not think that everything (be) much (good) in future. All improvements need money which (not be) available. One must be realistic. It (only be) possible to improve some things in the near future. The new government (have) to prioritise and decide what (do) first. [3]
10. Pretend you are a candidate for the next elections. Write out a speech of three paragraphs. Describe what you are going to do for the local schools if you are elected.
Plan your writing as you have been taught to do and edit your work.
Make a neat copy if necessary. Hand it in for formal assessment. [20]

Total marks: 60

Key unit competence: To use language learnt in the context of the media.

Learning objectives

Knowledge and understanding

Skills

Attitudes and values

At the end of this unit, you should be able to:

- | | | |
|--|--|--|
| <ul style="list-style-type: none"> Recognise the use of adverbs of frequency, the present perfect tense and the future tense. List some media-related vocabulary, including news broadcasts. | <ul style="list-style-type: none"> Describe habits with regard to TV and radio and the use of newspapers and magazines. Listen to a news broadcast. Read an extract from a work of literature. Read a newspaper report. Write and orally report a TV news broadcast. Write and orally report a weather forecast. | <ul style="list-style-type: none"> Enjoy listening to radio or watching TV news in English. Read books and magazines about your favourite subjects in English. |
|--|--|--|

3.1 Speaking and listening: The media

3.1.1 Speaking and listening activity

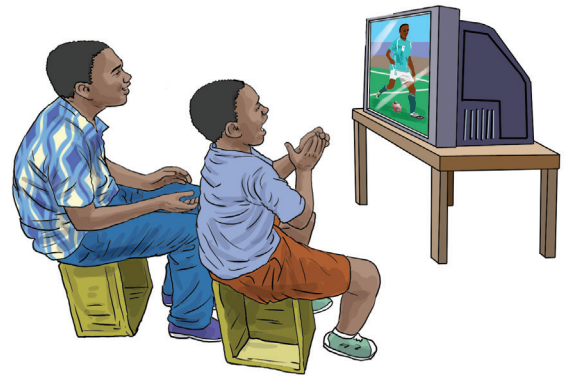
- Look at the pictures. Name the different types of media that you see. Say the sentences aloud. Fill in the words that are missing.

Some of the young people are watching _____. Someone is listening to the _____. One person is reading a _____ while another is paging through a _____.



2. Use the questions as a guide for a discussion about the media.

- Do you have a TV (television set) or radio in your home or in your dormitory? (Yes, I do. No, I do not.)
- Where do you watch TV?
- How often do you watch TV? (Sometimes, often, once a day, twice a week, never, all the time ...)
- What TV programmes do you like most? (I like music/sport/the news/the weather **forecast**/the serials ...)
- What kind of radio programmes do you like? (I like ...)
- How often do you read a magazine?
- Do you read your local newspapers?
- What do you find most interesting to read in a newspaper?



3.2 Skills: Describing

To describe something, you have to give details about what it is like. If you want to describe people's **habits** regarding TV and radio, or newspapers and magazines, you should say something like:

- In our home we are only allowed to watch TV once we have finished our homework.
- There are some programmes that our parents do not allow us to watch.
- Our radio is on all day and we listen whenever we have time.
- We only buy a newspaper when something important has happened and we want to read about it.
- I read magazines when I can, but they are very expensive.

3.2.1 Speaking and listening practice

1. Look at the sentences above that describe people's habits. Choose the examples that apply to you. Say the sentences aloud.
2. If only some of the example sentences apply to you, make up your own sentences. Make three sentences of your own about your habits regarding watching TV and listening to the radio. Make another three sentences about your habits regarding reading newspapers and magazines. Say them aloud.

3.2.2 Speaking and listening practice

1. Complete the sentences orally.
 - a) We buy a newspaper _____.
 - b) The adults in our house read the newspaper _____.
 - c) I only read _____.
 - d) My sister reads _____.
 - e) We like watching TV _____.
 - f) We seldom buy magazines because _____.
 - g) In the library I read _____.
 - h) My favourite magazine is _____.
 - i) Newspapers are important because _____.
 - j) I seldom read newspapers because _____.
2. Write down the best sentences.

3.3 Vocabulary

A: Media

Word	Pronunciation	Meaning
magazine	/mægə'zi:n/	
newspaper		a set of large folded sheets of paper containing news, articles and pictures
radio	/'reɪdiəʊ/	
television (TV)		an appliance shaped like a box with a screen, on which you can watch programmes

B: Related vocabulary

Word	Pronunciation	Meaning
programme	/'prəʊgræm/	
listen		to pay attention to what someone is saying, or to a sound that you can hear
article	/'ɑ:tɪkəl/	
watch		look at
editorial	/edə'tɔ:riəl/	
news		information about something that has happened recently

Word	Pronunciation	Meaning
column	/ˈkɒləm/	a vertical (top to bottom) strip of print in a newspaper or magazine
weather forecast		a report saying what the weather is expected to be like in the future
serial	/ˈsɪəriəl/	
bulletin		a news report on radio or television
episode		
presenter		



3.3.1 Writing practice

- Copy tables A and B into your notebook. Complete them by looking up the missing meanings and pronunciations in a dictionary. Fill in the blank spaces.
- Write the words that you did not know in your vocabulary book. Also write sentences using the words correctly, so that you do not forget them.

3.3.2 Speaking practice

- Say the words in Table A and B aloud. Make sure that you pronounce them correctly.

3.3.3 Writing practice

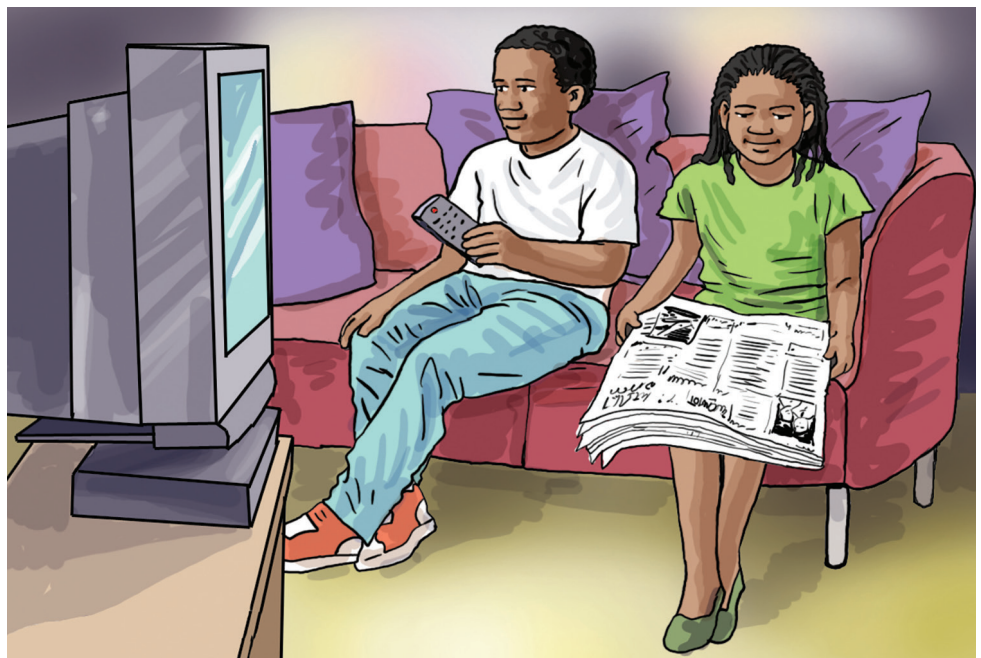
- Complete the sentences. Use the words in tables A and B to fill in the blank spaces.
 - Let us listen to the _____. If it rains tomorrow we will not be able to go to the market.
 - We must _____ carefully as the news is read quite fast.
 - Have you listened to the _____ today? I hear there was a serious traffic accident near Kigali.
 - What is your favourite _____? I like the sports review.
 - We do not have a _____, but we watch our favourite programmes at our neighbour's house.
 - We have a _____, so we can listen to the news and weather forecast every day.

3.3.4 Writing activity

1. Complete the following sentences. Use the words in tables A and B.
 - a) I like to read the _____ because an editor is an informed person.
 - b) My sister listens to the _____ at three every afternoon when the _____ is broadcast.
 - c) The _____ has a very pleasant voice and is easy to listen to.
 - d) I make a point of listening to the _____ every evening. This is so that I know whether or not to take a jacket to school with me the next day.
 - e) The _____ consists of 200 episodes. One episode is broadcast at a certain time every day.
 - f) The news _____ is more interesting on TV because you can see where things happened.

3.3.5 Writing activity

1. Write five sentences about people's habits regarding TV, radio, newspapers and magazines. Think about the group discussions that you had before you write. Use the vocabulary that you learnt.
2. Exchange notebooks with a partner and mark each other's sentences. Check the language used and the spelling of the new words.



3.4 Language structure: Adverbs of frequency

An adverb of frequency tells you how often an action happens.

For example:

- He *sometimes* listens to the radio.
- She *never* reads the newspaper.
- She *always* does her homework before she watches TV.

It is important to understand which adverb of frequency to use. It may help you to remember the adverbs of frequency if you link them to a percentage. The percentage tells you how often the action happens.

Adverb of frequency	Frequency of the action it indicates	Example
always	100%	She always listens to the news (every day, every news bulletin).
usually	90%	He usually listens to the sports programme (most of the time).
generally/normally	80%	She generally listens to the serial on the radio (most of the time, but not always).
often/frequently/regularly	70%	He frequently tunes in to the music programme (often).
sometimes	50%	She sometimes reads the newspaper (not usually).
occasionally	30%	He occasionally watches a football match on television (not very often).
seldom	15%	She seldom reads a magazine (only every now and then).
rarely/hardly ever	5%	He rarely listens to the news on the radio (almost never).
never	0%	She never reads a newspaper (not ever).



3.4.1 Writing practice

1. Write the sentences in your notebook. Choose and fill in the appropriate adverb of frequency.

always	usually	generally	normally	often
frequently	regularly	sometimes	occasionally	seldom
rarely	hardly ever	never		

- Ngabo practises soccer every day, so he _____ has time to watch television.
- There is no TV in Mutesi's home, but she _____ listens to the news on radio. She likes to know what is happening in the country.
- Ngabo _____ listens to the weather forecast to find out if it is going to rain the next day.
- Neza _____ watches television because she does her homework in the evenings.
- Ngabo _____ watches soccer on television when his favourite team plays.
- Neza _____ reads an English newspaper because she wants to improve her English.
- If it was not so expensive Ngabo would read a sports magazine _____.
- Neza likes to read fashion magazines, but she _____ has enough money to buy one.
- Mutesi _____ goes to the library to read the newspapers.
- Neza goes with her because there are _____ some fashion magazines.

3.4.2 Writing practice

1. Copy the text into your notebook. Choose and fill the blank spaces with appropriate adverbs of frequency.

always	usually	generally	normally	often
frequently	regularly	sometimes	occasionally	seldom
rarely	hardly ever	never		

The learners **a)** _____ go to the library during break to read the newspapers. Their history teacher insists that they read the newspapers **b)** _____ so that they know what is happening in the country.

Many of the learners are interested in sport. They **c)** _____ go to the library to see whether the latest sports magazine has arrived. Their English teacher **d)** _____ encourages them. She says that the only way to improve their English is to **e)** _____ read and speak it. Neza thinks that is true, because her English has improved. She **f)** _____ reads the newspaper, because it is important to read some English every day. She **g)** _____ tries to read for half an hour, but **h)** _____ she has too much homework and can only manage ten minutes.

Ngabo does not like reading much, but he **i)** _____ reads the sports page in the newspaper. He **j)** _____ reads the sports magazine from cover to cover.

Cross-cutting issue

Inclusive education:

Each learner in class is different. Help each other to learn. Encourage everyone, even if they are different from you.



3.4.3 Writing practice

1. Write the sentences in your book. Choose and fill in the blank spaces with adverbs of frequency.

always	usually	generally	normally	often
frequently	regularly	sometimes	occasionally	seldom
rarely	hardly ever	never		

- a) Isaro does not like reading and _____ reads a newspaper.
- b) Her friend, Mutesi, _____ invites her to listen to the radio with her.
- c) Shema _____ reads magazines because he wants to improve his English.
- d) He _____ listens to the English news bulletin to hear how to pronounce words correctly.
- e) Isaro prefers to find an English storybook in the library and reads _____ before bedtime.
- f) She _____ reads more than ten pages, however.
- g) Isaro is interested in fashion and _____ reads the magazines that her aunt buys.
- h) Shema likes soccer and he _____ reads a sports magazine.
- i) Isaro _____ watches TV because she likes to see what people are wearing.
- j) The teacher _____ tells Isaro that she will have to improve her English.

3.4.4 Writing practice

1. Write five sentences of your own, describing your reading habits. Use an adverb of frequency in every sentence.

Homework

Listen carefully to a news broadcast on the radio or TV. Make notes about what you hear.

- What are the main points of the news?
- Is the news mainly about politicians?
- Have there been any serious accidents in the country?
- Is there anything about education in the news?
- Is the weather having an effect on food crops this year?
- What was said about sport?

3.4.5 Listening and speaking activity

- Before you listen to the extract, answer these questions.
 - Do you sometimes listen to an English news broadcast at home?
 - Do you understand what is being read?
- Listen to an extract from a news broadcast.
- Answer the following questions.
 - What is the purpose of the three short sentences at the beginning of the news bulletin?
 - Who is the presenter?
 - In what way is the National Police Force being modernised?
 - Is a career in the police only for men? Explain your answer.
 - How will the floods affect the production of rice?
 - What is a 'fatality'?
 - What is particularly tragic about the loss of these lives?
 - Did you find this news bulletin interesting? Give a reason.
- Discuss your answers with a partner to check whether you understood what was said.



3.5 Sounds and spelling

The letter /e/ (pronounced /i:/ as a letter of the alphabet) is pronounced differently in certain words. The sound depends on what letters appear before and after it.

/e/ pronounced as	in
/e/	let, get, bet, pet, ten, when, dress, best
/i:/	scene, complete, delete, compete
/ɜ:/	(before r) perceive, serve, perfect
/ɪə/	(before re) here, mere, near, weary
/eə/	(before re) there
ee is pronounced	in
/i:/	beef, teeth, geese, feet, meet, seed, sleep, sheet, deep

3.5.1 Speaking and listening practice

1. Say the words in the table on page 45 aloud. Listen to one another and correct the pronunciation if necessary.
2. Look up the pronunciation of the words below in the dictionary. Add them to the pronunciation group where they belong.

beckon

zero

sleet

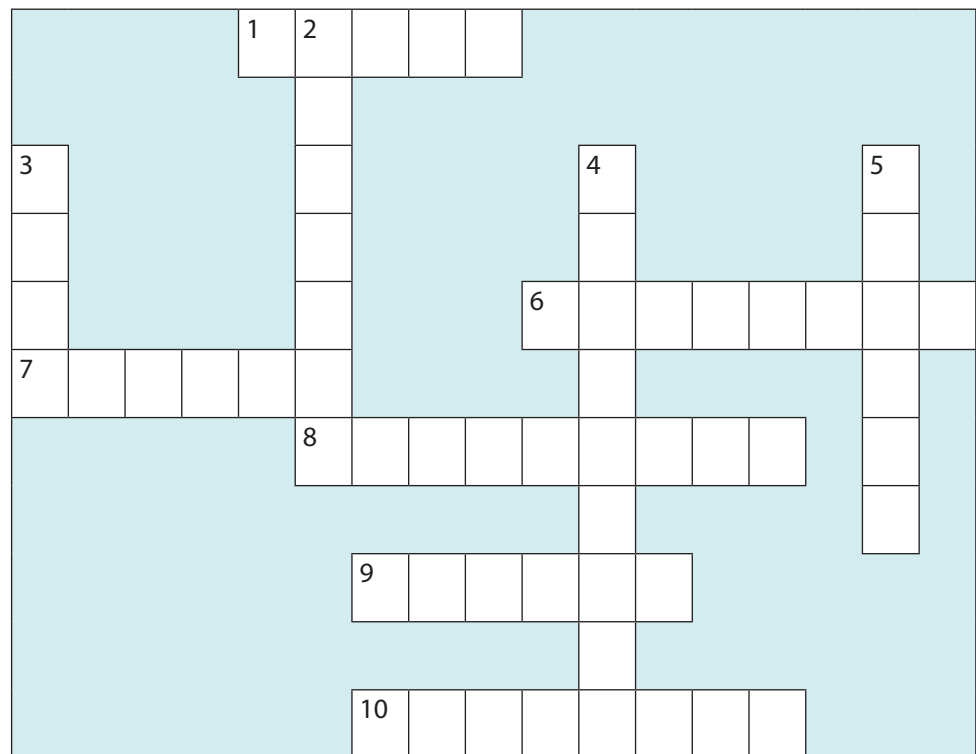
bed

beggar

thermal

Homework

Complete the crossword puzzle at home.



ACROSS

- 1 View on TV
- 6 Prediction
- 7 A story printed or broadcast in **consecutive** parts
- 8 The editor's opinion
- 9 Vertical strip of print in a newspaper
- 10 A news report on radio or television

DOWN

- 2 Piece of writing in a magazine
- 3 Information about recent events
- 4 A regular show on TV
- 5 Use your ears.

3.5.2 Reading and writing activity

1. Pre-reading activity:
 - a) In your dictionary look up the meaning of the words in bold in the following text. Write them in your vocabulary book and learn to spell them.
 - b) What does the editor of a newspaper do?
 - c) Look at the heading of the extract below. What do you think this story is going to be about?
2. Read the extract from the story.

First day on the job

Carrie walked into the **editorial** offices. It was 9.30 in the morning. For a moment she **hesitated** at the lift, unnoticed by the people seated at the many desks.

She took a deep breath and stepped into the office. A sudden silence **descended** as people looked up at the sound of her heels. She tried to relax as she walked across the floor and nodded to those who caught her eye.

My first day on the job, she thought. Then the buzzing of telephones and the hum of conversation **resumed**. She tapped lightly on the glass door.

"Ms Milton!" The editor-in-chief came to his feet as he looked up to see Carrie at his door. "I was only expecting you tomorrow!"

"Carrie please. I know, but I was free and I decided to come in."

"You're welcome, anyway. Fred Laurence," he introduced himself.

"I am very glad to see you. My doctor has insisted that I leave by the end of next week. It is good that you have come in sooner."

"The end of next week! I thought we would have at least a month to work together. I would then have a chance to get to grips with the work!"

"Carrie, you are an experienced **editor**. You will pick up the **routine** soon enough. The staff know their jobs. Let me introduce you to the day editor."

Carrie looked in the direction Fred pointed, and saw a man looking at her intently. The expression in his eyes was so **malevolent** that she **involuntarily** took a step back.

The next moment she heard a **strangled** sound behind her. She turned in time to see Fred collapsing at her feet, clutching his chest with both hands.

3. Now answer the questions in writing in your notebook.
- a) Where (in what type of business) would you expect to find an editorial office?
 - b) What job has Carrie been appointed to take over?
 - c) Why was the editorial office suddenly quiet when Carrie walked in?
 - d) What does Carrie mean when she says, 'Carrie, please.'?
 - e) You have looked up the meaning of 'editor'. What do you think is an 'editor-in-chief'?
 - f) Why do you think the editor-in-chief is being replaced?
 - g) Is everyone in the office glad to see Carrie? Explain your answer.
 - h) What do you think has caused Fred to collapse?
 - i) Do you think Carrie and Fred are going to spend any time working together? Explain your answer.

3.6 Language structure: Present perfect tense

You form the present perfect tense from the present tense of the verb *have* plus the past participle of a verb, or from *have been* plus the present participle. You use the present perfect tense:

- for something that started in the past and continues in the present.
Examples:
 - They *have sold* English newspapers in Rwanda for many years.
 - They *have been selling* English newspapers in Rwanda for many years.
- with *since* for something that started in the past and is still happening.
Examples:
 - The journalist *has worked* for the paper *since* she left university.
 - The journalist *has been working* for the paper *since* she left university.
- when you are talking about an experience up to now.
Example:
 - This is the most interesting article I *have ever read*.

3.6.1 Writing practice

1. Write down the correct form of the verb in brackets.
 - a) Carrie (appoint) as editor-in-chief at a national newspaper.
 - b) She is nervous about the appointment since she (be) working at a much smaller newspaper.
 - c) The doctor (tell) the current editor-in-chief to retire for the sake of his health.
 - d) Carrie (arrive) a day early to start her new job.
 - e) The day editor is angry because he (not be appoint) as editor-in-chief.

3.6.2 Writing practice

1. Write down the correct present perfect form of the verb in bracket.
 - a) The editor (have) many years of experience.
 - b) Many journalists (work) at the newspaper for a long time.
 - c) This newspaper (not have) a female editor-in-chief before.
 - d) The editor-in-chief (just suffer) a heart attack.
 - e) The staff (have) a lot of experience.

3.6.3 Writing practice

1. Write five sentences on your own about Carrie's first day in her new job. Use the present perfect tense.

3.6.4 Reading and writing activity

1. Pre-reading activity:
 - a) Look at the heading of the article. What is this news article about?
 - b) Look at the structure of the article. Note the short paragraphs that are used.
2. Read the article.

Fatal accident causes traffic disruption

A serious road accident has occurred on the road between Kigali and Muhanga, 10 kilometres from Kigali. It involves a bus with workers on their way to the mines.

The accident has caused the death of five passengers with another 20 seriously injured. The driver has also been seriously injured. He has not been able to talk to the police. It is suspected that a burst tyre caused him to lose control of the vehicle.

The road is currently closed. The accident response team, police and several ambulances are still at the scene. It has taken three hours to haul the bus out of the ditch where it landed. Paramedics are still busy **tending** to the injured and removing them from the wreck.

Other vehicles headed in this direction are advised to take an alternative route. It is not yet known for how long the road will be closed.

3. Answer the comprehension questions on the text.
 - a) What is the purpose of the first paragraph of a news article?
 - b) Why are there no articles (the, a, an) in the heading?
 - c) Which word in the heading is most likely to attract the reader's attention? Why?
 - d) What is a possible reason why the driver has not been able to speak to the reporter?
 - e) Why has the road been closed?
 - f) What are other people to do who need to use the road?
 - g) What is a paramedic?



3.6.5 Writing activity

1. Write five sentences about a news event, as if it is to be broadcast on TV or radio. Pay attention to the present perfect tense.
2. Exchange notebooks with a partner and edit each other's work. Discuss the errors you have made.



3.6.6 Speaking and listening activity

Role-play a TV/radio news broadcast, using the text you wrote in the Writing activity 3.6.5. For example: An accident has taken place in Musanze. Take turns until each member of the group has had a chance to role-play broadcasting the news item. The best role-plays may be presented to the class.

3.7 Language structure: Future simple tense with *will*

The future simple tense with *will* is used when you make a decision about the future.

For example:

- The article *will* be in tomorrow's newspaper.
- The article *will not* be in tomorrow's newspaper. (negative)
- *Will* the article be in tomorrow's newspaper? (question)

3.7.1 Writing practice

1. Give the correct future simple form of the verb in brackets.
 - a) The reporter (submit) her article tomorrow.
 - b) The editor (write) the editorial this evening.
 - c) The crime reporter (not write) his story tonight.
 - d) The night editor (see) that the newspaper is ready for printing at midnight.

3.7.2 Writing practice

1. Give the question form of the following sentences.
 - a) The political reporter (be) at parliament tomorrow.
 - b) She (write) her report after the session.
 - c) She (cover) the discussion of the budget tomorrow morning.
 - d) The fashion reporter (attend) the fashion show on Saturday.

3.7.3 Writing practice

1. Give the correct future simple form of the verb with *will*.
 - a) The sports writer (watch) the soccer game tomorrow.
 - b) He (not watch) the tennis tournament.
 - c) To get the results he (telephone) the organisers.
 - d) He (write) his sports review before midnight tomorrow.

3.7.4 Writing practice

1. Complete the text by filling in the correct future simple tense form of the verbs in red.

Keza is the political reporter at one of the national newspapers. She does not spend all her time in parliament, but attends when important issues are discussed. She **a) be** in parliament on Tuesday when the budget **b) discuss**. There **c) be** a **heated discussion** because the opposition **d) not satisfy** with the increase in taxes. They **e) propose** an **amendment**, but it **f) not approve**.

Homework

Listen to the weather forecast over the radio or on TV. Note the vocabulary and tense(s) used.

3.7.5 Writing and speaking activity

Write sentences about a weather forecast using *will*. Role-play your weather forecast, pretending you are the radio announcer.

Checklist of learning

In this unit you learnt to:

- ✓ describe habits regarding TV and radio, use of newspapers and magazines, etc.
- ✓ read an extract from a work of literature
- ✓ write a TV news broadcast.

3.8 Unit assessment

This section can be used for formative or summative assessment, or for revision.

1. Write four sentences describing your family's habits regarding the following media:
a) TV
b) radio
c) magazines
d) newspapers [4]

2. Use the following words in sentences to show that you know what they mean:
a) broadcast
b) bulletin
c) weather forecast
d) editor
e) presenter
f) serial [6]

3. Write a brief news bulletin based on any news bulletin that you have listened to or watched recently. Write three short paragraphs, each covering one news item. [10]

4. Fill in an appropriate adverb of frequency in each of the sentences.

always	usually	generally	normally	often
frequently	regularly	sometimes	occasionally	seldom
rarely	hardly ever	never		

- a) Our teacher _____ encourages us to read English.
 - b) We enjoy TV, but _____ have time to watch programmes.
 - c) We _____ listen to the radio to keep up with the news.
 - d) We _____ buy magazines because they are expensive and we cannot afford them.
 - e) Our library keeps magazines and newspapers, so we _____ go there to read our favourite publications. [5]
-
5. Write a weather forecast of five sentences, using the future simple tense. [5]

6. Give the present perfect form of the verbs in brackets.
- a) Carrie (be appoint) as editor-in-chief at a large daily newspaper.
 - b) She (dress) smartly to make a good impression on her first day.
 - c) She (be look forward to) the challenge of the new job.
 - d) The current editor-in-chief (be suffer) from a serious heart condition.
 - e) The welcome from some of the other staff (not be) very warm. [5]
7. Complete the text by filling in the correct adverb of frequency or form of the verb in red.

“According to the newspaper it **a) be** very hot in Kigali for the past few weeks.”

“Do you think it **b) rain** today?”

“I do not think so. It **c) be** a dry season so far. According to the weather forecast there **d) be** no rain for the next few days.

It **e) [adverb of frequency]** rains in July, anyway, as it

f) always be our driest month.”

“I **g) [adverb of frequency]** listen to the weather forecast in the morning, but there **h) be** no mention of rain. I don’t think we **i) have** any rain before September or October. I am afraid we **j) have** floods in October.

[10]

Total marks: 45

Key unit competence: To use language learnt in the context of education.

Learning objectives

Knowledge and understanding

Skills

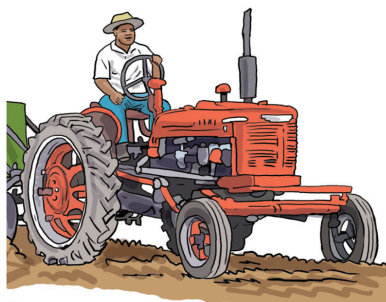
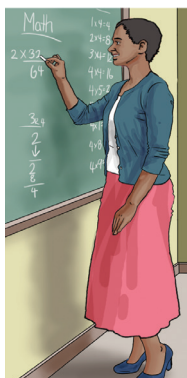
Attitudes and values

At the end of this unit, you should be able to:

- | | | |
|---|--|---|
| <ul style="list-style-type: none"> Identify the use of conditional tense, infinitives, (WH) clauses and modal verbs. State the vocabulary of education institutions and qualifications. | <ul style="list-style-type: none"> In both speech and writing, describe educational aspirations. In both speech and writing, describe the education of family members and friends. In both speech and writing, describe the qualifications required for jobs. Listen to/read texts about the education of family members or about the qualifications required for jobs. Present on the education of family members or about the qualifications required for jobs. Write about education and job aspirations. | <ul style="list-style-type: none"> Think wisely and share the qualifications you might need after finishing school. Develop the habit of researching new words read in texts. |
|---|--|---|

4.1 Speaking and listening: Education

4.1.1 Speaking and listening activity



Discuss your plans for your future education. 'Educational aspirations' are what you would like to become in the future. Use 'when'-clauses in your discussion.

For example:

- When I have finished S3, I want to carry on with the senior secondary phase of my education.
- When I am 18, I want to pass my examinations in order to continue my education.
- When I have finished my training, I want to become ...

Write down your educational aspirations. Use these notes to share with the class.

4.2 Language structure: Adjective clauses with *when*

An adjective (or adjectival or relative) clause with *when* has the following:

- It will always start with a relative adverb (*when*), which indicates time.
- It will always have a subject and a verb.
- It will always tell you something about the noun.

For example:

- I am looking forward to the day *when* I write my final examination.
(*when* modifies *day*)
- He is planning for the time *when* he finishes school.
- She is looking forward to a promising career *when* she completes her tertiary education.

4.2.1 Speaking and writing practice

1.
 - a) Say the examples in the language structure section and in the Speaking and listening activity 4.1.1 aloud. This will allow you to get a sense of the rhythm of the sentences.
 - b) Repeat them until you are comfortable with the sentences.
 - c) Write three more sentences in the same format. Repeat them aloud.

4.2.2 Writing practice

1. Complete the sentences with *when*-clauses.
 - a) I always remember the day ____.
 - b) This is the day ____.
 - c) Tuesday is the day ____.
 - d) The year 2020 is the year ____.
 - e) That was the day ____.

4.2.3 Writing practice

1. Complete the *when*-clauses.
 - a) He is looking forward to the day _____ finishes school.
 - b) That will be the day _____ go for an interview.
 - c) This is the year _____ decide on my future.
 - d) That will be the year _____ finishes her studies.
 - e) That was the year _____ went to college.

4.2.4 Writing practice

1. Complete the sentences, inserting a *when*-clause, or the main clause.
 - a) _____ when Isaro passes her final school examination.
 - b) That will be the year _____.
 - c) This is the day _____.
 - d) _____ when I decide on my future.
 - e) July will be the month _____.

4.3 Vocabulary

4.3.1 Reading and writing practice

1. Work in pairs and study the words listed in the table. Look at the pronunciation of each word. Fill in the blank spaces.

Word	Pronunciation	Meaning
university	/ju:nə'vɜ:səti/	
institution		a large establishment or organisation that has a particular kind of work or purpose
qualification	/kwɒləfə'keɪʃən/	
college		a school for advanced education
study	/'stʌdi/	
examination		formal spoken or written test of knowledge

2. Write these words in your vocabulary book. Use them in sentences to illustrate their meaning.

4.3.2 Writing practice

1. Complete the sentences with words from the vocabulary table in the Reading and writing practice 4.3.1.
 - a) Although he has good _____ he does not have any experience.
 - b) Mutesi is going to a nursing _____ to obtain a nursing qualification.
 - c) To get anywhere in life you have to _____ hard and pass exams.
 - d) At the end of the year we have to pass an _____ to move up to the next level of education.
 - e) If you want to be a doctor or a lawyer you have to go to _____.

4.3.3 Writing practice

Find 10 words related to further study, hidden in this word block.

The words are hidden horizontally, vertically and diagonally.

Horizontally: → Vertically: ↓ Diagonally: ↘ ↙

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

4.3.4 Reading and writing activity

1. Read the text.

The new curriculum in Rwanda provides a maximum of three years' pre-primary education, six years primary education (P1–P6) three years secondary education (ordinary or lower secondary level, S1–S3). It then allows for another three years secondary education (advanced or upper secondary level, S4–S6). It also offers a further four years for a Bachelor's **Degree**. From P4 the language of instruction is English.

The lower secondary phase (S1–3) prepares learners for the upper secondary streams. These include general academic, primary teacher training or technical secondary school. This level also provides access to the vocational education and training centres (VETCs) for early employment.



The upper secondary level (S4–6) provides for entrance into various fields of study, including those offered at universities.

2. Now do the following:
- Draw a diagram to describe the education system in Rwanda.
 - Write five sentences about the education system in Rwanda.
For example:
 - You go to primary school when you are six.
 - You go to secondary school when you are 12.
 - After secondary school you can go to technical college.

Homework

Interview your family members about their education. Write down notes on their responses.

4.3.5 Listening and writing activity

- Talk about your family's education.
For example: My father went to primary school. My cousin went to technical college. My aunt did not go to school at all.
- Think about whether more children are going to school nowadays than in the past.
- Listen to the text in which someone talks about the education of their family members, focusing on the past simple tense.
- Now answer the questions on your own (individually) in writing.
 - Why does Mugabo think that access to education has improved?
 - Why do you think girls were seldom sent to school when Mugabo's grandfather was young?
 - What did Grandfather learn at school?
 - Do you think Grandfather studied mathematics?
 - Why is Mugabo's family proud of their grandmother?
 - What does it mean to be 'illiterate'?
 - What are the disadvantages of being illiterate?
 - Did Mugabo's parents, uncles and aunts have more education than their parents? Explain your answer.
 - Do you think Mugabo's cousin, Keza, will be able to fulfil her dream of becoming a doctor? Explain your answer.
 - What does Mugabo want to do?



4.4 Language structure: Past simple tense

You have already learnt about the past simple tense. Study the notes to refresh your memory.

- Most verbs are changed to past tense by adding *-ed* at the end of the verb.
For example: Mugabo *visited* his grandparents last week.
- A list of the most common irregular past tense verbs can be found in Unit 1 on page 6.
- You use the past simple tense to talk about:
 - something that happened in the past.
For example: He *started* school when he was six. He *was* at school for four years.
 - something that happened again and again in the past.
For example: When I was a boy I *walked* two kilometres to school every day.
- You use *did* with the infinitive to form a question in the past tense.
For example: When *did* you start school? Where *did* Grandfather go to school?
- You use *did not* with the infinitive to form a negative in the past tense.
For example: His grandmother *did not* go to school. He *did not* leave school after P6.

Cross-cutting issue

Gender:

Everyone should have the opportunity to be able to read and write. It does not matter if you are a girl or a boy. It is a very important part of learning for all.

4.4.1 Speaking and listening practice

Read the paragraph aloud, paying particular attention to the past tense verbs.

Grandfather says he **spent** four years at school. At least he **learnt** to read and write, but not very well. He also **learnt** a bit about numbers and how to add and subtract. Grandmother **did not go** to school at all. When she **got** married to Grandfather she **was** still very young and she **was** illiterate. She **was** able to attend an adult **literacy** programme when her children **were** grown up. Now she can read the newspaper slowly and she can sign her name and write a shopping list. We are very proud of her.

4.4.2 Writing practice

1. Complete the text by filling in the correct form of the verb in red.

Mutesi **a) find** a different history of education in her family. Her grandfather **b) be** one of the few children of his time who **c) go** to secondary school. He **d) spend** three years at secondary school and then he **e) go** home to help with the farming. He **f) be** very interested in learning new things. He **g) go** on short courses to increase his farming skills. He soon **h) become** the most capable farmer in the region. Although he **i) be** still young, other farmers **j) come** to ask his advice.

4.4.3 Writing practice

1. Give the correct form of the verb in brackets in each sentence.

- a) John (not go) to S4.
- b) Instead he (go) to a technical and vocational centre.
- c) He (want) to go to university?
- d) No, he (decide) he would do better as a technician.
- e) Mutesi (want) to be a nurse.
- f) She (not know) what to do to become one.
- g) She (go) to the career guidance teacher to ask for advice.
- h) John (believe) that ICT (be) the best option for him.
- i) Isaro (think) she would like to become a TV announcer.

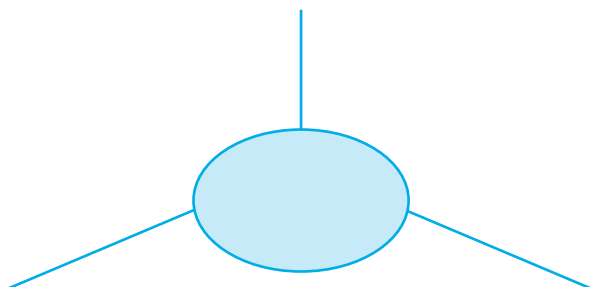
4.4.4 Writing practice

1. Complete the text by filling in the correct form of the verb in red.

Our careers teacher **a) begin** to tell us about our options for further studies. She **b) teach** us to think out of the box. There were many new options for careers that had not **c) exist** before. We **d) understand** her purpose. She **e) want** us to think beyond the traditional careers in teaching and nursing. She said parents **f) spend** a great deal of money to give their children a good education. She **g) encourage** us to talk to different people. There **h) be** wonderful opportunities for in-service training available for those who **i) be** prepared to work hard. She **j) inspire** us to start thinking creatively about our future.

4.4.5 Writing activity

1. Think about the interviews that you did with your family members about their education.
2. Plan to write three paragraphs on the education of your family members. Use a spider diagram like the one below, a mind-map or simply columns to indicate how you are going to structure your text.



3. Write out the three paragraphs about the education of your family members.
4. First edit your work yourself and then exchange notebooks with a partner for further editing. Hand your writing in for formal assessment.

4.5 Sounds and spelling

Here are some more examples of the various pronunciations of /e/.

/e/ pronounced as	in
/e/	debt, set, beg, bench, cheque, fetch, etch, gender, fence
/i:/	cheap, lean, bean, peas, feast, feature, gene, scene, complete, delete, compete
/ɜ:/	(before r) perception, percent, perform, perfume
/ɪə/	here, mere, near, weary
/eə/	There, pair, care, tear (verb)
ee is pronounced	in
/i:/	cheese, week, weed, tee (shirt), teeth

1. Practise saying these words aloud.
2. Look up the words you do not know in a dictionary. Write them down with their pronunciation and meaning.

Homework

How many five-letter words can you find in this block? The words are arranged vertically, horizontally and diagonally. Make a list of the words you find. There are 22 words in total.

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

4.5.1 Speaking and writing activity



- You are going to listen to a talk. First, discuss these questions.
 - What is an academic career?
 - What skill is very important for any young person who wants to follow an academic career?
 - What is a PhD? Perhaps you will find it in your dictionary. If you do not know, ask your teacher.
- Now listen to your teacher, who is pretending to be a visiting **academic**.
- Answer the following questions after you have listened to the talk.
 - Was there a library at the primary school the visitor attended?
 - What, according to the visitor, can you do to improve your English?
 - What other advantage did her reading have?
 - What is a bursary?
 - Which students are lucky enough to get bursaries?
 - How was the visitor able to study at a university in the UK?
 - What is a scholarship?
 - Why did the visitor return to Rwanda?
 - What hope did the visitor express?
 - Would you like to become an academic? Why?

4.6 Language structure: *Would like to*, *Have to* and *In order to*

Would like to is a polite way of expressing a desire to do something. It is always followed by *to* + infinitive (base form of the verb).

For example:

- I *would like to* study at university. (present simple tense)
- He said he *would like to* study at university. (past simple tense – note that the format does not change)

Have to/has to/had to (modal verbs) mean the same as *must*. These words are always followed by the infinitive.

For example:

- Isaro *has to work* much harder than she is doing at present.
- I *have to study* tonight because I have to write a test tomorrow.

In order to is used like a preposition. It is always followed by the infinitive.

For example:

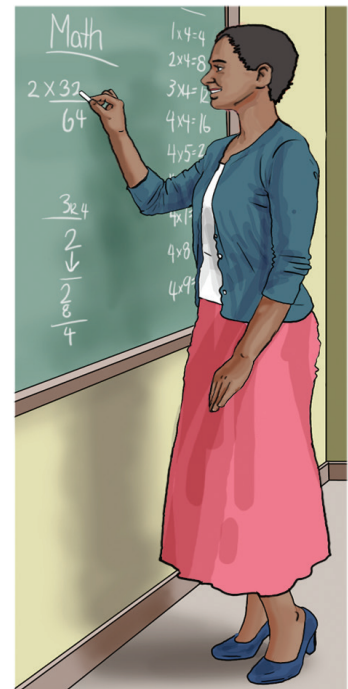
- *In order to pass*, he has to work hard./He has to work hard *in order to pass*.
- *In order to perform* well, she has to put in more effort./She has to put in more effort *in order to perform* well.

4.6.1 Speaking practice

1. Work in pairs. Say these sentences aloud to get used to using the phrases.
 - a) Ngabo had to study much more because he had performed poorly in the previous examination.
 - b) The teacher told Shema that he would have to work much harder.
 - c) Keza said she would like to go to university to study English.
 - d) Her teacher told her that she would have to read more English to improve her language skills.
 - e) He is taking extra lessons in order to improve his reading.

4.6.2 Writing practice

1. Use *would*, *have to*, *has to*, *had to* or *in order to* + infinitive to complete the sentences.
 - a) Akaliza said she _____ to university, but she did not know if her marks were good enough.
 - b) Mutanguha said he _____ much harder because he was not performing well.
 - c) I _____ this examination if I want to continue to S3.
 - d) _____ his English marks, Mutanguha enrolled for extra classes.
 - e) Ingabire _____ harder if she wants to improve her marks.



4.6.3 Writing practice

1. Insert *has to/have to/had to/would like to/in order to* in each of the following sentences.
 - a) I _____ work much harder if I want to get good marks.
 - b) Mutanguha said he _____ perform much better if he wanted to go to university.
 - c) Ingabire says she _____ take extra lessons to improve her reading.
 - d) _____ become one of the top ten performers in the school you have to do better than most other learners in your class.
 - e) Suzana _____ become a beautician, but for that she needs to do better in Biology.

4.6.4 Writing practice

1. Write five sentences of your own. Use *has to/have to/had to/would like to/in order to* in each of the sentences.
2. Exchange books with a partner and mark each other's work. Talk about the sentences that you do not agree with.

Homework

Think carefully about what you would like to achieve in your life.

Write five sentences about:

1. What type of job would you like to do one day?
2. Why? Is it the best-paid job you can think of, or do you really have a passion for it? Or are you choosing it because you think it is all you will be able to do?
3. Do you intend to leave school after S3, or do you want to continue up to S6? Why?
4. Do you need to go to university or another higher education institution to qualify for the job you want to do?
5. How long will it take you to qualify?



4.6.5 Reading and writing activity

Develop the habit of researching new words that you come across when reading texts.

1. Talk about the homework task on the type of job you would like to do one day. Tell one another about your ideas and compare notes.
 - Do you want to go to university? Or do you want to find a job directly after finishing school?
 - Are there other options for further study except university?
2. Now read the text about jobs and the qualifications they require.

Further studies in Rwanda

There are many opportunities for further study in Rwanda. For many careers you have to have certain qualifications.

In order to be a doctor you have to study for a **degree** in medicine. It takes about six years in order to become a general practitioner. For some of the specialised areas you might have to study abroad.

In order to become a nurse you have to study for a nursing **diploma** at a school of nursing. There are eight schools of nursing in Rwanda, one dental school, and one school of public health. There are also five government schools of nursing and **midwifery**.

It is also possible to get a nursing degree from university. In order to become a lawyer or an accountant, you also have to go to university. Secondary school teachers have to study for a university degree after S6. Primary school teachers have to have a teacher's diploma from one of the 13 teacher training colleges in order to teach in the country's primary schools.

Several countries offer scholarships for African students to further their post-graduate studies overseas. There are enough opportunities for hard-working and motivated students.

Centres for Vocational Education and Training teach a number of interesting skills that enable people to be employed and to start their own businesses. They offer courses for those who wish to become plumbers, electricians, chefs and motor mechanics. They also offer entrepreneurship courses.

Learners who want to return to the family farm to continue producing food can improve their skills. Agricultural organisations offer numerous short courses, from technical and management to irrigation and fertilisation.

3. Now answer the questions.
- a) How long does it take to become a medical doctor?
 - b) Can doctors specialise in heart surgery in Rwanda?
 - c) Can post-graduate students in Rwanda afford to study overseas?
 - d) Where do you need to study if you want to become a nurse?
 - e) Where do you have to go to become a secondary school teacher?
 - f) Name four courses that you could study at a Centre for Technical and Vocational Education and Training.
 - g) How can young farmers improve their farming skills?
 - h) Have any of the fields of study mentioned above captured your interest as a possibility for future studies? Explain your answer.
4. Exchange notebooks for peer assessment of your answers.



The University of Rwanda, College of Business and Economics

4.6.6 Speaking and listening activity

Drawing on the information you have received, discuss your job aspirations and the qualifications they require. Think carefully about what you want to do. Talk to your group members about where you might study after finishing school.

Focus on using *in order to be* and *have to* when you speak.

For example: I would like to go to a vocational and technical centre in order to become a chef. What would you like to do after secondary school?

Homework

Ask your career guidance teacher for information about further studies in Rwanda. Draw up a table of tertiary institutions and what you can study there.

4.7 Language structure: Conditionals

There are various kinds of conditionals. The first one is called the zero conditional. This is used to refer to general truths.

Type of conditional	If clause	Main clause
Zero conditional (now or always) If this thing happens, it always happens.	<i>If it rains</i> <i>If the sun shines</i>	the grass gets wet. it gets hot.
1 st conditional (present or future, where the situation is real) Refers to a possible condition and its probable result.	<i>If you study every day</i> <i>If you read for half an hour every day</i>	you will pass. your English will improve.
2 nd conditional (now or any time and a situation that is not real because it has not happened) Refers to a possible condition that might have a certain result.	<i>If you went to bed earlier</i> <i>If my English was good</i>	you would not be so tired. I could get a job in the UK.
3 rd conditional (in the past and a situation that is different from reality)	<i>If he had studied harder (which he did not)</i> <i>If my English was good (which it is not)</i> <i>If we had looked at the map</i>	he would have passed the exam (which he did not). I could have got a job in the UK (which I have not). we would not have got lost.

4.7.1 Writing practice

- Complete the sentences correctly.
 - If you had done your homework _____.
 - If he had read English for half an hour every day _____.
 - If you had looked after your textbooks _____.
 - If your English was better _____.
 - If you went to bed earlier _____.

4.7.2 Writing practice

1. Provide the correct conditional in the sentences.
 - a) _____ the crops grow well.
 - b) _____ the sun comes up.
 - c) _____ you will pass at the end of the year.
 - d) _____ you will be able to study further.
 - e) _____ you would be able to find a job.

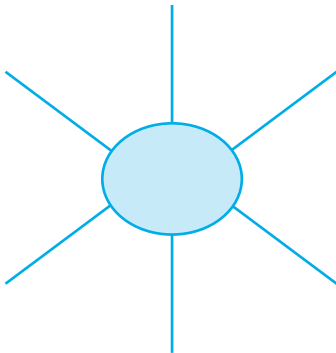


4.7.3 Writing practice

1. Complete the sentences.
 - a) If you were not late for school every day _____.
 - b) If he had spent more time on his studies _____.
 - c) _____ she would have won a bursary.
 - d) If you had done more research on careers _____.
 - e) If you had completed your further studies _____.

4.7.4 Writing activity

1. Prepare to write a text about education and job aspirations, paying attention to *would like to*.
2. Decide how you are going to plan the text. Use a spider diagram (like the one on the left) or a mind-map. You could also draw a column for each paragraph and write the related ideas in each column.
3. Exchange notebooks with a partner to look at your planning and comment on it. Improve your planning if necessary.
4. Write the text and edit it.
5. Exchange notebooks with a partner and edit each other's writing.
6. Do any corrections suggested by your partner, if you agree. Hand in the text for formal assessment.



Checklist of learning

In this unit you learnt to:

- ☒ describe educational aspirations
- ☒ describe the education of family members and friends
- ☒ describe the qualifications required for jobs
- ☒ write about education and job aspirations.

4.8 Unit assessment

This section can be used for formal assessment or for revision.

1. Write three sentences about your ideas for your future education. Use *when*-clauses. [3]
2. Use two of the words below in sentences of your own to show that you understand their meaning:

university

institution

college

[2]

3. Answer each of the questions in a full sentence.
 - a) How many years do learners usually spend in primary school (if they do not have to repeat a year)?
 - b) How long is the ordinary or lower secondary course?
 - c) How long does it take one to complete a Bachelor's Degree at university? [3]
4. Write two sentences about your family's education. [2]
5. Give the correct form of the verbs in brackets.
 - a) Last year they (start) secondary school.
 - b) They (be) nervous about starting a new school.
 - c) Some of them (go) to boarding school.
 - d) They (learn) to take responsibility for their own work.
 - e) The teachers (keep) them very busy during their first term. [5]
6. Do the planning for a three-paragraph text on the education of your family. Use a spider diagram or a mind-map. You do not have to write the text, just do the planning. [5]
7. Write five sentences about your plans for the future, after leaving school. [10]
8. Complete these sentences correctly.
 - a) If you want to study further, _____.
 - b) If he had worked harder, _____.
 - c) _____ she would have finished school by now.
 - d) _____ she would not have been late for school.
 - e) If Mutesi had not lost her textbook, _____.

[5]

9. Read the text and then answer the questions that follow.

Shema was getting tired of studying and reading every day. He had to get up early every morning to walk to school and by the time he got home in the afternoon he was exhausted. He was really drained from having to spend a few hours on homework every day.

Shema was afraid to complain to his parents, but one day his uncle Ntwari came to visit. They sat outside under a tree while waiting for Shema's father to come home from work.

"Uncle Ntwari, I am getting so tired of studying every day. Every day I have a pile of homework to do. I do not know how I am going to keep going for many years to come."

Uncle Ntwari did not answer immediately. He drank some water from the mug his sister had brought and then he cleared his throat.

"Shema, I can understand that. School is not easy and it is a lot of work. But what are your options? Do you want to be one of the unemployed like me? If you choose not to be educated, that is what will happen."

- a)** Why was Shema getting tired of studying?
- b)** Why did he not speak to his parents about his problem?
- c)** Why do you think Uncle Ntwari was unemployed?
- d)** What does it mean to have options?
- e)** What would your advice to Shema be?

[5]

Total marks: 40

Key unit competence: To use language learnt in the context of Rwanda and East Africa.

Learning objectives

Knowledge and understanding

Skills

Attitudes and values

At the end of this unit, you should be able to:

- | | | |
|--|---|--|
| <ul style="list-style-type: none"> Identify the use of comparatives and connectors of contrast and similarity. State the vocabulary of compass points and imports and exports. | <ul style="list-style-type: none"> In both speech and writing, describe Rwanda's position relative to its neighbours and compare and contrast it with its neighbours. Read/listen to texts about Rwanda and its neighbours, or about international organisations or international trade. Write about Rwanda's international trade. Present on Rwanda and its neighbours, or about international organisations or international trade. Describe goods sold at a local market. | <ul style="list-style-type: none"> Show ability to speak with clear pronunciation and correct grammar. Show tolerance with regard to classmates' language mistakes, avoid criticising them – we all make mistakes. |
|--|---|--|

5.1 Speaking and listening: Rwanda and East Africa

5.1.1 Speaking and listening activity

Brainstorm the position of Rwanda and its neighbours. Look at the map on page 72. Pay attention to the compass points when you say where other countries are in relation to Rwanda.

- In relation to Rwanda, where is:
 - Uganda situated?
 - the Democratic Republic of the Congo?
 - the Republic of Tanzania?
 - the Republic of Burundi?
 - the Republic of Kenya?

Cross-cutting issue

Peace and values education:

We need to maintain pride in our people and our country. We also need to remain valued neighbours to other countries in the East African community.

2. a) With which countries does Rwanda share a common border?
- b) Do you think Rwanda's position in East Africa provides it with any benefits?
- c) Are the citizens of Rwanda in any way different from other East Africans?
- d) What is the East African Community all about?



5.2 Language structure: Comparatives and superlatives

There are various ways to express comparison.

- You can use comparatives to compare two things. You can use superlatives to compare more than two things.
- When you use (*as ... as*) to express the comparative, the adjective remains unchanged.

For example:

Tanzania is many times *as big as* Rwanda.

- When you use *than*, the adjective changes.

For example:

Tanzania is much *bigger than* Rwanda. (*er* – comparative)

- A word consisting of one syllable takes *-er* for the comparative and *-est* for the superlative.
For example: *colder, coldest*.
- When the adjective is a short word (consonant-vowel-consonant), you double the second consonant.
For example: *bigger, fatter, better*.
- When a two-syllable word ends in *y*, the *y* changes to *i+er* or *i+est*.
For example: *happier, happiest; friendlier, friendliest*.
- Some two-syllable words and all three-syllable words form the comparative or superlative by adding *more* and *most*.
For example: *more careful* (comparative), *most competitive* (superlative).

5.2.1 Speaking and listening practice

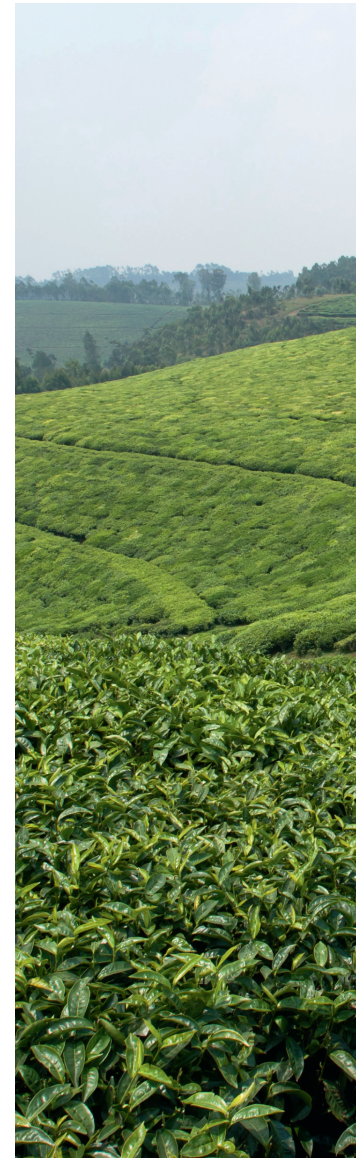
1. Say these sentences aloud so that you become used to the sound.
 - a) Tanzania is bigger than Rwanda.
 - b) Rwanda is the smallest country in the region.
 - c) Rwanda is more fertile than many other countries.
 - d) The people of Rwanda are friendlier than many other people.
 - e) The villagers are happier than the city dwellers.

5.2.2 Writing practice

1. Give the comparative forms of the adjectives in brackets.
 - a) The population in Rwanda is (friendly) than in many other countries.
 - b) Burundi is a little (big) than Rwanda.
 - c) People are (aware) of values than in other countries.
 - d) Rwanda is the (small) country in the sub-region.
 - e) Rwanda has a (high) economic growth rate than other countries in the sub-region.

5.2.3 Writing practice

1. Give the superlative forms of the adjectives in brackets.
 - a) Rwanda is perhaps the (friendly) country in the world.
 - b) Burundi is Rwanda's (small) neighbouring country.
 - c) Rwandan people are the (aware) of the values of all their neighbours.
 - d) Rwanda is not the (big) of the East-African countries.
 - e) Rwanda has the (high) growth rate of all.



5.2.4 Writing practice

1. Give the correct comparative/superlative form of the adjective in brackets.
 - a) Rwandans are (careful) than most to maintain peace.
 - b) Are some countries (small) than others?
 - c) Are some of the mountains (high) than others?
 - d) Tanzania is the (big) country in our region.
 - e) Kigali is the (large) city in Rwanda.
 - f) Our village is the (small) in the region.



5.2.5 Writing practice

1. Give the correct comparative/superlative form of the adjective in brackets.
 - a) Rwanda is economically (viable) than many other countries.
 - b) Rwanda's population is the (dense) of all the East African countries.
 - c) Rwanda has (little) mineral wealth than the DRC.
 - d) Rwanda grows (much) tea than many other countries.
 - e) Rwanda's tea is the (high) quality of all tea produced in East Africa.
 - f) Rwanda's government is (stable) than many others in Africa.

5.3 Vocabulary

Develop the habit of researching new words that you read in texts.

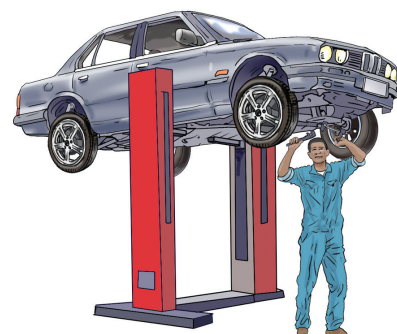
1. You will find the following words in the next text you are going to read.
2. Say the words out loud, paying attention to where the accent should be placed (note the accent marks).
3. Copy the table into your vocabulary book. Look up the meaning of the words and phrases used.
4. Use each word or group of words in a sentence so that you remember its meaning.

5.3.1 Writing practice

Words and phrases	Meaning
'numerous	
rolling hills	
'density	
satis'factorily	
'enviable 'vision	
'intergovern'mental organi'sation	
in'surance	
shift	
pro'fessionals	
IT'specialists	
con'sultants	
'increased sig'nificantly	

5.3.2 Writing practice

- Use the correct words from the table to complete the sentences.
 - Rwanda's economy is performing _____.
 - Teachers, lawyers and doctors are called _____ because they are well trained for their jobs.
 - _____ opportunities are available for people who study hard.
 - IT is the future and therefore IT _____ are in high demand.
 - It is difficult to _____ the medium of instruction from one language to another.



5.3.3 Writing practice

- Use the correct words from the table to complete the sentences.
 - The _____ of Rwanda with their gentle slopes are very beautiful.
 - When governments of different countries work together it is called an _____.
 - There are _____ opportunities for skilled people in Rwanda.
 - The _____ to English in the schools is not easy.
 - It is important to take out _____ for your car, in case you have an accident.



5.3.4 Writing practice

1. Use the correct words from the table to complete the sentences.
 - a) Life _____ provides for the breadwinner's dependants if the breadwinner should die.
 - b) The population of Rwanda has _____.
 - c) It has been said that the government has shown _____ in taking the country forward.
 - d) They have appointed _____ to advise them on the best procedures.
 - e) Rwanda's population _____ is the highest in the region.

5.3.5 Reading and writing activity

1. Pre-reading activity:
Discuss the questions.
 - a) Rwanda is a very small country. Do you think this makes the country unimportant?
 - b) What changes do you think still need to happen in Rwanda?
 - c) Are you aware of many foreigners in Rwanda? Do they become part of Rwanda's culture?
2. Read the text comparing Rwanda and its neighbours in the East African community.

Rwanda and its neighbours

Rwanda is known as 'the land of a thousand hills', because of its landscape of **numerous rolling hills**. It shares common borders with the Democratic Republic of Congo to the west, Tanzania to the east, Uganda to the north and Burundi to the south.

Although Rwanda is small in size, it has one of the highest economic development rates in Africa. At an annual economic growth of between 6% and 8%, its growth rate is much higher than that of its neighbours.

Rwanda has one of the highest population **densities** in Africa. This has, however, not affected its economic development or food security. Rwanda has been able to **satisfactorily** feed all its people, thanks to the **enviable vision** of its leadership.

In 2009, Rwanda joined the East African Community, an **intergovernmental organisation** of five countries in the region. The countries are Rwanda, Uganda, Tanzania, Kenya and Burundi. One of the main aims of this organisation is to promote closer cooperation among member states.

Rwanda has a scarcity of **natural resources**. However it has still managed to attract many investors from the East African region. These are mainly in the services sectors like banking, **insurance** and education.

The language of communication and instruction in school has **shifted** from French to English. This has attracted many **professionals** from English-speaking East Africa to Rwanda. They have come in as teachers, doctors, agricultural officers, **IT specialists** and **consultants** in different fields. The number of foreigners in the country has **increased significantly**. However it has not affected the warmth of Rwandans towards their East African brothers and sisters.



3. Answer the questions on the text in writing.
- How has Rwanda managed to satisfy the food needs of its high population despite its small size?
 - Do you think Rwanda was wise to join the East African Community? Explain your answer.
 - Explain in what ways **foreign** investment is likely to affect/improve the lives of Rwandans.
 - Is Rwandans' attitude towards foreigners good for the country? Explain your answer.
 - What people do you consider to be professionals?
 - Apart from the professionals mentioned in the text, name other examples of professionals in Rwanda.
 - List the three main natural resources in Rwanda. Explain how each contributes to the development of the country.

5.4 Language structure: Connectors of contrast and similarity

Words that show similarity: *the same, like, similar*

Connectors of similarity: *in the same way, likewise, equally, in a similar manner, both ... and*

Words that show contrast: *different, unlike/not alike/unlike, dissimilar*

Connectors of contrast: *on the contrary, while, whereas, however, although, on the one hand/on the other hand, but, yet, though, in spite of, nevertheless*

Table 1 Information on the countries of the East-African Community

Country	Total population	Total area in km ²	Population density per km ²	Literacy level in %	Official languages
Tanzania	49,639,138	945,203	59	67,8	English, Kiswahili
Kenya	45,010,056	582,647	79	87,4	English, Kiswahili
Uganda	35,918,915	243,411	189	73,2	English
Rwanda	12,337,138	26,338	460	71	Kinyarwanda English French
Burundi	10,395,931	27,830	421	67,2	French Kirundi



5.4.1 Speaking practice

1. Say the sentences out loud to get used to the sound of the words.
 - a) Rwanda has three official languages, whereas Uganda has only one.
 - b) Rwanda has a denser population than Kenya, although it is much smaller.
 - c) In spite of the fact that Rwanda has a smaller population, its population density is greater.
 - d) Rwanda and Uganda are dissimilar in respect of the number of official languages.
 - e) Rwanda, Kenya, Tanzania and Uganda are similar. They all have English as one of their official languages.

5.4.2 Writing practice

1. Choose and write down an appropriate connector of similarity or contrast for each blank space.

while	likewise	equally	both
in the same way	on the contrary	nevertheless	whereas
however	although	though	in spite of
but	yet	in a similar manner	
on the one hand/on the other hand			

- a) Rwanda is the smallest country in the East African Community, _____ its economic growth is the highest.
- b) Tanzania is the largest country with the most people, _____ its population density is the lowest.
- c) Kenya has a high population, _____ it has fewer people than Tanzania.
- d) Burundi has a smaller population than Rwanda, _____ it is a little bigger.
- e) _____ Rwanda being so densely populated, its level of literacy is relatively high.

5.4.3 Writing practice

1. Use words from the list in the Writing practice 5.4.2 to write down an appropriate connector of similarity or contrast.
- a) _____ Rwanda has the densest population, it has the highest economic growth rate.
- b) _____ Kenya has the highest literacy level, it doesn't have the highest economic growth rate.
- c) _____ Burundi is bigger than Rwanda, its population is smaller.
- d) _____ Rwanda and Burundi are the smallest countries, they have the densest population.
- e) _____ Burundi also has two official languages, neither of them are English.

5.4.4 Writing practice

1. Complete each sentence so that the connector of similarity or contrast is proved to be correct.
 - a) In spite of Rwanda's density of population, _____.
 - b) Tanzania has the largest population, nevertheless _____.
 - c) Burundi, likewise, _____.
 - d) Rwanda has three official languages, whereas _____.
 - e) Whereas Burundi is part of the East-African community, _____.

5.4.5 Writing activity

1. Make use of the data (information) in Table 1 on page 78. Prepare to write three paragraphs about Rwanda and its neighbours. Do the preparation thoroughly and exchange books with a partner to evaluate the planning.
2. Use your planning to write three paragraphs about Rwanda and its neighbours. Try to use connectors of similarity and contrast in your writing.
3. When you have finished writing, edit your work yourself to correct any errors. Then hand it in for formal assessment.

Homework

You have read that the level of literacy in Rwanda is 71%. That means that about seven people out of every ten should be able to read and write. Prepare a little score sheet like this:

Can you read and write?	
Yes	No
✓✓✓	✓✓

Speak to 20 people you know in your area. Ask them whether they can read and write. You can assure them that this is confidential; their names will not be written down anywhere. If you are at boarding school, ask your fellow boarders about their families. You could also talk to the staff.

5.4.6 Reading and writing activity

1. Read the text about Rwanda and international organisations.

Rwanda and international organisations

- Rwanda belongs to several regional organisations: the East African Community, the Common Market for East and Southern African countries, the Intergovernmental Authority on Development and the International Conference for the Great Lakes region. It is also a member of various powerful international organisations.
- Firstly, Rwanda is a member of the United Nations Organisation. This is a body that groups together all independent countries in the world. One of the main duties of the United Nations is to keep peace. Rwanda, as part of this organisation, has significantly contributed to peace-keeping in the world. Rwanda has slightly over 5 000 soldiers and policemen, deployed under UN mandate, in different countries. This makes Rwanda the fifth peace-keeping force contributor in the world.
- Secondly, Rwanda is a member of the World Bank and the International Monetary Fund, as well as the World Trade Organisation. This has enabled the country to get grants. It has also accessed long-term credit to implement development programmes.
- Thirdly, Rwanda has a close cooperation with UN agencies like the United Nations High Commission for Refugees. This has enabled the country to take care of numerous **refugees** for neighbouring countries like the Democratic Republic of Congo and Burundi. Rwanda has provided them with shelter, food, medical care and education for their children.
- Likewise, Rwanda enjoys close cooperation with the World Health Organisation. This organisation has helped carry out various country-wide immunisation programmes targeting infants. The purpose is to improve the health of Rwandan children. It is also aimed at reducing **infectious** diseases like HIV/AIDS, Malaria, Hepatitis and Tuberculosis.
- Rwanda's cooperation with UNESCO, UNICEF and UDEP has assisted the country to improve its education system, as well as its environmental management and **sustainability**.



KEY to abbreviations and acronyms

EAC – East African Community
COMESA – Common Market for East and Southern Africa
IGAD – Intergovernmental Authority on Development
ICGLR – International Conference for the Great Lakes Region
UN – United Nations organisation

IMF – International Monetary Fund
WTO – World Trade Organisation
UNHCR – United Nations High Commissioner for Refugees
UNESCO – United Nations Educational, Scientific and Cultural Organisation
UNICEF – United Nations Children's Education Fund
UNEP – United Nations Environment Programme

What is the difference between an abbreviation and an acronym?

An **abbreviation** is any shortening of a word or a name.

Examples: Dr (Doctor) and e.g. (for example)

An **acronym** is also an abbreviation, but one that forms a pronounceable word from the first letters of the words.

Examples: COMESA, UNESCO or UNICEF



2. Answer the questions and then exchange notebooks for marking.
- a) List four examples of regional organisations of which Rwanda is a member.
 - b) What is the main duty of the UN?
 - c) In what way does Rwanda make an important contribution to the UN's peace-keeping activities?
 - d) Do you think Rwanda has been wise to cooperate with UN agencies? Mention two points, negative or positive, to support your opinion.
 - e) What has Rwanda done in its role as member of the UNHCR?
 - f) Which international organisation helps Rwanda to control contagious diseases?
 - g) Which UN agency has helped Rwanda with the development of education?
 - h) What benefit has Rwanda enjoyed as a result of being a member of the IMF?

Homework

Write two paragraphs on how the leaders of the DRC and Burundi can stop refugees from their countries leaving for Rwanda. Work individually and prepare to present the texts in class.

Or

Choose ONE international organisation that works in Rwanda. Write two paragraphs describing its activities in the country. Work individually and then prepare to present the work in class.



5.4.7 Speaking and listening activity

1. Use your knowledge of transport in Rwanda to discuss these questions. While you are talking, take care to speak with clear pronunciation and correct grammar. At the same time, show tolerance of classmates' language mistakes. Making mistakes is an important part of learning a language.
 - a) Name the modes of transport that you know. Which is your favourite?
 - b) Do you enjoy travelling?
 - c) Which are the fastest and the slowest forms of transport that you know of?
 - d) How are most goods transported in Rwanda?
 - e) Are there any travel agencies in your area?
 - f) Have you ever travelled to distant places?



5.4.8 Reading and writing activity

1. Read the text on your own.

Transportation inside and outside Rwanda

Rwanda is a **landlocked** country, but it boasts an efficient transport system for people and goods.

RwandAir and Kenya Airways are the national carriers for passengers from Kigali to the main cities in the East African region. They operate on a daily basis all year round. These two airlines serve the following routes: Kigali to Nairobi, Kigali to Dar-es-Salaam, Kigali to Kampala and Kigali to Bujumbura.

Road transport in Rwanda is also efficient. It has a good network of tarmac roads that connect the cities and all East African neighbours. This enables people and goods to move inside as well as outside the country. Buses and commuter taxis transport people to the capital cities of neighbouring countries.

While buses and commuter taxis transport people, trucks transport goods to and from Rwanda. They use the same routes.

This form of transport facilitates exports from Rwanda and imports from overseas countries.

Road transport in the region may be efficient but it is relatively expensive and slow. That is why the East-African Community is constructing a state-of-the-art, four-gauge railway line. They started construction work two years ago. The railway line is to run from Mombasa (the Indian Ocean coastal port in Kenya) through to Nairobi, the capital city of Kenya. It will run across Kenya towards Kampala, the capital city of Uganda. It will then cross Uganda to Kagitumba, a Rwandan border post, all the way to Kigali. From Kigali, it will run westwards across Rwanda to Cyangugu, a Rwandan border post on the border with the DRC. Once completed, the railway line is expected to make all transportation faster and cheaper.

2. Answer the questions. Then exchange books to mark the answers.
 - a) What does it mean to be 'landlocked'?
 - b) How many cities in East Africa are served by RwandAir and Kenya Airways? Name the cities.
 - c) Which sector of the population makes most use of air transport?
 - d) What makes road transport in Rwanda efficient?
 - e) Do buses and commuter taxis transport people within Rwanda only? Explain your answer.
 - f) What form of transport do the ordinary people of Rwanda make most use of? Explain your answer.
 - g) In what way does road transport facilitate exports and imports?
 - h) What transport project has the East African Community undertaken?
 - i) In what way will this project improve transportation within the East African countries?
 - j) What is your opinion of transport in Rwanda?

5.4.9 Speaking, reading and writing activity

1. Pre-reading activity:
 - a) What do you understand by trade?
 - b) Have you ever sold anything for profit?
 - c) Why do you think people go to the market?
 - d) List the most common trade items to be found in your local market.
2. Read the text.

Rwanda's local trade

While farmers in the rural areas grow a variety of food crops, pastoralists keep different animals. Pastoralists in the rural areas keep animals like cows, goats and sheep. The cows are kept for milk. The goats are slaughtered for meat to be sold in the neighbourhood or to be taken to the market.

Commercial farmers keep pigs and chickens. The pigs are slaughtered and sold locally as pork. However, Rwanda has a population of Muslims for whom pork is taboo. Pork is also made into sausages that are very popular.

Chickens are raised for eggs and meat. Chicken is popular among all Rwandans.

Shopkeepers are traders. They stock and sell things needed in the home such as sugar, salt and cooking fat.

Many items are sold at the local markets. These include cereals, fruits, vegetables, beans, dried fish, fresh fish, beef, goat and chicken. People even sell used clothes and shoes.



3. Now form groups of four to discuss these questions.
- What are the different types of local trade in Rwanda?
 - Agriculture is the mainstay/backbone of Rwanda's economy. Mention at least four food crops and four cash crops in Rwanda.
 - Give examples of at least three types of commercial farming in Rwanda.
 - Why do you think traders at the market sell used clothes and used shoes, when new ones are available in shops?
4. Write 10 lines to describe how your family or neighbours engage in local trade in your area. Include your opinion of this type of informal trade. Exchange your notebooks for peer marking.

5.4.10 Listening and speaking activity

Pre-listening activity:

- Answer these questions.
 - What do you understand by trade?
 - Name the items of trade common on the Rwandan market.
 - Give examples of countries that trade with Rwanda.
 - Which items does Rwanda sell to overseas countries?
- Listen carefully to the text your teacher will read to you.
- Now discuss these questions.

Write down the important points and report back to the class.

 - List Rwanda's international trade partners.
 - Minerals are important sources of revenue for Rwanda. Give two examples of minerals mined in Rwanda.
 - Why does Rwanda export unprocessed coffee?
 - Rwanda's imports far exceed its exports. Why is this so?
 - Is there anything Rwanda can do to increase its exports?
 - What are the main **commodities** imported from:
 - COMESA and the East African Community?
 - Asia?



5.4.11 Reading and writing activity

1. Read the information carefully.

	EXPORTS			IMPORTS			
	Value in US\$ millions by year			Value in US\$ millions by year			
Export type	2011	2012	2013	Import type	2011	2012	2013
Minerals	US\$ 151,426,000	US\$ 8,570,000	US\$ 225,670,000	Capital goods (any goods imported to make production possible, such as mining machinery)	US\$ 392,857,000	US\$ 565,817,000	US\$ 596,319,000
Coffee	US\$ 74,500,000	US\$ 60,886,000	US\$ 55,901,000	Intermediary goods (goods that are imported to produce other goods)	US\$ 469,873,000	US\$ 597,693,000	US\$ 632,876,000
Tea	US\$ 64,641,000	US\$ 65,718,000	US\$ 55,478,000	Consumption goods (vehicles, electrical goods, clothes, etc.)	US\$ 476,261,000	US\$ 601,171,000	US\$ 633,616,000
All other products	US\$ 60,484,000	US\$ 112,084,000	US\$ 101,915,000	Energy and lubricants (petrol, diesel and oil)	US\$ 298,484,000	US\$ 347,051,000	US\$ 384,598,000

2. Use the figures to compile two tables showing Rwanda's imports and exports over three years.
3. Write five sentences suggesting what Rwanda should do to improve the balance between imports and exports.
4. Exchange books and edit each other's work. Choose the best sentences to read to the class.

Checklist of learning

In this unit you learnt to:

- ✓ describe Rwanda's position relative to its neighbours
- ✓ compare and contrast Rwanda to its neighbours
- ✓ describe goods sold at a local market
- ✓ write about Rwanda's international trade.

5.5 Unit assessment

This assessment can be used for formative or summative assessment or for revision.

1. Use the comparative form in brackets to complete the sentence correctly.

- a) Rwanda is _____ in size than Burundi. (small/big)
- b) Tanzania has a _____ population than Kenya. (large/small)
- c) Kenya's surface area is _____ than that of Uganda. (extensive)
- d) Rwanda's population in the west and south is _____ than in the east. (high/low)
- e) Tanzania's coastline is _____ than that of Kenya. (long/short)
- f) RwandAir has _____ aircrafts than Uganda Airlines. (many/few)
- g) Burundi has _____ ethnic groups than Uganda. (many/few)
- h) Rwanda imports _____ products from Kenya than it imports from Tanzania. (many/few)
- i) Burundi's economic growth is _____ than that of Rwanda. (low/high)
- j) Rwanda's population density is _____ than that of Burundi. (high/low)

[10]

2. Insert the most appropriate connector in the blank space to complete the sentence correctly.

but	while	despite	like
whereas	although	though	unlike
however	moreover	both	yet
likewise	even though	in contrast	in spite of
similarly	on the other hand	nevertheless	

- a) _____ Kenya has more than 40 ethnic groups, Rwanda has only one.
- b) _____ agriculturalists grow food crops, pastoralists keep animals.
- c) Pork is a delicacy to some Rwandans, _____ Muslims do not eat it.
- d) People buy used shoes in the market _____ there are new shoes in shops.

- e) _____ Rwandans in the western province produce a lot of Irish potatoes, they are still very expensive.
 - f) _____ agriculturalists and livestock-keeping are beneficial to Rwandan farmers.
 - g) _____ Kenya which processes its agriculture produce, Rwanda sells its agriculture produce unprocessed.
 - h) Rwanda has the highest population density in Africa, _____ it is able to satisfactorily feed its entire population.
 - i) _____ Rwanda's farming sector is quite strong; it needs to create more jobs to supplement people's income.
 - j) _____ the high density of its population, Rwanda is able to provide food for all its people. [10]
3. a) Write two paragraphs. Discuss Rwanda's ability to feed its population in spite of its density. [10]
- b) Write two paragraphs. Discuss the ways in which the balance between imports and exports can be improved and jobs created. [10]

Total marks: 40

Key unit competence: To use language learnt in the context of the environment.

Learning objectives

Knowledge and understanding

Skills

Attitudes and values

At the end of this unit, you should be able to:

- | | | |
|--|--|--|
| <ul style="list-style-type: none"> Recognise the use of past tense, first conditional, determiners of quantity and modal verbs. Identify vocabulary in relation to the environment and its protection. | <ul style="list-style-type: none"> In both speech and writing, identify and classify natural resources and describe their uses. In both speech and writing, describe the exploitation of resources, the causes of pollution and environmental protection. Read/listen to texts about the exploitation of resources, the causes of pollution and environmental protection. Write about dangers to the environment and measures to protect it. | <ul style="list-style-type: none"> Research information about damage to the environment and share this important topic with friends. Discuss the environment and convince your family members to take action to reduce environmental damage. |
|--|--|--|

6.1 Speaking and listening: The environment

6.1.1 Speaking and listening activity

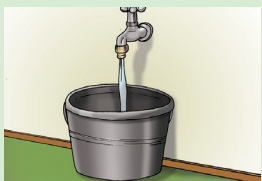
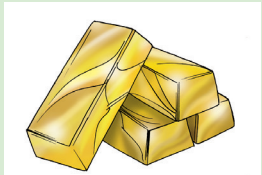
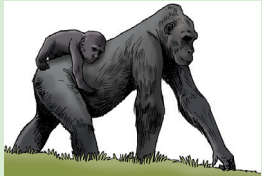
Look at the picture and discuss these questions.

- What are resources?
- What resources can we see in the picture?
- How can we use these resources?
- Why do we need to protect these resources?



6.1.2 Speaking and writing activity

Match the pictures of Rwanda's resources with the descriptions.

1.		a) Forests are natural resources.
2.		b) Minerals that are mined are non-renewable resources.
3.		c) A river is a natural resource.
4.		d) A lake is a natural resource.
5.		e) People are human resources.
6.		f) Animals are natural resources.
7.		g) Water is a renewable resource.
8.		h) Land is a natural resource.

6.2 Skills: Identify and classify

To **identify** something is to recognise or establish its identity.

- To **classify** something is to place it in a group with other similar items.

For example:

Identify: This is a cow.

Classify: It is an animal, a farm animal, one of a herd of cattle.



6.2.1 Writing practice

Go back to Activity 6.2 on page 90. Identify the objects/people/animals in the pictures and classify each of them.

For example: A river: It is a natural resource – water.

Now carry on from number 2.

6.2.2 Speaking and listening activity

1. Discuss different resources and give examples using these guidelines:
 - a) Talk about natural resources, including land, forests, rivers, lakes, plants, animals and minerals.
 - b) Talk about renewable resources, including water, plants, animals and human resources. Why are they called 'renewable'?
 - c) Talk about non-renewable resources, such as minerals like oil, gold, copper and clay-sand. Why are they called 'non-renewable'?

6.3 Vocabulary

You will come across the words in the table in Exercise 6.2 on page 92.

Write them in your vocabulary book. Learn to spell and pronounce them.

Cross-cutting issue

Environment and sustainability

Not all resources are renewable. We need to make sure we protect our resources so that they may be used and enjoyed by future generations.

6.3.1 Writing practice

1. Copy the table into your notebook. Look up the pronunciation and meaning of words that have been left out.

Word	Pronunciation	Meaning
environment	/ɪn'vaɪərənmənt/	the air, water and land in which people, animals and plants live
protect/ protection	/prə'tekt/ /prə'tekʃən/	
resource		something that can be used to improve our quality of life
natural	/ˈnætʃərəl/	
renewable		something that can be replaced
non-renewable	/nɒnrɪ'nju:əbəl/	
charcoal		a black substance obtained by burning wood, that can be used as fuel or for drawing
firewood	/'faɪəwud/	
erosion		the process of being gradually destroyed by rain or wind

2. Use these words in sentences of your own to show that you understand the meaning. Exchange notebooks so that your partner can check if your sentences are correct.



Homework

Write out the words that you find in the word search. There are eight words in total.

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

6.3.2 Reading and writing activity

1. Pre-reading activity:
 - a) You have spoken about resources in this unit. What have you learnt about resources?
 - b) Look up the meaning of the word 'exploit' or 'exploitation'. Write it down.
 - c) Look at the title of the text. What do you think it is going to be about?
2. Read the text on your own.

The exploitation of natural resources in Rwanda

All of us, particularly the rural population, rely heavily on the natural resources of the country for our livelihood.

Conservation is not a pie-in-the-sky **ideology**.

Exploitation can have a positive and a negative meaning. When we use our natural resources, we need to do so sustainably. We cannot reduce and destroy them. For example, we need factories to create jobs. However, if factories pollute our air and water, we are solving one problem, but creating another. Industries should find ways to deal with the pollution from manufacturing processes. They are sometimes reluctant to do this, because it means extra expenditure.



The rapidly-increasing population is placing additional strain on our resources. Every year we need more water, more land to be cultivated and more fuel for cooking. We also need more food to feed the people and animals and more jobs. We can only satisfy these needs if we use our resources in a **sustainable** way.

We must not pollute our water sources. We can prevent sewage pollution by building latrines far away from water sources. We need to maintain efficient sewerage works in the cities. Fertilisers on farms should be used with care so that they do not pollute water sources. We should cultivate land so that it does not cause erosion. This will prevent soil and fertiliser from being washed away and polluting the rivers.

Trees are cut down to provide fuel for cooking, charcoal and more land. Trees are the 'lungs' of the earth, absorbing carbon dioxide and releasing oxygen. Their roots also lock moisture in the soil. Without trees, we will experience erosion and a build-up of carbon dioxide. When trees are cut down, they must be replaced. But trees take a long time to grow. We must control the removal of trees to prevent deforestation.



2. Answer the questions.
 - a) What do you think a pie-in-the-sky ideology is?
 - b) Why is conservation not a 'pie-in-the-sky ideology'?
 - c) Explain the meaning of exploitation.
 - d) What is the importance of forests? Mention two facts.
 - e) Why do you think it is important to prevent the pollution of our water?
 - f) How can the pollution of water by sewage be prevented in the rural areas?
 - g) How can the pollution of water by sewage be prevented in the cities?
 - h) How do fertilisers end up in the rivers?
 - i) What does the author mean by trees being the 'lungs' of the earth?
 - j) Why do people cut down trees?
 - k) How can deforestation be prevented?
 - l) In your opinion, are ordinary people, like you and your family and friends, concerned about pollution? Explain your answer.
3. When you have answered the questions, exchange your notebooks with a partner. Mark each other's answers.

6.4 Language structure: Past simple tense

Study the notes on the past simple tense in Unit 1, page 6.

6.4.1 Writing practice

1. Fill in the correct past simple tense form of the verb in brackets.
 - a) The first mining activities (pollute) the river.
 - b) They (cut) down too many trees in the past, now erosion is occurring.
 - c) They (set) fire to the bush and it (burn) out completely.
 - d) People (use) nets to catch fish and they (deplete) the number of fish in the lake.
 - e) They (be) careless with the use of fertilisers and the run off (pollute) the river.

6.4.2 Writing practice

1. Fill in the correct past simple tense form of the verb in brackets.
 - a) The farmer needed more land to plough, so he (clear) the trees from the land.
 - b) When his son grew up he also needed land, so he (cut) down more trees.
 - c) The rains (be) heavy that year.
 - d) The water (wash) away the soil.
 - e) Soon there (be) deep gullies in the land where the soil (be) washed away.

6.4.3 Writing activity

1. Choose a resource that interests you. It could be land, water, forests, lakes, rivers, animals or minerals. Read up or find out as much as you can about it.
2. Plan three paragraphs giving your thoughts about sustainable (responsible) use of this resource.
3. When you have finished planning, write the text.
4. Edit the text and rewrite it if necessary. Hand it in for assessment.

6.5 Language structure: First conditional

The first conditional is used to refer to a present or future situation that is possible. If something is done, something else will, or will not happen.

For example:

- *If* people control the amount of fish they catch, the fish population *will not* be depleted.
- *If* people use the correct **cultivation** methods, they *will* prevent erosion.

6.5.1 Writing practice

1. Complete the sentences appropriately.
 - a) If they plant young trees when older trees are cut down, deforestation _____.
 - b) If people reduce the number of cattle they keep, overgrazing _____.
 - c) If latrines are built far from water sources, _____.
 - d) If contour ploughing is done, erosion _____.
 - e) If more terraces are built, erosion _____.

6.5.2 Writing practice

1. Complete the sentences using the correct form of the verb in brackets.
 - a) If we take care of our rivers, they (not pollute).
 - b) If farmers do contour ploughing, they (not cause) erosion.
 - c) If we (not litter), our streets (not pollute).
 - d) If the farmers practise (not overgraze), they (prevent erosion).
 - e) If we (not pollute) rivers, we (not get) waterborne diseases.

6.5.3 Writing practice

1. Complete the following sentences appropriately.
 - a) If _____, forests will be saved.
 - b) If _____, overgrazing will lead to erosion.
 - c) If _____, air pollution will increase.
 - d) If fertiliser is not used properly, _____.
 - e) If wild animals are not protected, _____.

6.5.4 Speaking and listening activity

1. Brainstorm pollution and the exploitation of resources. Use the following as guidelines:
 - We cut down too many trees, and therefore _____.
 - We put too much waste into rivers, and therefore _____.
 - We make too many fires, and therefore _____.
 - We build too few terraces, and therefore _____.
 - We catch too many fish, and therefore _____.

Add your own thoughts to these statements.

Homework

Keep paper or a notebook and pencil with you as you walk home after school today. Take particular note of your environment. Is everything clean and tidy? Is there litter lying around? Are there bins for litter? Is there water in the streets? Make a note of what you see.

When you get home, write a paragraph of ten lines on the condition of the environment you live in. Should people be congratulated on keeping their surroundings clean? Do they have to think about a serious clean-up? You will discuss your paragraph in the next lesson.

6.6 Vocabulary

6.6.1 Writing activity

Copy the table into your notebook. Use your dictionary to insert the meanings.

Word	Pronunciation	Meaning
medicine	/ˈmedsən/	
forestation/ deforestation	/fɒrɪsˈteɪʃən/ /diːfɒrɪsˈteɪʃən/	
pollution	/pəˈluːʃən/	
litter	/ˈlɪtə/	
stagnant (water)	/ˈstægnənt/	
reduce	/rɪˈdjuːs/	
waste	/weɪst/	
save	/seɪv/	
sustainable	/səˈsteɪnəbəl/	

6.7 Language structure: Gerund

The gerund is the *-ing* form of a verb functioning as a noun.

Be careful not to confuse it with the continuous form, for example: It is raining (the action is happening right now). You use the *-ing* form as a gerund after some verbs such as *enjoy, admit, appreciate, deny, avoid*.

For example: We must avoid littering. (*Littering* is working as a noun in this sentence.)

The gerund can also be used with other verbs, after a preposition such as *approve of, feel like, talk about, used for*.

For example: Terraces can be *used for* controlling erosion. Bins are *used for* collecting litter.

6.7.1 Writing practice

1. Fill in the correct form of the verb in brackets.
 - a) We do not approve of (litter).
 - b) They need to talk about the negative effects of (pollute) our water.
 - c) They told us that the water is used for (irrigate) their lands.
 - d) The company denies (cause) air pollution.
 - e) The inhabitants approve of (take) steps against those who pollute their drinking water.

6.7.2 Writing practice

1. Fill in the correct form of the verb (gerund).
 - a) Stop (litter)!
 - b) The farmers must avoid the practice of (overgraze) their fields as it leads to erosion.
 - c) They approve of (plant) new trees to replace those that are cut down.
 - d) The fishermen must avoid (deplete) the fish resources by overfishing.
 - e) The teachers teach us to enjoy (look) after our environment.

6.7.3 Writing practice

1. Complete the sentences using a gerund.
 - a) We must avoid (pollute) our water sources.
 - b) The fishermen like (fish) but must guard against overfishing.
 - c) The government should control the number of vehicles in the city to avoid (cause) air pollution.
 - d) They feel like (swim) but the water is polluted.
 - e) They are talking about (collect) litter in bigger bins.

6.7.4 Listening and writing activity

1. Pre-listening activity:
 - a) Talk about what you have learnt so far about pollution and protecting our resources.
 - b) Talk about what will happen if there is no longer any clean water to drink.
2. Listen to a text about pollution and the exploitation and protection of resources. Ask your teacher to read it a second time if necessary.
3. Answer the questions in writing.
 - a) Why is it important to protect our resources?
 - b) Why do people cut down trees?
 - c) What happens to the soil when too many trees are cut down?
 - d) What happens to the soil when too much fertiliser is used?
 - e) How do lakes become polluted?
 - f) What happens to fish when water is polluted?
 - g) What is the result of overfishing?
 - h) What happens to people when they eat too little protein?

6.8 Language structure: Determiners of quantity

When we talk about quantity we use determiners of quantity such as *few*, *little*, *many*, *much*, *lots of*, *a lot of*.

We use these determiners with countable and uncountable nouns.

- Countable nouns: *many*, *a lot of*, *lots of*, *few*, *a few*, *some*
For example: *Many trees* are cut down (trees: countable noun).
- Uncountable nouns: *much*, *a lot of*, *lots of*, *little*, *a little*, *some*
For example: *A lot of pollution* is taking place (pollution: uncountable noun).



6.8.1 Writing practice

1. Fill in an appropriate determiner of quantity in each blank space.
 - a) There are _____ forests left in the area because so many trees have been cut down.
 - b) The fishermen caught _____ fish, so the resource is being reduced.
 - c) _____ soil is eroded every year.
 - d) _____ people suffer ill health because they eat too little protein.
 - e) There are _____ cars in the cities nowadays.

6.8.2 Writing practice

1. Fill in an appropriate determiner of quantity in the blank space.
 - a) _____ needs to be done to prevent pollution.
 - b) They cut down _____ trees because they need wood to cook their meals.
 - c) There are _____ trees left because too many have been cut down.
 - d) We have to boil most of our water because _____ of our rivers are polluted.
 - e) Some factories cause _____ air pollution because they do not use proper filters in their chimneys.

6.8.3 Writing practice

1. Complete the sentences, making use of determiners of quantity.
 - a) The forests are becoming smaller, because _____.
 - b) Because the rivers are being polluted, _____.
 - c) Air pollution is caused when _____.
 - d) People catch _____, so the fish population is being reduced.
 - e) Because the quality of the soil is reduced, _____.

Homework

Plan a questionnaire (list of questions). Think of at least five questions to ask your family members how they are going to recycle materials (bottles, boxes and paper) to reduce litter. Interview your family members and fill in the answers on your questionnaire.

6.8.4 Writing activity

Think about your own experience, and what you have learnt about pollution in this unit. Write five sentences about exploiting resources. Use determiners of quantity such as *too much*, *many*, *too few*, *lots of*, etc. Exchange notebooks with a partner to mark each other's sentences.

6.9 Language structure: Modal verbs

You have already learnt about modal verbs: *need*, *have to*, *should*, *must*, *might*, *had to*. Remember that the modal verb is always followed by the infinitive (basic form of the verb, without the *s*). See Unit 1 page 11 and Unit 4 page 63.

Example: We *need to/must/should/have to* take greater care of our environment.

6.9.1 Writing practice

1. Fill in an appropriate modal verb and the correct form of the verb in brackets to complete the sentences.
 - a) People (not litter) as it causes pollution.
 - b) We (take care of) our environment because our survival depends on it.
 - c) People (pollute) the area before they understood the importance of preventing pollution.
 - d) We (boil) water before we drink it as our rivers are already polluted.
 - e) We (build) toilets far from our water sources.

6.9.2 Writing practice

1. Provide an appropriate modal verb for each of the blank spaces.
 - a) Farmers _____ not keep so many cattle that they overgraze their land.
 - b) We _____ take care of our rivers otherwise we will not have clean water to drink.
 - c) Mining companies _____ pollute the areas where they work if they are not careful.
 - d) They _____ use the correct farming methods to prevent erosion.
 - e) Every person _____ be aware that littering causes pollution.

6.9.3 Writing practice

1. Write your own sentences. Use the modal verb provided to show that you understand how to use them.
 - a) should
 - b) need to
 - c) have to
 - d) might
 - e) must

6.9.4 Reading and writing activity

Pre-reading activity:

1. Talk about these questions.
 - a) What, in your opinion, is the main cause of pollution in Rwanda?
 - b) What can be done about this pollution?
2. Read the text on the next page about causes of pollution.





Causes of pollution

Pollution usually happens when there is a rapid increase in the population. When there are more people in an area, more food and houses are required. This leads to more waste being generated.

In the cities, this often means that sewerage works are overloaded and become ineffective. Refuse remains uncollected and **accumulates** in the streets. It gets blown about by the wind and soon the cities become dirty. Gutters become blocked and the city in general becomes an unhealthy place to live.

When sewage is processed ineffectively, untreated sewage may end up in the water sources. If sewerage pipes become blocked or broken, stagnant water accumulates in the streets. This breeds mosquitoes and bacteria that may cause diseases. Polluted water leads to the spread of waterborne diseases.

In the rural areas, increased population means pressure on food production. If more land is cleared to plant crops, it leads to deforestation. The roots of trees hold water in the soil, and when too many trees are cut down, erosion follows.

Incorrect farming methods on slopes and overgrazing cause erosion. It not only causes a loss of valuable topsoil, but the soil that is washed away ends up in the river system. On its way to the river the runoff picks up fertilisers, animal dung and litter. This causes the rivers to become polluted.

People living in rural areas often build their houses close to rivers to be near water. This means that latrines are dug fairly close to the water source, which causes further pollution.

Where the population increases, people need to be aware of the strain it places on natural resources. They have to take steps to combat pollution.

3. Answer the questions.
- a) What, according to the text, is the main cause of pollution?
 - b) Name three implications of increased population.
 - c) What happens when a city's sewerage system becomes overloaded (it can no longer cope with the increased load)?
 - d) What will happen if litter is left on the street?
 - e) What can happen if stagnant water collects in the streets?
 - f) What does 'waterborne diseases' mean?
 - g) What is a common cause of deforestation?
 - h) Why does deforestation lead to erosion of the soil?

- i) What else, besides deforestation, can cause erosion?
- j) What is meant by 'the rivers silt up'?
- k) Why do people like to build their houses close to water?
- l) How does the practice of living close to water cause pollution?

6.9.5 Speaking and listening activity

Talk about the ways to protect our resources.

Use the following suggestions as guidelines.

- We must protect our water supplies.
- We must reduce industrial waste.
- We need to save water.
- We should recycle more materials.
- What should we be doing to protect the environment?
- We should avoid polluting water.
- We should stop cutting down trees.

6.9.6 Writing activity

1. Think about the dangers to the environment and measures to protect it that you have learnt about in this unit.
2. Plan a text of three paragraphs. Write about the dangers to the environment and measures to protect it. Use a mind-map or columns to organise your thoughts before you start writing.
3. Write the three paragraphs. Exchange notebooks with a partner to edit each other's work. Do the necessary corrections and then hand in your work for formal assessment.

Checklist of learning

In this unit you have learnt to:

- ✓ identify and classify resources and describe their uses
- ✓ describe the exploitation of resources
- ✓ describe the causes of pollution and environmental protection
- ✓ write about dangers to the environment and measures to protect it.

6.10 Unit assessment

1. Identify and classify the resources in the pictures.

a)



b)



c)



[6]

2. Describe in one sentence how each of these resources are exploited.

a) minerals

b) water

c) wild animals

d) forests

[4]

3. Write down five causes of pollution. For each of them, give a way to protect the environment against that form of pollution. Number them a) to e).

[10]

4. Give the correct past simple tense form of the verb.
- a) They (organise) a team to pick up litter in the streets last Saturday.
 - b) It (be) a very successful event.
 - c) After the learners had done their job, the streets (look) much better.
 - d) They (decide) to do this at least once a month.
 - e) They also (ask) the public not to litter. [5]
5. Give the most appropriate determiner of quantity for each blank space.
- a) There are _____ ways of protecting our water sources.
 - b) _____ of these ways are very easy.
 - c) Farmers should use _____ fertiliser on their lands to reduce pollution of rivers.
 - d) _____ trees are cut down to provide fuel.
 - e) The Greenpeace organisation is planting _____ young trees to replace those that have been cut down. [5]
6. Use the verb in brackets as a gerund in each of the sentences.
- a) Farmers must avoid (pollute) the rivers.
 - b) They want to talk about (plant) more trees.
 - c) The boys used to like (swim) in the river, but now it is too polluted.
 - d) The officials intend to act against (litter) in future.
 - e) They are considering (upgrade) the city's sewerage system. [5]
7. Complete the sentences appropriately.
- a) If _____, they will have to do something about it.
 - b) If the teachers want the children to stop littering, they _____.
 - c) If the government want to stop the cutting down of trees, _____.
 - d) _____, they will have to control the amount of fishing in the lake.
 - e) If they want to reduce air pollution, the factory owners _____. [5]
8. Write three paragraphs on preventing pollution in Rwanda. Plan properly using a mind-map or columns. Edit your work before submitting it. [20]

Total marks: 60

Key unit competence: To use language learnt in the context of community services.

Learning objectives

Knowledge and understanding	Skills	Attitudes and values
At the end of this unit, you should be able to:		
- Identify the use of the conditional tense, adverbs of frequency, comparatives and superlatives, and determiners of quantity. - State the vocabulary of forms of transport, accommodation and road users.	- In both speech and writing, describe how many people use different forms of transport and how frequent it is. - In writing, describe road problems and their solutions. - In writing, compare forms of transport. - Read/listen to texts about road problems or about comparing forms of transport. - Carry out a survey of local road use and write a report. - Present a plan on local facilities.	- Appreciate the value of doing homework and language practice. - Use a monolingual or bilingual dictionary in every lesson.

7.1 Speaking and listening: Community services

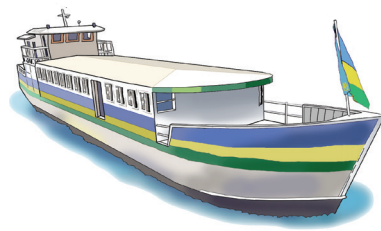
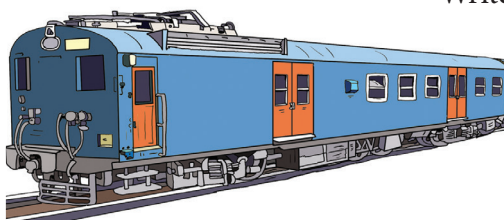
7.1.1 Speaking and listening activity

Discuss how many people use local transport.
Use determiners of quantity, that you learnt about in Unit 6, such as *some*, *many*, *a few*, *lots of*, etc.

Here are some guidelines to help you:

- We have regular road transport in our district.
- Many people travel by bicycle.
- Some people use river transport for **freight** (the transport of goods).

Write down the main points of the discussion.



7.1.2 Writing activity

Write five sentences about how many people use local transport and how frequent it is. Pay attention to *some, many, a few* and adverbs of frequency. For notes on adverbs of frequency, see Unit 3, page 41.

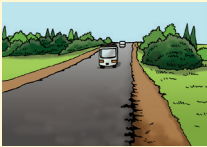
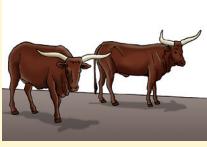
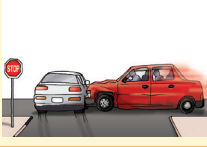
For example:

- Most people use buses as they run at the same time every day.
- Boats are not as frequent as buses.

When you have finished writing, exchange books with a partner and mark each other's work.

7.1.3 Reading and writing activity

Match the picture of each road problem with the appropriate sentence.

1. 	a) Eroded hard shoulders are dangerous when motorists have to pull off the road.
2. 	b) Look out for pedestrians. They also have a right to use the road.
3. 	c) Collisions happen when drivers ignore stop signs.
4. 	d) Potholes damage tyres and cause accidents.
5. 	e) Take care of your vehicle. Faulty brakes and tyres cause accidents.
6. 	f) Road signs must be maintained for safety.
7. 	g) Animals on the road are dangerous.

7.2 Vocabulary

Remember to use a monolingual (one language, English) or bilingual (two languages, Kinyarwanda or French and English) dictionary in every lesson. Study the vocabulary that you will come across in this unit.

- **Forms of transport:** by road, air, water, on foot (not *by foot*)
- **Accommodation:** service, price, management, hotel, guesthouse, etc.
- **Road users:** pedestrians, cars, vans, lorry/lorries, etc.

7.2.1 Writing and speaking practice

Copy this table into your notebook. Look up the pronunciation and meaning of words where they have been left out. Write the words that are new to you in your vocabulary book. Use them in sentences to remember their meaning.

Word	Pronunciation	Meaning
bus	/bʌs/	
road		large passage for vehicles
ship	/ʃɪp/	
boat		a vehicle that travels across water
taxi	/ˈtæksi/	
service		the help that someone, who works in a shop or hotel, gives you
price	/praɪs/	
management		the act or skill of organising the activities of a hotel or company/the group of people who manage an establishment
pedestrians	/pəˈdestriən/	



Homework

Complete the word block. See how many words you can find. Write down the words that you have found. There are 16 of them. They are arranged right to left, left to right, up and down, and diagonally from both sides.

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

7.2.2 Speaking and listening activity

Discuss road problems and how to solve them, using *should*. Use the pictures and descriptions in Activity 7.3 as a starting point. Speak from your own experiences. Discuss the different things you can do to prevent accidents on the roads.

For example:

- Is it dangerous to be a pedestrian in Rwanda?
- Are there pavements for pedestrians to walk on?
- Is it dangerous to ride a bicycle in Rwanda (your town or village)?
- Do drivers obey the rules of the road?
- Are there many accidents?
- How should we improve our roads?
- Accidents cause problems on our roads.
- We should build better roads.

After the discussion, present your findings to the rest of the class. Compare notes.



7.2.3 Writing activity

Write three paragraphs on road use and road safety in Rwanda. You may base your writing on the discussion in the Speaking and listening activity 7.2.2.

- Plan your text carefully as you have been taught.
- Write the text and edit it.
- Hand it in for formal assessment or exchange books for peer assessment.

7.3 Language structure: Revision of conditionals, modal verbs and adverbs of frequency

You have studied all these language structures before:

- Conditionals: (*if* sentences) Unit 4 page 67; Unit 6 page 96.
- Modal verbs: (*should, would, have to, need to*) Unit 1 page 11; Unit 4 page 63; Unit 6 page 100.
- Adverbs of frequency: (*every day, every two days, once a week*) Unit 3 page 41.

Read the notes on these structures in the units mentioned. You could also turn back to the exercises you did in your notebook, which you marked and corrected.

Then do the following exercises.

7.3.1 Writing practice

1. Use the correct conditional structure to complete the sentences.
 - a) If people obey the rules of the road, _____.
 - b) If pedestrians walk facing the oncoming traffic, _____.
 - c) If potholes are repaired properly, _____.
 - d) If the hard shoulders of the road are properly maintained, _____.
 - e) If drivers do not drink and drive, _____.

7.3.2 Writing practice

1. Complete the conditional sentences.
 - a) If _____, there will be fewer accidents involving bicycles.
 - b) If _____, motorists will be able to see them at night.
 - c) If _____, the tyres of vehicles will not be damaged so often.
 - d) If _____, there will be fewer accidents.
 - e) If _____, traffic will move more swiftly.

7.3.3 Writing practice

1. Complete the sentences with an appropriate modal verb.
 - a) Pedestrians _____ wear light-coloured clothing at night to make them more visible.
 - b) Drivers _____ not drink and drive.
 - c) Road users _____ not use their cell phones while walking, cycling or driving as they will not be concentrating on the road.
 - d) Motorcyclists _____ obey traffic signs to avoid accidents.
 - e) Potholes _____ be repaired quickly, because they cause damage to tyres.

7.3.4 Writing practice

1. Use appropriate adverbs of frequency to complete the sentences.
 - a) The bus stops at our village _____.
 - b) We walk to school _____.
 - c) People _____ ride motorcycles in Rwanda.
 - d) There is an accident at that crossing _____.
 - e) He _____ rides his bicycle to school, otherwise he walks.



7.3.5 Reading and writing activity

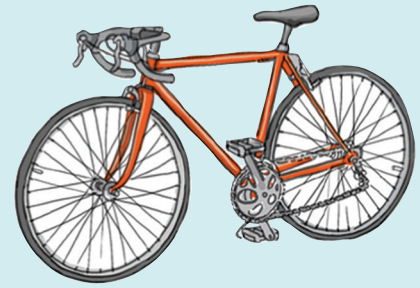
1. Discuss these questions before you read the text.
 - a) How do you travel to school? Do you walk or take a taxi?
 - b) Are there any services close to your school?
 - c) Where is the nearest bank or post office?
 - d) What do you do when you *pop into* a shop?
2. Read the text.

Enocle's school

Enocle attends a school in the city and it is very busy. There are many activities for learners to take part in. These include sport, debate, school choir, traditional dancing and drama.

If the learners want to compete with other schools, they have to travel. Sometimes a bus is hired for them. If they go in smaller groups, the school will hire a taxi.

The school is not a boarding school. The learners have to travel to school every day. Transport services are available, but most of the learners walk. On their way to school and home again, they are **pedestrians**. At school they are taught the rules of the road.



They have to be careful when crossing the road. They should look both ways before they cross. There are pedestrian crossings at the main roads, but not everywhere. Other learners ride their bicycles to school. If they are carrying their heavy bags on their backs, it can be dangerous. Some travel by bus or taxi. Others are brought to school by motorcar, if their parents have cars. There are very few of them.

Because the school is in the city, there are many services available. The school has a tuck shop. There is also a café, a small supermarket, a bank and a post office near the school. The bus stop is right outside the school grounds and a taxi rank is nearby.

The learners like their school and are happy there. The many activities keep them off the streets and out of trouble after school. Enocle's mother sometimes gives him money. He uses this to buy bread or sugar at the supermarket on his way home. The cashiers are friendly; they know him well because he pops in there most days.

3. Answer the questions in writing.
 - a) Do you agree that Enocle's school is very busy? Explain your answer.
 - b) How do learners travel to other schools for tournaments and competitions?
 - c) Why do you think most learners walk to school?
 - d) What does the school do to encourage learners to use the roads safely?
 - e) Apart from walking, mention four ways in which learners travel to school.
 - f) What services are provided near the school? Name four.
 - g) How does the school benefit the learners with after-school (extracurricular) activities?
 - h) What does a cashier in a shop do?
 - i) Where else does one find cashiers?
 - j) What does one need a post office for?
 - k) Read the text again. Identify all the examples of the conditional tense that you find, and write them down.
4. Exchange notebooks with a partner for peer marking.

7.4 Language structure: Comparatives and superlatives, determiners of quantity and adverbs

You have studied these structures before:

- Comparatives and superlatives: Unit 2 page 29, Unit 5 page 72.
- Determiners of quantity: Unit 6 page 99.

A word which modifies a noun or pronoun is called an **adjective**.

Nouns can be compared using comparative and superlative adjectives.

For example:

A taxi is *fast*. A bus is *faster* than a taxi. An aeroplane is the *fastest* of them all.

Study the notes in the units referred to. You can also look back in your notebook to find the exercises that you did and corrected.

7.4.1 Writing practice

Complete the table.

Adjective	Comparative	Superlative
1 slow		
2 fast		
3 strong		
4 safe		
5 comfortable		
6 dangerous		
7 sharp		
8 small		
9 good		

7.4.2 Writing practice

1. Complete the sentence using the correct comparative or superlative form in brackets.
 - a) Air transport is generally thought to be the (safe) form of transport and also the (fast).
 - b) Roads that are well-maintained are (dangerous) than roads where maintenance is not done regularly.
 - c) A motorcar as a taxi is (comfortable) than a motorcycle taxi.
 - d) Buses may be (slow) than aeroplanes, but they are much (expensive).

7.4.3 Writing practice

1. Fill in an appropriate comparative or superlative in each sentence.
 - a) Air transport is the (fast) of all, but it is also the (expensive).
 - b) Road transport is (popular) than water transport in Rwanda.
 - c) Taxis are (small) than buses, but are also popular.
 - d) Motorcycles are the (small) taxis that there are in Rwanda.

7.4.4 Writing practice

1. Fill in an appropriate comparative or superlative in each sentence.
 - a) Air transport is usually used only by businessmen and by the (rich) citizens of Rwanda.
 - b) Rail transport is being planned and will be (fast) and (safe) than road transport.
 - c) Buses are (regular) in the cities than in the rural areas.
 - d) Small passenger vehicles are becoming (popular) in Rwanda, but motorcycles are still the (popular).

7.4.5 Listening and writing activity

1. Before you listen to the text, discuss these questions.
 - a) How do you get to school every day?
 - b) Does someone in your family have a motorcar?
 - c) Have you ever travelled by aeroplane? Do you know anyone who has?
2. Quickly read through the questions below. Keep them in mind when you listen to the text.
3. Listen carefully to the text your teacher will read to you. The teacher may read it to you a second time if you need it. Pay particular attention to the comparatives and superlatives that you hear.
4. Now answer the questions in writing. When you have finished, exchange books and mark each other's work.
 - a) Why can people travel fairly comfortably in Rwanda?
 - b) What is the oldest form of transport that can still be seen on the roads?
 - c) Why can this form of transport be a problem in the cities?
 - d) Why do you think motorcycles are so popular? Give two reasons.
 - e) Of what type of vehicle has there been a sharp increase?
 - f) Does this mean that people no longer use public transport?
 - g) How do most people travel to work?
 - h) Is there a lot of water transport in Rwanda?
 - i) Which is the fastest type of transport?
 - j) Which is safer, road transport or air transport?

7.5 Skills: Conduct a survey and write a report

A survey is a piece of research on any topic to gather information. Surveys are done all the time. People do surveys to find out how many children there are in an area for a new school. Others may conduct a survey to find out how many vehicles use a road which needs repairing. There are five basic steps to follow:

1. Create the question/questions.
2. Formulate your **hypothesis** (the probable answer you are expecting to get).
3. Ask the question or observe the situation.
4. Tally (calculate) the results.
5. Present the results.

The results can be presented in different ways. You can write a report. You can also present the results visually, in a graph.

For example:

Let us do a quick survey in class to practise this skill. Work in your notebook so that you have an example. Work in groups of eight, so that each group surveys a small portion of the learners in the class. In the end you just add the findings together to arrive at the results.

1. Create the question: How do the learners in my class get to school in the morning?
2. Formulate your hypothesis: I think most of them walk to school, but there are other ways they may travel to school.
3. Now ask the question in each group. 'How do you get to school in the morning?' Tick the appropriate space, as illustrated in the table.

Mode of travel		
On foot	✓✓✓✓✓✓✓✓✓✓✓✓✓✓✓✓✓✓✓✓	19
By bicycle	✓✓✓✓✓✓✓✓	6
By motorcycle	✓✓✓	3
By taxi	✓✓	2
By bus	✓✓✓✓✓✓✓✓	8
With parent/relative	✓✓✓✓	4
		Total: 42

(Leave some blank space to write responses you did not think of.)

4. In your group, four learners walk to school, two use a bicycle, one arrives by taxi, and one by bus. The ticks in other colours represent the other groups' information that you have collected. Your questionnaire (list of questions and answers for doing a survey) might look like the sample when all the groups have been added. Let us say there are 42 learners in your class.



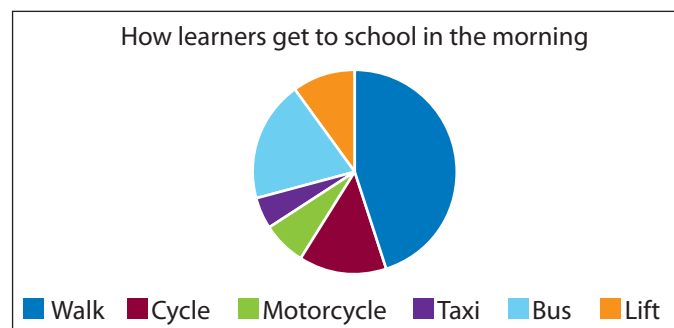
5. Present the results.
6. Look at the examples below. Which form of reporting has the greatest impact, in your opinion?

In writing

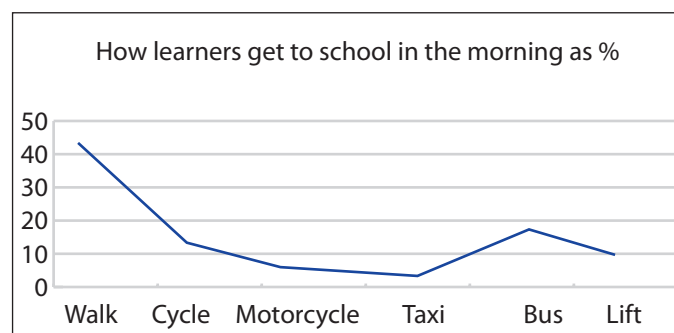
Of 42 learners in our class, 19 walk to school (45%); 6 ride their bicycles (14%); 3 ride their motorcycles (7%); 2 travel to school by taxi (5%); 8 travel by bus (19%); and 4 are brought to school by a parent or relative (10%).

Conclusion: The majority of learners walk to school.
The smallest number travel by taxi.

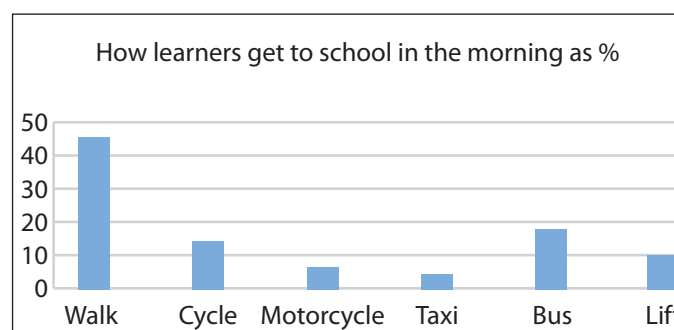
As a pie chart



As a line graph



As a bar graph



Homework

You have prepared a questionnaire for your homework in class. In class you should:

1. Create the question and write it at the top of your survey form. Include which hour of the day you are doing this survey. Try to choose between four and five o'clock in the afternoon.
2. Formulate your hypothesis (*I am expecting pedestrians. What vehicles am I likely to see? Passenger cars, bicycles, lorries, etc.*). Write the sentences down the left-hand side of your questionnaire, like the example you did in class.
3. Choose a suitable location: a road or at an intersection (where two roads cross) and observe the situation. Put a tick in the appropriate block every time a pedestrian or vehicle in one of your categories passes. Leave space for unexpected new categories.
4. Take your record of findings to school for your next lesson.



7.5.1 Writing and speaking activity

1. You are going to report your findings. First check whether you can answer all the following questions.
 - How many passenger cars used the road in one hour?
 - How many people walked along the road?
 - How many vans/lorries/buses/taxis/bicycles/motorcycles used the road? (Each type of vehicle in this sentence represents a separate category.)
2. Then calculate the percentage of each of the categories of users as follows: **Calculate** the road users in the various categories as a percentage of the total (number of users in a category ÷ total of all users × 100 = %).
3. Now prepare a written report, including details on which road you observed and your findings in detail.
4. Compare your findings. Who observed the busiest road?

7.5.2 Writing and speaking activity

Use the same **data** as you used for your written report. Design a graphic report to illustrate your findings. Choose one of the graphic methods of reporting on page 116 (pie chart, line graph, bar graph). Compile one of them to illustrate your findings.

Share this graph with members of your group. Choose the best graph in the group. Your teacher will give those who produced the best graphs an opportunity to show them to the class.

7.5.3 Reading and writing activity

1. Read the short text about service provision in Rwanda.

Service provision in Rwanda

The government is the largest service provider in Rwanda, and in most other countries. Many of the services are provided with government funding and foreign funding.

The Water and Sanitation Corporation is in charge of water supply in urban areas. Most of Rwanda's electricity comes from hydropower. Solar power generates some of the electricity. An interesting new development is a solar farm established in the Eastern Province. A large number of solar (sun) panels have been erected to capture the power of the sun. This is then changed into electricity. There is gas at the bottom of Lake Kivu. This is soon going to be pumped out to provide power for a power plant which will produce electricity.

We throw away solid waste every day – paper, food remains, cans, boxes and so on. Plans are being made to improve waste collection and management. Waste must be reduced by recycling as much as possible. There are also plans to turn waste into compost and briquettes for burning.

The health system is **decentralised** and focuses mainly on primary health care. This is the prevention of diseases (immunisation including vaccination) and the provision of basic care for illness or accidents. Education is also a service which the government provides.

Many more services are provided by private **enterprise**. These include transport, banking and cell phone services.



2. Answer the questions.

- a) Who is the largest service provider in Rwanda?
- b) What does 'foreign funding' mean?
- c) What is hydropower?
- d) Why, in your opinion, does Rwanda make use of mainly hydropower to generate electricity?
- e) What is a 'solar farm'?
- f) What is 'solid waste'?
- g) How do you think your family can reduce the amount of solid waste you throw away?
- h) What plans do the government have to reduce waste?

7.5.4 Speaking and listening activity

Discuss the kind of services provided in your community.

- What services are provided in your area?
- What is the quality of the service? How good or bad is it?
- Is the service regular? Can you rely on it?
- Are the service providers friendly and helpful?
- How do members of the community treat the service providers? Do they treat them with respect and friendliness?
- Are these services useful to the community?
- Are there services that are not available or that should be improved?

7.5.5 Speaking and writing activity

Use your discussion in the Speaking and listening activity 7.5.4 to draw up a plan for improving local services, to present to the authorities. The plan should include at least five services that you would like to be provided or improved.

When you have finished drawing up the plan, write it in your notebook. Hand it in for formal assessment.

Cross-cutting issue

Environment and sustainability:

Rwanda makes use of many clean sources of energy. As a country, we want to make sure that we take care of the environment. It is everyone's responsibility to keep our planet clean.

Checklist of learning

In this unit you learnt to:

- ✓ describe how many people use different forms of transport and the frequency
- ✓ describe road problems and their solutions
- ✓ compare forms of transport
- ✓ carry out a survey of local road use and talk and write about it
- ✓ talk about and write a plan of local facilities.

7.6 Unit assessment

This section can be used for formative or summative assessment or for revision.

1. Who provides the following services in Rwanda?
a) Health care b) Banking c) Education
d) Electricity e) Solid waste removal [5]
2. Write five sentences using the following phrases including adverb of frequency.
a) every Sunday b) three times a day c) once a week
d) twice a month e) every year [5]
3. Provide the correct format of the comparative or superlative.
a) Air transport is the (fast) type of transport.
b) Water transport is a (slow) type of transport than road transport.
c) Bullock-cart is probably the (slow) type of transport, even slower than walking.
d) Road transport is the (popular) form of transport in Rwanda.
e) Air transport is the (expensive) type of transport. [5]
4. Use the most appropriate modal verb in each sentence.
a) The workers _____ use road transport to get to work because it is too far to walk.
b) The business woman _____ make use of air transport more often as it will save her a lot of time.
c) The government _____ have a railway line built because railway transport is cheaper.
d) The learner _____ take the bus to school because she has injured her leg.
e) He _____ rides his bicycle to school, except when it is raining. [5]
5. Complete the conditionals.
a) If she catches the bus, _____.
b) If the mine provides transport for its workers, _____.
c) If motorcycles are banned, _____.
d) If more motorcars are allowed in the city, _____.
e) If buses are more regular, _____. [5]
6. Fill in an appropriate word from the vocabulary you have learnt in this unit.
a) Collecting solid waste in the city needs good _____ to make sure that everything is collected.
b) Products are transported overseas from the nearest port by _____.
c) People use _____ on the river.
d) _____ delivery is all about attending to people's needs.
e) Drivers need to be aware of _____ walking alongside the road. [5]
7. Plan and write a three-paragraph text on transport in Rwanda.
Edit your work yourself and hand it in for assessment. [20]

Total marks: 50

Key unit competence: To use language learnt in the context of measurements.

Learning objectives

Knowledge and understanding

Skills

Attitudes and values

At the end of this unit, you should be able to:

- | | | |
|---|--|--|
| <ul style="list-style-type: none"> Recognise the use of comparatives and (WH) clauses to ask about sizes. Identify vocabulary of measurement. | <ul style="list-style-type: none"> In both speech and writing, measure height, weight, length, width, volume and area and describe calculations. Read a text on measurement or on comparing distances in Rwanda. Listen to a text on measurement or on comparing distances in Rwanda. Write a text comparing measurements. | <ul style="list-style-type: none"> Appreciate the use of English as medium of instruction in Mathematics. Have confidence to speak, even if your English is not quite right. |
|---|--|--|

8.1 Speaking and writing: Measurements

8.1.1 Speaking and writing activity

- Form groups of six to eight learners. Stand next to your desk. Who is the tallest and who is the shortest in your group? Form a line. The tallest in the group should be at one end and the shortest at the other end. The group **scribe** should write down the names of the learners in your group. Write the names from the tallest to the shortest. Now you can sit down again.
- Get out your ruler and study it. What is the length of your ruler? Are all eight rulers the same length? Write down the number of centimetres in total.
- How many centimetres are there in a metre?
- Ask your teacher to give each group a space against the wall. Make little centimetre marks on the wall with a piece of chalk or a pencil. Use something that you can wipe off when you have finished.



- Each learner should take a turn to remove their shoes and socks. They will then stand against the wall. Another learner places a ruler horizontally on the head of the learner standing against the wall. They must press the end of the ruler up against the wall. Take care not to tilt the ruler. A third learner makes a mark on the wall where the ruler touches. Use a pencil or a piece of chalk to mark the learner's height. Repeat this with each of the group members.
- Check that the learner measuring is being accurate. You will have to mark the wall at the length of your ruler (usually 30 centimetres). Then you will have to **measure** the length of your ruler again from the mark made on the wall. Do this as often as necessary. Add the measured lengths together to get each person's height.
- The scribe writes down the number of centimetres next to each name on the list.
- How did you arrive at the total height of each learner? For example, Isaro is the shortest in the class. We measured three ruler lengths, plus 20.5 centimetres.
 $30 + 30 + 30 + 20.5 = 110.5$ centimetres (cm) = 1.105 m, or
 $30 \times 3 = 90 + 20.5 = 110.05$ cm = 1.105 m.
- The scribe should read the names of the learners from the list and each learner's height. That way each member of the group can write down the information.

8.2 Skills: Measure height, length and breadth or width

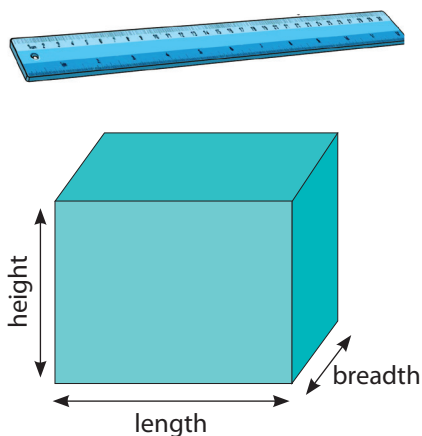
As you have seen in the Speaking and writing activity 8.1.1, you need a ruler or a measuring tape to measure height. The longer and more clearly marked your measuring instrument, the easier it is to measure. Keep the ruler or tape flat, level

and straight. Do this when measuring vertically (up and down) or horizontally (from side to side). A measuring tape, for example, should not be twisted or slack. It should not loop from one point to the next. Mark measured points clearly (against a wall or on a piece of paper).

Height usually refers to the vertical distance between top and bottom. We measure the height of a person, a tree or a building. We say that a building or a tree is 50 metres high. We also speak of a tall building or a tall tree. When we speak of people, we usually say: He is two metres tall.

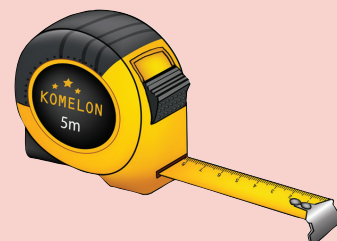
Length usually refers to the horizontal distance of an object, from end to end. A metre of string measures one metre from one end to the other.

Breadth or width usually refers to how wide something is. It is also measured with a ruler or a measuring tape.



8.2.1 Speaking and writing practice

1. Do not be shy to speak in English, even if your English is not quite right. Making mistakes is part of the process of learning a language. Look past the mistakes to the day you will be able to speak fluent English.
 - a) Take your English textbook. Measure its length (from the top edge to the bottom edge of the cover). Write the length down.
 - b) Now measure its breadth (how broad it is) or width (how wide it is). 'Breadth' and 'width' mean the same in the context of measurement.
 - c) Also measure its depth or thickness, from the back cover to the front cover.
 - d) Measure the surface of your desk or table and its height from the floor.
 - e) Measure the seat of your chair and the height of the seat from the floor.



8.3 Language structure: Comparative and superlative adjectives

You have already learnt about comparative and superlative adjectives in Unit 2, page 29, and Unit 5, page 72. We use comparative adjectives to compare people and things.

For example:

How high is that cupboard? It is *higher* than the one next to it.

The cupboard behind the teacher's table is the *highest* in the class.

- *Higher* is a comparative adjective. It compares two things and says that one is higher than the other.
- *Highest* is a superlative adjective. It compares more than two things and says which one is the highest.

Regular comparatives

Adjective	Comparative	Superlative
tall	taller	tallest
big	bigger	biggest
wide	wider	widest
short	shorter	shortest
thin	thinner	thinnest
dry	drier	driest

Irregular comparatives

Adjective	Comparative	Superlative
much	more	most
little	less	least
good	better	best
bad	worse	worst

You use *than* to compare two things.

For example:

- This bench is longer *than* that one.
- My book is wider *than* yours.
- I need more help *than* you do.



When you want to express how things change, you may use two comparatives linked by *and*.

For example:

- Things are getting better *and* better.
- Grandfather is looking older *and* older.
- Food is getting more *and* more expensive.

You use *the* with the comparative to show that one thing depends on another.

For example:

- *The* quicker you work, *the* sooner you will finish the task.
- *The* slower you work, *the* longer it will take to finish.

You use *the* with superlatives.

For example:

- He is *the* tallest boy in the class.
- She is *the* shortest of all the girls in the school.

When an adjective consists of more than two syllables, you usually use *more* or *most*.

For example:

- This chair is *more* comfortable than that one.
- The teacher's chair is *the most* comfortable of all.

8.3.1 Writing practice

1. Use the correct comparative or superlative form in each sentence. Exchange books and do peer marking.
 - a) Mihigo is much (tall) than me. In fact, he is the (tall) in the class.
 - b) We are doing (good) and (good) in English as the year progresses.
 - c) This table is (high) and (wide) than that one.
 - d) This subject is (interesting) than that one. Mathematics is the (interesting) of all.
 - e) The ceiling of the class is (high) than usual. That is why it is (cool) than the other rooms.

8.3.2 Writing practice

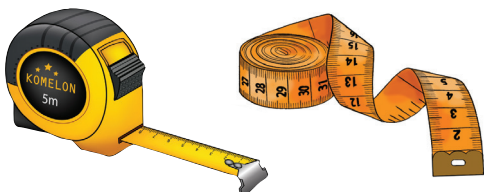
1. Use the correct comparative or superlative form in each sentence. Exchange books and do peer marking.
 - a) My aunt is very short. She is (short) than I am. She is the (short) in the family.
 - b) They are building a new hospital in Kigali. They say it is going to be (big) and (good) than the old one.
 - c) Our books are all of different sizes. Our Maths book is the (thick) of all.
 - d) Some books are (wide) than others.

8.3.3 Writing practice

1. Write five sentences of your own. In each sentence use the comparative and the superlative form of the word. Exchange books for peer marking.
 - a) high
 - b) tall
 - c) short
 - d) wide
 - e) narrow

Homework

Measure the height of your family and friends. List them in order of height, from the tallest to the shortest. Also measure a few pieces of furniture in your home. What is the length and breadth of your bed? The kitchen table? And the seat of a kitchen chair?



8.3.4 Speaking and writing practice

1. Compare the data you collected for homework about people's height.
For example: My brother is the tallest person in our home. He is 1 m 90 cm tall (or 1,9 m). How tall are you? I am 1 m 45 cm tall.
Repeat the data you collected aloud. For example: How tall is your grandmother? She is very short. She is only 1.4 metres tall. She is the shortest in our home.
2. Also compare the measurements of furniture that you took at home.

8.3.5 Writing practice

1. Complete the sentences. Write down the correct comparative form of the adjective in brackets.
 - a) Mutesi is (short) than her best friend.
 - b) Singh is (tall) than his brother.
 - c) My desk is a little (wide) than yours.
 - d) I think my chair at home is (comfortable) than my chair in class.
 - e) It is (hot) today than it was yesterday.
 - f) Fidele is (thin) than Ngabo.
 - g) My bed is (narrow) than the kitchen table.
 - h) The kitchen cupboard is (high) than the table.
 - i) Bwiza's hair is (long) than Karisa's.
 - j) Mutesi has (small) feet than I have.

8.3.6 Writing practice

1. Write down the correct comparative form of the adjective in brackets.
 - a) Bwiza is (tall) than Karisa.
 - b) Mutesi's feet are (small) than mine.
 - c) Mutesi is (short) than me.
 - d) Fidele is (thin) than his brother.
 - e) Singh is (good) at Maths than Fidele.

8.3.7 Writing practice

1. Write down the correct superlative form of the adjective in brackets.
 - a) My bed is the (comfortable) in our house.
 - b) Our teacher is the (good) English teacher in the school.
 - c) He is the (bad) player in the soccer team.
 - d) Mutesi is the (bright) girl in Mathematics in the school.
 - e) In our school most of the (good) performers are girls.

8.3.8 Writing practice

1. Make a sentence with each of the following comparatives or superlatives. Show that you understand how to use them.
- a) best
 - b) more comfortable
 - c) tallest
 - d) most beautiful
 - e) prettier

8.3.9 Writing activity

Write five sentences. Compare the people in your class or in your family. Use comparatives and superlatives in each sentence. Edit your work. Exchange notebooks with a partner and mark each other's work.

Homework

Do the following quiz. Write down the whole sentence and the option you think is correct.

1. The bank manager's car is _____ than our teacher's.	A more fast C faster	B more faster D fast
2. This exercise is _____ than that one.	A more interesting C more interest	B interestinger D interesting
3. Mount Karisimbi is _____ than the other mountains in Rwanda.	A more high C higher	B highest D more higher
4. This is the _____ book in the library.	A expensivest C most expensiver	B most expensive D more expensiver
5. Rwanda is one of the _____ countries in Africa.	A more beautifuler C beautifuler	B most beautiful D most beauty
6. The south-eastern part is the _____ part of Rwanda.	A hottest C most hot	B hotter D more hottest
7. North-western Rwanda is the _____ part of Rwanda.	A coldest C most coldest	B more colder D most colder
8. Who is the _____ soccer player?	A most best C most better	B best D more better
9. This teacher is _____ than that teacher.	A most knowledgeable B more knowledgeable C more knowledgeable D more knowledge	
10. This player is _____ than that player.	A more strong C more stronger	B strongest D stronger

Cross-cutting issue

Standardisation culture:

Throughout the world, there are standards for measuring. These standards make it easy for everyone to understand what is meant by each measurement.

8.4 Skills: Weight, volume and area

English is the medium of instruction in your Maths class. It is important to learn to use English terms with confidence.

Here are a few examples:

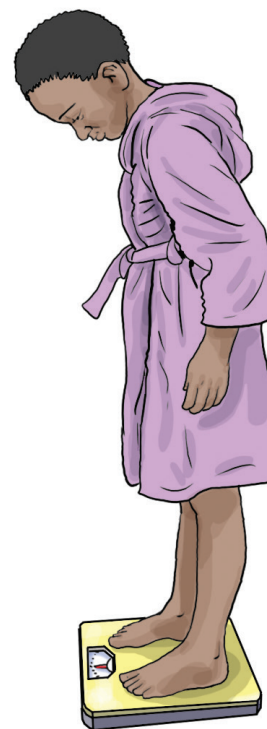
Weight measures the mass of something. If you do not have a scale at home, visit the nearest health centre or clinic. Sometimes a doctor or nurse measures a child's weight. They do this to judge whether the child is the right weight for its age. If a child is too light, it may be a sign of malnutrition or illness.

Volume is the amount of space that an item occupies. For example, the amount of water that can be held in a jug. If you have a one-litre jug, it means that it can hold one litre of water or milk.

Area is the size, extent or measurement of a surface. For example: What is the area of this floor (the flat surface of a room)?

Calculations

- To measure **weight** you need a scale. You can use a bathroom scale to **weigh** yourself. To weigh something in the kitchen, you need a kitchen scale. We measure weight in grams or kilograms.
- To calculate the **volume** of a box with straight sides, you need to find the cubic volume. You do this by multiplying the height by the width, by the depth. The answer will be in cubic centimetres (cm^3). To measure the amount of water or milk you can pour into a jug, you can use a cup. A medium-sized cup holds 250 millilitres (ml). If you can pour four cups of water into a jug before it overflows, you have a one-litre jug. (A litre is 1000 millilitres, so a litre is four cups of 250 ml each.)
- To calculate the **area** of a flat surface you multiply the length by the width. This will give you an answer in cm^2 (square centimetres). To measure the area of your bedroom, measure the length of one wall. Then measure the length of the next wall from the one corner to the other. Multiply the two. For example, one wall measures 2 m and the other 3 m. The area is $3 \times 2 = 6$ square metres (m^2).



8.4.1 Writing practice

1. Explain these concepts in your own words.
 - a) weight
 - b) volume
 - c) area
2. Now answer the questions.
 - a) How many 250 ml cups of water can you pour into a two-litre jug?
 - b) How many 250 ml glasses can you pour out of a 750 ml cold drink bottle?
 - c) How do you measure weight?
 - d) One wall is 4 m long and the other is 3 m long, in a room. What is the area of the room?



8.5 Vocabulary

1. Some words look almost the same, but are pronounced quite differently. Say them a few times and remember the pronunciation.

weight	/weɪt/, just like 'wait'
height	/haɪt/, similar to 'price'

2. Choose one of the words to complete each sentence.

centimetres	litre	kilo	weight	wide
long	hold	exactly	vertical	horizontal
volume	area	calculate	small	extra large

- a) How much water does this jug _____?
- b) I want one _____ of meat, please.
- c) There are 100 _____ in a metre.
- d) The material is _____ 1.15 metres long.
- e) I am quite big, so I have to buy an _____ shirt.
- f) Please _____ the area of this room after you have measured its length and width.
- g) You work out the _____ by multiplying the length of the room by the width.
- h) Height is a _____ measurement.

8.5.1 Speaking and listening activity

Form small groups (four to six). Have an informal discussion about weight, and size in clothes. Have you noticed that clothes from different countries often have different sizes? Use the following as guidelines:

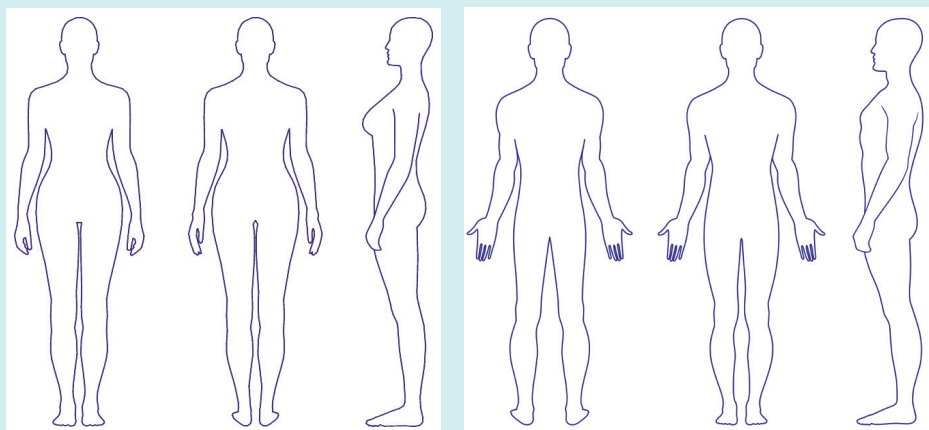
- I weigh 40 kilos.
- She is heavier than me. Who is the heaviest?
- I have big feet. It is difficult to find shoes that fit.
- How much does he weigh?
- I wear size 7 shoes.
- He wears a size 15 shirt.
- What size shoes/shirt do you wear?

8.5.2 Reading and writing activity

1. Read the text on body proportions.

Body proportions

Artists study body proportions. They need to make sure that a drawing of a human figure looks like a real person. Proportion means that the head must not be too big for the body. It is fun to look at body proportions and measure your own against them!



Hold your open hand against your face. You will probably find that your longest finger touches your hairline. Your chin probably touches the bottom of your palm. Measure your flat hand with a ruler. Measure from the tip of the longest finger to the bottom of your palm. That is how long your face is! Add a centimetre for the curve of your skull, and that is the height of your head.

The space between your two eyes is probably the same as another eye. Your nose is the same as three eyes, stacked one above the other.

Your mouth is about the size of one eye below your nose. The mouth is about two eyes wide. Look at yourself in a mirror. Use your fingers to measure one of your eyes. Then use that measurement to check the proportions of the rest of your face.

A grown man and woman each measures between seven-and-a-half and eight of their own heads. A child of about five measures six of their own heads. The crotch (or top of the legs) is generally the middle point of the body. Look at the length from the top of the head to the crotch. You will see that it is roughly the same as the length from the crotch to the soles of the feet.

Men usually have wider shoulders than women. Children have narrower shoulders in proportion to their size than adults.

Do not take these proportions too seriously. There are many variations.

2. Answer the following questions in writing, and then mark them yourself (self-assessment).
 - a) What does the word 'proportion' mean?
 - b) Why do artists study human proportions?
 - c) How can you quite easily measure your face?
 - d) What is the approximate width of one's eye? And its height?
 - e) Some people have smaller mouths than others. What is the width of your mouth?
 - f) What would make one man appear taller than another?
 - g) How many heads make up the height of a child of about five years?
 - h) Where is the middle point of your body, in length?

8.6 Sounds and spelling

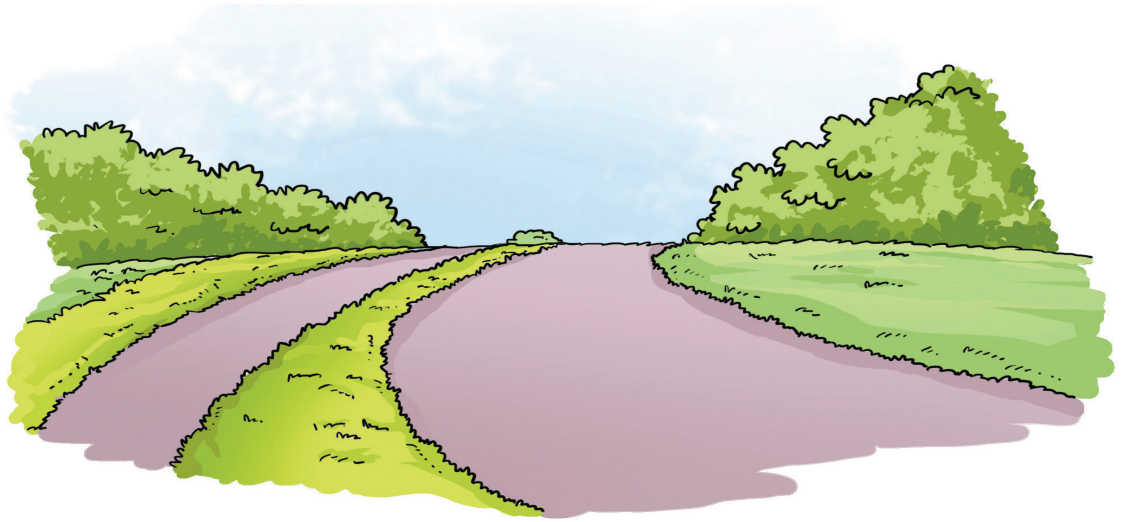
Here are some more examples of the various pronunciations of /e/.

/e/ pronounced as	in
/e/	centimetre, better, <u>me</u> asure, <u>se</u> ven, <u>he</u> ads, <u>re</u> st, <u>ch</u> eck, extra
/i:/	centimetre
/ɜ:/	(before r) taller, p <u>er</u> son, better, smaller
/ɪə/	re <u>a</u> l, ste <u>a</u> l
/eə/	(before re) there
ee is pronounced	in
/i:/	bee, been, bleed, deed, deem, steep

Say the words out loud until you are comfortable with them. Then look them up in a dictionary and check their pronunciation. Use any new words in sentences and write them down in your vocabulary book.

Homework

As you go home from school, measure the width of a road. You can also measure the route you walk to school. Just take care not to get in the way of traffic! Find out what distance you walk to school. Write down this information.



8.6.1 Speaking and writing activity

Measure the height and width of a classroom. Measure the size of your desk, the width of a chalkboard, bookshelf, etc.

Use the following as guidelines:

- How high is it? The building is 3 m high.
- How wide is it? The road is 4 m wide. This building is wider than that. The building is exactly 5 m wide.
- How long is it? The car is 3 m long and 1,5 m wide.
- Describe your calculations. The car covers an area of _____ and you calculate that by _____.

8.6.2 Writing activity

Write a text of three paragraphs. Explain the importance of measurement. Compare measurements, using comparatives and superlatives.

Do thorough planning. Arrange your thoughts. First paragraph: Explain the importance of measurement. Second paragraph: Give examples and compare measurements. Third paragraph: Repeat the importance of measurement very briefly. Conclude your argument.

After planning, write your text and edit it.

Either hand it in for formal assessment or exchange books with a partner for peer assessment.

8.6.3 Speaking and writing activity

Measure the volume of water in a container. Use a smaller container which you know the volume of. Write down your findings. Use the following guidelines:

- There are 3 ℓ of water.
- There are about 3 ℓ of water (not precise).
- The bottle holds 1 ℓ of milk.
- How much water is there?
- How much milk/water does the jug hold?



8.6.4 Writing activity

Consider the containers you used in the Speaking and writing activity 8.6.3. Write five sentences comparing the volume of the containers. Write down the information in your notebook. For example: We used a cold drink bottle which holds 750 ml to measure volume. Then we filled three cups equally to find the volume of the cups.

Homework

Measure the areas of your bedroom and kitchen. Write the measurements down, showing how you arrived at your answer.

8.6.5 Listening and writing activity

1. Pre-listening activity:
 - a) What is the farthest you have ever travelled in Rwanda?
 - b) How far from Kigali city do you live?
 - c) How far do members of your family have to travel to work?
 - d) How far do you live from school?
2. Read the questions in Question 4, so that you can listen for the answers.
3. Listen to the text on comparing distances in Rwanda. Your teacher may read it to you a second time.
4. Answer the questions. Talk about each answer. Then write down the answers in your own notebook.
 - a) Name two neighbouring countries that are much bigger than Rwanda.
 - b) What does 'landlocked' mean?
 - c) What is the equator?
 - d) Where does the capital city, Kigali, lie in relation to the rest of Rwanda?

- e) Two towns are mentioned in the text. One is in the far north-eastern part of Rwanda. The other is in the far south-western part. Name the two towns.
- f) How far apart are these two towns, in kilometres (more or less)?
- g) Which town is mentioned that is 156 km from Kigali, but almost level with it?
- h) How far is Muhanga from Kigali?

8.6.6 Reading and writing activity

1. Read the short text on comparing distances in Rwanda.

Comparing distances in Rwanda

Distances between cities are often given as *as the crow flies*, *flying* or *straight line* distance. This distance does not consider the loops caused by going through mountain passes or around obstructions. The distance by road may be longer than the straight line distance, but not shorter.

The distance from Kigali to Huye is shorter than the distance from Rusumo to Kagitumba. It is further from Rusizi to Rwamagana than from Karongi to Muhanga.

The condition of the road is important. It plays a significant role in the time it takes to travel from one city to another.



2. Answer these questions in your book.
 - a) Explain the expression 'as the crow flies' in your own words.
 - b) Why do you think a road will be longer if it has to cross a mountain?
 - c) Find Kigali and Huye on a map. Measure the straight line distance and the approximate distance by road. What is the difference between the two?
 - d) Find Ngoma and Rusumo on the map. Measure the actual road distance between them. Are they less than 20 km apart? How do you know this?

8.6.7 Speaking and writing activity

1. Measure distances on a map, using the **scale** provided on the map. Write down the results.
2. Look at the scale that is provided. It can be about two or three centimetres to 50 km. Not all scales are the same. One scale was 1 cm : 11 km. You have to check carefully to see what scale the map has been drawn to.
3. Once you have established the scale, measure the distances carefully with your ruler.
4. Which distances should you measure? Think about a place where a relative of yours lives. Measure the distance you would have to travel to get there. If you do not live in Kigali, think about a visit to the city. Work out the distance to travel. Or consider where you would like to spend a holiday.
Some guidelines:
 - How far is it from Kigali to Rubavu? It is 150 km from Kigali to Rubavu.
 - It is further to Huye.

Checklist of learning

In this unit you learnt to:

- ✓ measure height, weight, length, width, volume and area
- ✓ describe calculations
- ✓ write a text comparing measurements.

8.7 Unit assessment

This section can be used for formative or summative assessment, or for revision.

1. Use the correct comparative or superlative form in each sentence.
 - a) We measured their height, and found that John is a little (tall) than Mutesi.
 - b) John is also (heavy) than Mutesi because he is (round) than she is.
 - c) Isaro is the (tall) boy in the school, even (tall) than John.
 - d) We live (far) from the school than they do. We have a (long) distance to walk every day.
 - e) The area of this class is (big) than that one.
 - f) This mountain is (high) than that one, but the (high) peak is Mount Karisimbi. [10]

2. Answer these questions from what you have learnt in this unit.
 - a) How do you measure height?
 - b) How do you measure weight?
 - c) How do you measure length?
 - d) How do you measure width?
 - e) How do you calculate volume?
 - f) How do you calculate area? [6 × 2 = 12]

3. Do these calculations.
 - a) A wall you want to paint is 4 m high and 6 m wide. What is the area of the wall?
 - b) The path from the gate of the school is 500 m long and 4 m wide. What is the area of the path?
 - c) How many 250 ml cups can you fill out of a litre bottle of water?
 - d) If you can fill six 250 ml cups, how much water was in your container? [8]

4. Write a three-paragraph text about the importance of measurements. Compare different measurements. Plan the text carefully. Then write and edit it before handing it in for assessment. [20]

Total marks: 50

Key unit competence: To use language learnt in the context of health.

Learning objectives

Knowledge and understanding

Skills

Attitudes and values

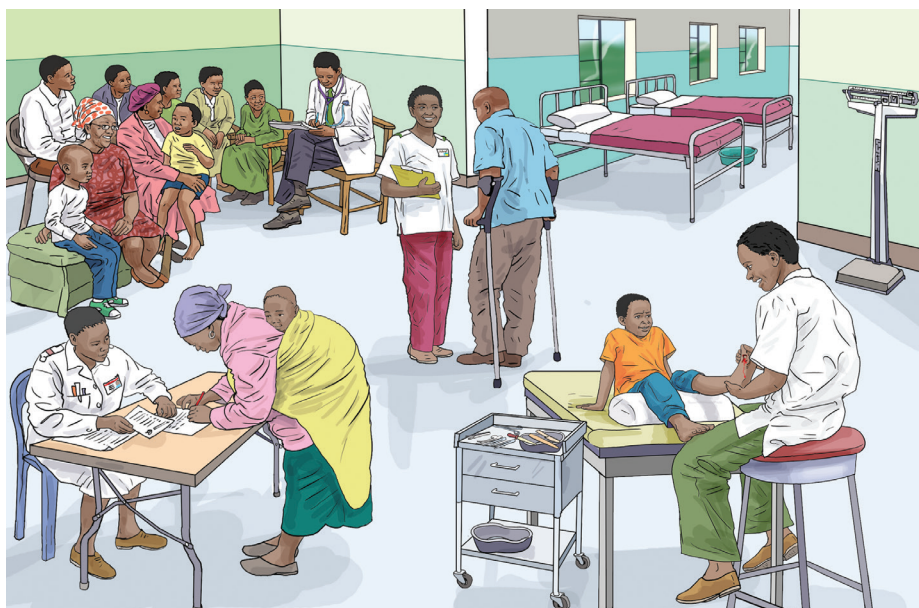
At the end of this unit, you should be able to:

- | | | |
|--|--|---|
| <ul style="list-style-type: none"> Recognise the use of modal verbs and <i>if</i> sentences. Identify the vocabulary of illness symptoms, HIV and infection control. | <ul style="list-style-type: none"> In both speech and writing, name illnesses and describe their symptoms. In both speech and writing, describe how we get and prevent illnesses. Read/listen to texts about illnesses, symptoms, disease prevention or healthy living. Write a brochure giving advice about healthy living. | <ul style="list-style-type: none"> Show interest in acquiring and sharing information on infection prevention measures. Use information and willingly explain to other people how to prevent infection. |
|--|--|---|

9.1 Speaking and listening: Health

9.1.1 Speaking and listening activity

Discuss common diseases in Rwanda. Name the illnesses and describe their **symptoms**.



Cross-cutting issue

Comprehensive sexuality education:

Young people should not approach adulthood with conflicting and confusing messages about sexual health. It is important that they understand the risks and know how to stay healthy.

Guidelines:

- What are the most common illnesses?
- The most common illnesses in Rwanda are malaria, HIV and tuberculosis.
- Many people get malaria.

9.1.2 Reading and writing activity

1. Read the text:

Types of diseases in Rwanda

There are different types of diseases in Rwanda. Some diseases **affect** the majority of Rwandans. Others affect only a small number of the population.

The most common diseases in Rwanda today are malaria, HIV/AIDS, tuberculosis, typhoid or typhoid fever. Many Rwandans also suffer from amoebic dysentery, Hepatitis B and C and the common cold.

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

Hepatitis B and C and HIV/AIDS are **transmitted** through body fluids.

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

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

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

Coronary diseases, diabetes, obesity and mental illnesses can be caused by a combination of genetics and lifestyle. Cancer results from the **malfunctioning** of body cells.

2. Answer the questions.

- a) List three of the most common diseases in Rwanda.
- b) What are communicable diseases?
- c) What is a 'causative agent'?
- d) What causes malaria?
- e) How can you avoid getting typhoid fever or amoebic dysentery?
- f) How can you avoid getting Hepatitis B or C and HIV/AIDS?
- g) Which diseases are steadily increasing in Rwanda?
- h) Name two lifestyle diseases.
- i) What is meant by 'lifestyle diseases'?
- j) What disease is caused by body cells that malfunction?

9.2 Vocabulary

1. Use a dictionary and look up the missing meanings and pronunciation of the words. Copy the table into your book and fill in the blank spaces.

Vocabulary	Pronunciation	Meaning
disease	/di'zi:z/	
malaria		a disease common in hot countries that is caused when an infected mosquito bites you
cancer	/'kænsə/	
infected		a part of your body or a wound with harmful bacteria that prevents it from healing
symptoms	/'sɪmptəms/	
fever		an illness or medical condition in which you have a very high body temperature
headache	/'hedeɪk/	
unprotected		open to harm or injury
needle	/'ni:dl/	
condom		a thin sheath that a man wears for protection during sex
stagnant	/'stægnənt/	



2. Use a dictionary and thesaurus to look up the meaning and pronunciation of these words/phrases.

HIV/AIDS	x-ray	symptoms	tumor
malfunction	pulse rate	nausea	transmitted
hallucination	causative agents	medical practitioner	
palpitation of the heart	lifestyle diseases	opportunistic infections	

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

Homework

You have learnt a lot of vocabulary in the past two lessons. At home, test your family to find out how many of the words they know. Teach them those that they do not know. It is important for everyone to know these words.

9.2.1 Reading and writing activity

1. Pre-reading activity:
 - a) Do you know someone who has had malaria?
 - b) What symptoms do people with malaria have?
 - c) What symptoms do people with typhoid fever have?
2. Read the text about disease symptoms.

Disease symptoms

Disease symptoms are important to medical practitioners and ordinary people. They provide an indication of what disease a patient may be suffering from. The first thing doctors look for when they are consulted by patients, are symptoms.

Some diseases have symptoms which are similar. However a well-trained medical practitioner employs his knowledge and experience to **distinguish** between different diseases.

5



In many diseases, symptoms present differently. A person suffering from malaria will have a high temperature and a headache. They will be sweating and shivery and at times have no appetite. 10

A person suffering from typhoid may also have a high temperature and headache. They will suffer from sweating and a loss of appetite too. But their stomach will also be upset.

Someone with amoebic dysentery experiences upset stomach, diarrhoea, headache, nausea and loss of appetite. A person suffering 15 from tuberculosis might have a headache, a persistent cough and may at times spit blood. They could lose weight and also experience loss of appetite.

HIV/AIDS sufferers may experience general body weakness, headache, loss of appetite, and loss of weight. They might also 20 catch opportunistic infections. Hepatitis B and C sufferers could experience general body weakness, headache, high temperature, loss of appetite and dizziness. Other symptoms are a swollen abdomen or liver failure.

There are many symptoms for so-called lifestyle diseases, like 25 coronary diseases, diabetes and obesity. High blood sugar may serve as an indicator for diabetes. Excessive weight may point to obesity. Palpitations of the heart and shortness of breath could be a sign of a heart ailment.

Although the incidences of cancer and mental illnesses are 30 also on the rise in Rwanda, their symptoms are hard to identify. A tumor in any part of our body may suggest the presence of cancer. Hallucination is a common symptom experienced by people who suffer from a mental illness.

3. Now answer the questions on the text.

- a)** Why are symptoms important?
- b)** Is it true that symptoms are important only to medical practitioners? Explain your answer.
- c)** Mention two diseases that have similar symptoms.
- d)** Which disease can be suspected when a patient coughs blood?
- e)** What are the symptoms of Hepatitis B and C?
- f)** Which opportunistic disease often attacks people with HIV/AIDS?
- g)** Name two symptoms that could indicate that a person has a heart disease.
- h)** What is a common sign of cancer?
- i)** Why are diseases like diabetes and obesity called lifestyle diseases? Explain your answer.
- j)** What symptom does a person who is suffering from a mental illness often have?

9.2.2 Reading and writing activity

1. Match the disease in the first column with the symptoms in the second column.



1. Malaria	a) Runny nose, loss of sleep, watery eyes
2. HIV/AIDS	b) High temperature, headache, sweating, loss of appetite, feel shivery
3. Tuberculosis	c) Persistent cough, at times coughing blood, weight loss, sleeplessness
4. Amoebic dysentery	d) Loss of weight, loss of appetite, coughing, opportunistic infections
5. Hepatitis B and C	e) High temperature, headache, vomiting, stomach upset, loss of appetite, dizziness
6. Typhoid fever	f) High temperature, headache, vomiting, diarrhoea, general body weakness
7. Cholera	g) Dizziness, high blood sugar, general body weakness
8. Common cold	h) Palpitations or irregular heartbeat, shortness of breath
9. Coronary disease	i) Tumour
10. Diabetes	j) General body weakness, headache, high temperature, liver damage
11. Cancer	k) Headache, stomach upset, diarrhoea



2. Say your answers aloud, beginning your sentences with *If*. For example:
 1. If a person has malaria, *they will experience a high temperature, headache, sweating, loss of appetite and feel shivery.
*To avoid the clumsy *him/her* when referring to *a person* in modern English, it is acceptable to use *they*. The **implication** is that it refers to both male and female.
3. Now write down the sentences in your book. Start with *If* in each case, as you did when you said them aloud.
4. Exchange books to check whether you have written the sentences down correctly.

9.2.3 Writing activity

Write three paragraphs about disease symptoms and their importance.

1. Plan your text carefully, using a mind-map or other type of planning instrument. The first paragraph should be an introduction to the topic. The second paragraph must contain the detail of what you want to say about disease symptoms. The third paragraph should conclude your text. It should have a brief summary and repeat your statement about the importance of symptoms.
2. You may want to exchange your book with a partner to check your planning.
3. Write the text neatly.
4. Edit the text. If there are many errors, you may need to rewrite it neatly.
5. Hand the text in for assessment or exchange notebooks for peer assessment.

9.3 Language structure: Modal verbs

Modal verbs: *can, could, should, ought to, may, might, will, would, must, have to*, etc.

Revise the use of modal verbs in Unit 1 on page 11, Unit 4 on page 63, Unit 6 on page 100, and Unit 7 on page 110.

9.3.1 Writing activity

Read the text *Disease symptoms* (Reading and writing activity 9.2.1) again. Write down all the modal verbs that you can find in the text.

Use the modal verbs that you have found in sentences of your own about disease symptoms. If there are three examples of one modal verb, you need only write one sentence.

9.3.2 Writing activity

1. Complete the sentences with *can* or *could*.
 - a) Nobody _____ leave the hospital before they were tested for cholera.
 - b) They _____ leave if the tests were negative.
 - c) The doctor _____ decide what is wrong with me because my symptoms are too general.
 - d) People _____ die from dehydration if they suffer from diarrhoea.
 - e) The hospital _____ not provide beds for all the people who had typhoid fever.
 - f) We _____ avoid getting cholera by boiling all our water.
 - g) Doctors _____ avoid getting contagious diseases if they wear protective clothing.
 - h) Nurses _____ be exposed to infection if they are not careful.
 - i) The situation _____ be improved if they washed their hands regularly.
 - j) The health situation _____ become very dangerous if people do not look after themselves.



9.4 Language structure: Modal verb *can* or *could* and *by + ing*

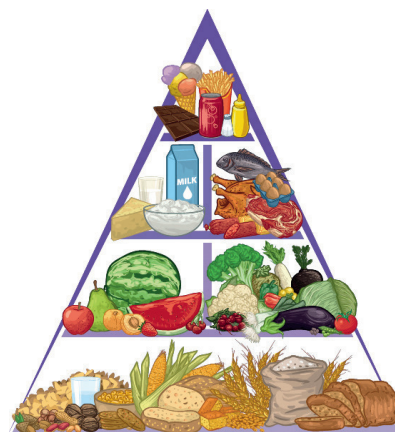
Take note of this structure: the modal verb + the infinitive + by + *-ing*.

For example:

- You *can* (modal verb) *avoid* (infinitive, basic form of the verb) infection *by* (preposition) *washing* (present participle) your hands regularly.
- We *can* get typhoid fever *by drinking* water that has not been boiled.
- People *can* protect themselves against malaria *by taking* measures to prevent mosquito bites.

9.4.1 Writing activity

1. Complete the sentences with the correct *by + -ing* form of the verb in brackets.
 - a) We can get HIV/AIDS (have) sex with an infected person.
 - b) We can prevent diseases (avoid) their causative agents.
 - c) We can catch tuberculosis (come) into contact with infected people.
 - d) We can prevent Hepatitis B (be) vaccinated against it.
 - e) Bwiza can improve her health (eat) the right foods [or following the right diet] for at least a year.



9.4.2 Writing activity

1. Complete the sentences by replacing the verb in brackets with *by + -ing*.
 - a) You can keep healthy (wash) your hands regularly.
 - b) You can prevent polio (be) vaccinated against it.
 - c) You can avoid tuberculosis (keep) away from infected people.
 - d) You can prevent malaria (sleep) under a mosquito net.
 - e) You can keep healthy (follow) a balanced diet.

9.5 Language structure: Modal verbs and *if*- sentences

For example:

- *If* you have been vaccinated, you *will not* get polio.
- *If* you lead a responsible life, you *will not* get HIV/AIDS.

You studied the first conditional in Unit 6 on page 96. Study the notes again and then do the exercises that follow on page 146.

9.5.1 Writing activity

1. Complete each sentence by providing appropriate words at the beginning or end.
 - a) If you wash your hands regularly, _____.
 - b) _____, you will not get malaria.
 - c) If you boil all the water you use, _____.
 - d) _____, you will not easily get colds.
 - e) If you eat a well-balanced diet, _____.



9.5.2 Listening and writing activity

1. Pre-listening activity:
 - a) What is a dialogue?
 - b) What is happening in the picture on the left?
 - c) What piece of equipment does the doctor have around his neck?
2. Listen to a dialogue between a patient and a doctor that your teacher and a learner will read to you. Listen to it a second time.
3. Answer the following questions on the dialogue.
 - a) Why, in your opinion, does the doctor wear rubber gloves when he examines Neza?
 - b) What happened to Neza?
 - c) Does the doctor clean Neza's cuts himself? Explain your answer.
 - d) Why does the doctor want to take x-rays of her legs?
 - e) Do you think Neza had ever been injured before this accident happened? Explain your answer.
 - f) What causes tetanus?
 - g) How does the doctor make sure that Neza does not get tetanus?
 - h) What is the main symptom of tetanus?
 - i) What is gauze?
 - j) Why would the nurse fetch a wheelchair to take Neza to the x-ray section?



Homework

Have you ever been to see a doctor or visited a clinic or the emergency ward in a hospital? If you have not, ask someone who has what they experienced. Make a list of 10 words that you know about medical treatment. This is to prepare for your next lesson. For example, the doctor wears a **stethoscope** around his neck. He uses this to listen to your heart and lungs.

9.5.3 Speaking and listening activity

Work in pairs. Write a dialogue between a patient and a doctor. It must not be too long, not more than a page. Produce it for the group. You may have more than two speakers, for example, the patient's relative and a nurse.

Write the dialogue in your book.

The best dialogues may be presented to the class.

9.5.4 Reading and writing activity

1. Pre-reading activity:

Discuss these questions.

a) What is HIV/AIDS?

b) Can you see when someone is HIV positive?

2. Now read the text silently.

How you can get HIV/AIDS

HIV/AIDS is one of the most dangerous diseases in the world. It is transmitted in different ways. You can get this disease by having unprotected sex with an infected individual. You can also get the disease by sharing needles and **tattooing** implements. You can also get the disease by using **unsterilised** shaving equipment and razor blades.

HIV/AIDS can be transmitted through **blood transfusion**. Sometimes you are given blood from another person in a hospital. If this blood is not tested to make sure it contains no HIV/AIDS viruses, you can be infected.

To avoid getting HIV/AIDS, you should practise abstinence, which means not having sex at all. You can also avoid this disease by using condoms, whenever you have sex. Doctors and nurses in health centres should not use needles more than once. All instruments that pierce or cut the skin must be sterilised before use.

Every Rwandan has to take personal responsibility for controlling HIV/AIDS. If people think about what they are doing and take precautions, the disease will not spread. ART (Antiretroviral Treatment) is the medicine that controls HIV/AIDS.



It cannot cure the disease, but it helps to reduce the symptoms. It is very expensive and is only given to people who are very ill. If you want to live a long and healthy life, you must take care of yourself. The best weapon against HIV/AIDS is knowledge.

Read and find out as much as you can about the disease. Do not have sex without a condom, not even once. When you are older you will want to get married and have children.

Make sure both of you are tested to check that you are not infected. In this way Rwanda can become an HIV/AIDS-free country.

3. Answer the questions in writing. Then exchange notebooks for peer marking.
- Why does the author call HIV/AIDS 'one of the most dangerous diseases in the world'?
 - Name three ways in which HIV/AIDS can be transmitted.
 - What does 'sterilise' mean? How do you sterilise something?
 - What does it mean to practise 'abstinence'?
 - There are two things that health workers can do to prevent the spread of HIV/AIDS. What are they?
 - Can the government take responsibility for protecting every person against HIV/AIDS? Explain your answer.
 - What is your responsibility to avoid becoming HIV-positive? Name at least two things.
 - What should a couple do before they get married?

9.5.5 Speaking and listening activity

Combine the three parts of the table to make sentences about diseases. Say the sentences aloud to get used to the sound of the language structure.

1. We can get typhoid fever (use)	by + (verb) + <i>-ing</i>	a) our hands regularly.
2. We can get cholera (use)		b) all the water that we use.
3. We can prevent getting a cold (wash)		c) water that has not been boiled.
4. Nurses can avoid getting HIV/AIDS (wear)		d) under a mosquito net.
5. We can prevent getting cholera (boil)		e) water that has been contaminated.
6. We can avoid getting tetanus (be)		f) rubber gloves when they treat someone who is bleeding.
7. We can prevent malaria (sleep)		g) a condom.
8. We can avoid being infected with the HIV-virus (use)		h) dirty needles for getting a tattoo.
9. You can get HIV (use)		i) injected against it.

9.5.6 Writing activity

You have read and listened to a lot of information about illnesses in this unit.

Write a three-paragraph text describing how you can get and prevent illnesses. Before you write, plan your text properly. Decide what information you want to include in each paragraph.

Edit your writing when you have finished. Then hand it in for formal assessment or exchange books for peer assessment.

9.5.7 Listening and writing activity

1. Listen to the text about diseases that your teacher will read to you. You may need to listen to it a second time.
2. From memory of what you heard and read in this unit, complete the following table. First copy the table into your book.

Disease	Prevention	Treatment
Malaria		
Cholera		
Typhoid fever		
The common cold		
HIV/AIDS		

3. When you have finished, compare what you have written with your partner's work.

9.5.8 Speaking and listening activity

1. Complete the sentences orally. Use *can* and *by+ -ing*. Say the sentences aloud. For example: If we get malaria, we can treat it by taking anti-malarial tablets.

9.5.9 Speaking practice

- a) We _____ identify if we are suffering from typhoid fever (test) _____ a sample of our blood.
- b) If we get HIV/AIDS we _____ fight it (take) _____ antiretroviral drugs.
- c) If we get flu, we _____ reduce its effect (drink) _____ lots of fluids.
- d) The flu _____ not be cured (take) _____ antibiotics. It is caused by a virus and antibiotics have no effect on viruses.
- e) If we get tuberculosis, we _____ treat it (take) _____ antibiotics. Tuberculosis is caused by bacteria, which are killed by antibiotics.
- f) If we have a cough, we _____ soothe the throat (take) _____ a spoonful of honey.
- g) If we get a skin infection, we _____ soothe it (use) _____ the right skin cream or ointment.
- h) If our eyes are red and sore, we _____ cure them (use) _____ eye drops.
- i) If we have a serious cough, we _____ get rid of it (take) _____ cough mixture.
- j) If we are obese, we _____ remedy it (reduce) _____ our daily food intake. We can help by (get) _____ enough exercise.

Homework

Write five sentences about the treatment of ailments. Use the conditional, 'If ...'

9.5.10 Reading and writing activity

1. Read the brochure with advice about healthy living.



2. Choose any 10 of the instructions in the brochure. Write them out in full sentences, using *should*. For example: You *should* bend and stretch to keep your body supple.
3. Exchange books with a partner and mark each other's work.

9.5.11 Writing activity

1. Look at the brochure again. Discuss these questions.
 - a) What is a catchword? Identify the catchwords in the brochure.
 - b) What are the characteristics of a brochure?
 - c) Are brochures important? Give reasons for your answer.
2. Write your own advice brochure about healthy living. It should be short and make its point briefly and clearly.
3. Exchange books to edit each other's work.
4. Hand your book in for formal assessment.

Checklist of learning

At the end of this unit, you should be able to:

- ✓ name illnesses and describe their symptoms
- ✓ describe how we get and prevent those illnesses.

9.6 Unit assessment

1. Fill in the gaps with *can* and use the correct form of the word in brackets by adding *by* + *-ing*.
 - a) You _____ avoid contaminating your food (wash) your hands before cooking or eating.
 - b) People _____ prevent malaria (sleep) under a mosquito net.
 - c) They _____ avoid becoming HIV-positive (abstain) from sex.
 - d) We _____ prevent cholera (boil) water before using it.
 - e) Polio _____ be avoided (be) vaccinated as a baby. [5]
2. Complete the if-sentences correctly.
 - a) If we do not want to get HIV/AIDS, we _____.
 - b) If we want to protect ourselves against malaria, _____.
 - c) If we do not want to get cholera, we _____.
 - d) If we want to be healthy and active, we _____.
 - e) If we want to avoid getting the flu, we _____. [5]
3. Read the text and answer the questions that follow in full sentences.

If you want to stay healthy, you should eat a balanced diet. A balanced diet will strengthen your **immunity** so that you do not become ill so quickly. You should not overeat, but eat just enough.

You should also exercise **moderately** but regularly. This helps your body to function more efficiently.

You should get enough rest. The most beneficial sleep is before midnight. Go to bed early and get up early. A good night's sleep increases your energy.

Keep yourself and your environment clean. Dirt brings diseases.

- a) What is a balanced diet?
 - b) What is the most important result of a balanced diet?
 - c) What happens if we always overeat?
 - d) What do you think happens if we do not eat enough?
 - e) What does it mean to exercise regularly?
 - f) How would you describe moderate exercise?
 - g) Why is it important to get enough sleep?
 - h) Do you think it is true that one should go to bed early and get up early? Give a reason for your answer.
 - i) How do you keep yourself clean?
 - j) How do you keep your environment clean? [10 × 2 = 20]
4. Write a three-paragraph text on how to prevent any two of the following diseases: malaria, HIV/AIDS, tuberculosis, cholera, typhoid fever.
Plan your writing carefully. Make sure you have an introduction. You also need a middle paragraph providing the information you wish to share. Your conclusion should be good too.

[20]

Total marks: 50

Key unit competence: To use language learnt in the context of gender.

Learning objectives

Knowledge and understanding	Skills	Attitudes and values
At the end of this unit, you should be able to:		
- Recognise the use of past tenses and modal verbs, their negative forms with adverbials of time and connectors of contrast. - Identify the vocabulary of jobs, gender, social roles and life stories.	- In both speech and writing, recount the lives of famous women. - In both speech and writing, describe traditional gender roles in Rwanda. - In speech and writing, compare traditional and modern gender roles. - Listen to/read texts about the life of a famous woman, or about traditional and modern gender roles. - In both speech and writing, give opinions about the jobs men and women should do and the household roles they should carry out.	- Be sensitive and vocal about gender issues. - Confidently inform classmates about gender equality.

10.1 Listening and speaking: Gender

10.1.1 Listening and speaking activity

- Use the following questions as guidelines to talk about what you see in the pictures.
 - What are the men and women doing on the various work sites? Are there any differences in their roles?
 - Which jobs in the pictures were not done by women in the past?
 - Which jobs were not traditionally done by men?
 - Do you think there should be a division of labour, with men and women in different roles?



Homework

Speak to people at home and in your community about famous Rwandan women. Make notes to prepare for a class discussion about famous Rwandan women.

10.1.2 Listening and speaking activity

Discuss the famous Rwandan women that you found out about. Write down the main points of your discussion.

10.1.3 Reading and writing activity

1. Read a text about famous Rwandan women.

Some famous Rwandan women

Many Rwandan women have **made their mark** in the arts and in various other fields. There are many women in politics, but hardly any in top executive positions. Is there a **perception** that women are not strong **financial** administrators?

This perception can be questioned. In 2016, Kampeta Sayinzoga became Director of Cabinet in the Office of the Prime Minister. Prior to this role, Sayinzoga spent a decade in the Ministry of Finance and Economic Planning, as Permanent Secretary to the Rwandan Ministry of Finance. She was one of the youngest people in this kind of position in Africa. She qualified at Nottingham University in the UK. She has worked throughout the world, including for a period at the World Bank. She controls the country's **coffers**.

Surely there are more women out there with similar administrative and financial abilities?

Laura Kabasoni Kakoma, popularly known as Somi, is a singer and songwriter. She was not born in Rwanda but in Illinois, USA. Her father was Rwandan. He was busy with his **post-doctoral** studies in America when she was born. She is in her early thirties. As a young child she spent some time in Zambia when her father was sent to work in Ndola. Recently, Somi spent time in Nigeria on a **sabbatical** to **recharge her batteries**. After that she was signed up by an international label. This was a huge **breakthrough** for her. Her first album under this label was released in 2014. Her talent has been recognised in many international music publications.

Cross-cutting issue

Gender:

Boys, girls, men and women are all equally important. They should have the same opportunities in life.

Odile Gakire Katese is a theatre **practitioner** from Rwanda. She is a Rwandan **playwright**, director, poet, musician and actor. She started the first women's drumming company in Rwanda. She also founded the first professional **contemporary** dance company.

This is by no means a complete list. It is a tiny sample of some Rwandan women who have achieved great **heights** in different fields.

2. Answer the questions. Then exchange notebooks with a partner for peer marking.
 - a) What does it mean to say people have 'made their mark'?
 - b) In what type of position have women not really made their mark?
 - c) What perception might there be about women in those positions, according to the author?
 - d) The author mentions one exception. Who is that exception and what position does she hold?
 - e) What does the author mean by 'she controls the country's coffers'?
 - f) What is Somi's remarkable achievement?
 - g) What does it mean to 'recharge one's batteries'?
 - h) What is a 'sabbatical'?
 - i) Who is the Rwandan playwright mentioned by the author?
 - j) Name two companies that she started in Rwanda.
 - k) Are the women mentioned in the text the only Rwandan women who have achieved great success? Explain your answer.
 - l) Mention two other women, not mentioned in the text, who you think are worth adding to this list. Write one sentence for each woman, giving the reason why you think so.

10.2 Vocabulary

1. Read the following sentences aloud.
 - a) 'Odile Katese is a well-known **playwright**.
'Playwright? Playwrite? Why not a playwrighter?'
'The suffix *-wright* (pronounced the same as *write*) means a maker of something. We speak of a *wheelwright* (someone who makes wheels). A *playwright* is someone who writes (makes) plays.'
 - b) There are several **businesswomen** in our town. Some of them have clothing shops and one has a dry-cleaning business.
 - c) If you want to start a **business** (buy and sell products or deliver a service) it is wise to open a **bank account**. This means that you can **deposit** your money in the bank every day to keep it safe. You can then pay your suppliers with a cheque or a bank card so that you do not need to have cash with you all the time.

- d) We used to call a man who acts in a play or a television programme an **actor**, and a woman an **actress**. Nowadays we often do not differentiate between male and female. A woman can also be called an actor.
 - e) Traditionally women were expected to **fetch water**, **cook**, **look after the home**, etc. Nowadays women also work in shops, offices, schools or hospitals and men often help with domestic tasks.
 - f) A woman can also be a **Member of Parliament**. She has to **run** for election, which means to make herself available for election. She will also have to address (speak to) voters and convince them that it will be to their advantage to vote for her.
2. Write new words or phrases in your vocabulary book.
 3. Make your own sentences with each of the bold words or phrases.

10.3 Language structure: *Used to*

You use the phrase *used to* when you want to say that something happened in the past, but no longer happens. *Used to* is always followed by the infinitive (the basic present tense form of the verb).

For example:

- Women *used to* be considered inferior to men, but this is no longer so.
- Parents *used to* keep their girls at home and only sent the boys to school.



10.3.1 Writing practice

1. Answer the questions with a sentence containing *used to*.
 - a) Does the government appoint only men in their offices?
 - b) Do girls go to school now?
 - c) Are there any women in parliament?
 - d) Are women thought to be inferior to men?
 - e) Are there women teachers at your school?

10.3.2 Writing practice

1. Complete the sentences. Make it clear that what used to happen, no longer happens.
 - a) There used to be only male teachers at secondary school, but ____.
 - b) Girls used to spend only a year or two at school, but ____.
 - c) Boys used to be favoured in the family, but ____.
 - d) There used to be only men in parliament, but ____.
 - e) There used to be more boys than girls at school, but ____.

10.3.3 Writing practice

1. Complete the sentences by adding a first part + *used to*.
 - a) _____, but nowadays there are more women than men in parliament.
 - b) _____, but today many women are studying at university.
 - c) _____, but now men often help with these tasks.
 - d) _____, but nowadays boys should be taught to look after themselves in the home.
 - e) _____, but nowadays many men enjoy cooking.

10.3.4 Listening and writing activity

1. Pre-listening activity:
Answer the following questions.
 - a) Who is Michelle Obama?
 - b) Who is Michelle Obama's husband?
 - c) Have you heard anything about Michelle Obama? What do you know about her?
 - d) Do you admire her?
 - e) What was an important result of the American Civil War (1861–1865)?
 - f) What is the White House and where is it?
2. Listen carefully to the text your teacher will read to you. If necessary, your teacher will read the text a second time.

3. Work individually. Answer the following questions in writing. When you have finished, exchange notebooks with a partner. Your teacher will provide the answers.
- a) How old is Michelle Obama now, if she was born in 1964?
 - b) What made it possible for black people to migrate from South Carolina to Chicago after the Civil War?
 - c) What does 'gifted' mean?
 - d) Where did she study after leaving school?
 - e) Where did she meet her future husband, Barack Obama?
 - f) Why was it difficult to help campaign for her husband to be elected president?
 - g) What practical arrangement did they make for the children when they moved to the White House?
 - h) What is Michelle's particular interest, as First Lady of the United States?
 - i) Do you think she is a good advertisement for healthy eating and physical activity?
 - j) Explain 'fashion icon and role model for women' in your own words.

10.4 Language structure: Revision – Adverbials of time

Adverbials of time tell you *when* something happened.

For example:

- She returned to the country *last year*.
- She was born *in 1978*.
- She was killed *during the Genocide*.
- We will talk about that *later*.
- You can also use adverbials of time to say *for how long*.

For example:

- They waited *all day* for her to arrive.
- She has lived in Chicago *since 1964*.
- She will visit the country *for two weeks*.



10.4.1 Writing practice

1. Complete the sentences by choosing one of the adverbials of time.

some time

for a few years

for a while

later

currently

- a) Kampeta Sayinzoga is _____ the Permanent Secretary for Finance.
- b) She studied at a university in the UK _____.
- c) She worked at the World Bank _____.
- d) As a young child, Somi Kakoma spent _____ in Zambia.
- e) _____ she spent time in Nigeria on a sabbatical.

10.4.2 Writing practice

1. Use one of the adverbials of time in each sentence.

soon after that

in 2014

nowadays

a few years ago

after

- a) Somi was signed up by an international company _____ her sabbatical in Nigeria.
- b) Her first album under the new label was released _____.
- c) _____ Odile Gakire Katese started the first drumming company in Rwanda.
- d) _____ she also started the first professional dance company.
- e) _____ businesswomen are starting to make their mark in Rwanda.

10.5 Language structure: Connectors of contrast

Sentence connectors combine sentences. You can also use them to express the relationship between ideas.

In this lesson you will learn about sentence connectors that join two contrasting ideas. Some of them are *but*, *although*, *despite the fact that*, *however*, *nevertheless*, *despite*, *in spite of*, *yet*.

For example:

- She wanted to take care of her family. She wanted to help her husband's campaign.
- She wanted to take care of her family, *however/but/although* she also wanted to help her husband's campaign.

10.5.1 Writing practice

1. Complete the sentences, using one of the connectors of contrast.

nevertheless

although

but

despite the fact that

in spite of the fact that

- a) _____ Michelle Obama had her own career, she gave it up to support her husband.
- b) Her mother takes care of the children, _____ Michelle misses them when she is away from home.
- c) While living in the shadow of her husband, she has _____ influenced the lives of women.
- d) She remains down to earth, _____ she has become a fashion icon.
- e) She spends as much time as possible with her daughters, _____ they are growing up quickly.

10.5.2 Writing practice

1. Complete each of the sentences by filling in an appropriate connector of contrast.

- a) Winnie Madikizela-Mandela is still a popular figure, _____ she was accused of several crimes.
- b) She married a very important man, _____ had to raise her children alone when he was imprisoned.
- c) _____ they were married when Nelson Mandela became president, they had separated two years earlier.
- d) Her supporters still refer to her as the Mother of the Nation, _____ she committed serious crimes.
- e) She visited Nelson Mandela every day when he was in hospital _____ they were divorced and he had remarried.

10.5.3 Reading and writing activity

1. Read the following sentences and arrange them in sequence, paying particular attention to adverbials of time.



Winnie Madikizela-Mandela

- They were married in 1958 and had two daughters.
- Much later she earned a bachelor's degree in international relations from the University of the Witwatersrand in Johannesburg. She met lawyer and anti-apartheid activist Nelson Mandela in 1957.
- Winnie Madikizela-Mandela was born on 26 September 1936.
- In 2003, she was found guilty of fraud and she was given a suspended sentence.
- She was married to Nelson Mandela for 38 years, including 27 years during which he was imprisoned.
- She remains a popular figure among her supporters despite her advanced age.
- In 1985, she was awarded the Robert F. Kennedy Human Rights Award along with other South African activists.
- She and Nelson Mandela were separated in 1992 and finally divorced in 1996.
- Despite restrictions on the education of black people during apartheid, she earned a degree in social work.
- She was a **controversial** figure during Nelson Mandela's imprisonment.
- From 1986, her reputation was damaged by her radical speeches and accusations of torture and murder.
- She was regularly **detained** by the South African government, kept under house arrest, held in solitary confinement for over a year and **banished** to a remote town.

2. Write the sentences in your notebook in the correct sequence.
3. Exchange notebooks for peer marking.

Homework

This homework is preparation for the discussion you are going to have in class.

In this unit so far you have read and listened to stories about famous and influential women. They are by no means the only women that fall into this category. Think about what you can learn from all or some of these women. Write down at least five points about the lives of the women who you admire. You could use women from the following list: Winnie Mandela, Jeanette Kagame, Margaret Thatcher, Graça Machel, Speciosa Kazibwe, Yvonne Chaka Chaka.



10.5.4 Speaking and listening activity

Discuss the lessons learnt from one or all of the influential and famous women you have read or talked about in this unit. Perhaps they have inspired you in some way? Is there anything these women have in common?

10.6 Skills: Compare

To write a comparative text you need to compare two things. For example: the traditional position of women and the position of women in modern times.

The introduction should state what it is that you are comparing. Then you write one paragraph for each aspect that you are comparing, stating how they are similar and where they are different.

In your conclusion you summarise your findings and you give your own opinion.

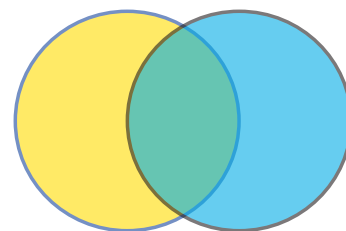
10.6.1 Writing practice

Practise applying the skill of comparing.

Draw a Venn diagram like the one on the left. A Venn diagram consists of two overlapping circles.

In the left-hand side of the circle put three aspects of women's lives that have changed over the years. In the right-hand side put how they have changed (or what it is like now). In the middle, where the circles overlap, enter three aspects that have remained unchanged.

Now plan a suitable introduction and then a suitable conclusion. Exchange notebooks with a partner and see what your partner has done. Talk about each other's work. Improve your diagram and your introduction and conclusion where possible.



Homework

Use your Venn diagram and the preparation that you did in class. Write a text about the way women's lives have changed over the years. Your text should consist of an introduction, three paragraphs in which each aspect of women's lives is compared and then a conclusion.

Here are some examples to help you:

Traditionally women used to look after the home, fetch water and cook food. Women were not allowed to run businesses. Women could not open bank accounts. Only men could plant trees. Men were allowed to name children.





Modern girls go to school and university. Women do many jobs in society. Today women are the majority of the members of parliament. Women are ministers in the government.

10.6.2 Reading and speaking activity

Exchange notebooks with a partner. Edit each other's texts. Point out errors in the text to your partner. Also look at how closely your partner has kept to the planning that you did in class. If you think your partner has done a good piece of work tell your teacher. You may be allowed to read it out to the class.

10.6.3 Reading and writing activity

Read the story and answer the questions.

A meeting of two old friends

Rutayisire and Rutagengwa were great friends. They used to play together when they were young and they went to school together. When they grew up, they lived in different places, far apart. Nevertheless, they kept in touch.

One day, Rutayisire went to visit his friend, Rutagengwa. When he got there, he found Rutagengwa's children, a son and a daughter, getting ready to go to university. They were both going to study engineering.

"Where are your children going?" asked Rutayisire.

"They are going to university," answered Rutagengwa. "When they have completed their degrees, they will both be civil engineers. They will be repairing our roads and building bridges".

"Even the girl!" exclaimed Rutayisire.

"Oh yes. Both boys and girls can study similar courses. They could not in the past, but girls can do as much as boys can. Men and women do the same kind of work these days."

"Aren't women now going to think they are equal to men? Is this a good thing? Will they remember that men are superior?" asked Rutayisire.

"There is no difference between a man and a woman. We are all equal. Our elders were not right to keep women at home. We all deserve equal opportunities," said Rutagengwa.

"I did not want my daughter to study medicine, although she wanted to. I told her to study nursing, because medicine is for men."

"I do not think that is fair," replied Rutagengwa. "She worked hard at school, did she not? Did she not do better than her brother?"

“Yes she did. I think I have to change my mind and allow my daughter to study medicine. She will be very pleased,” said Rutayisire.

“That is a good idea,” said Rutagengwa. “We have to accept that the world is changing and we have to change with it or stay behind!”

1. Since when had Rutayisire and Rutagengwa been friends?
2. What was Rutayisire surprised to see when he was visiting his friend?
3. What important information did Rutagengwa give Rutayisire about modern gender roles?
4. What fear did Rutayisire express?
5. Do you think Rutayisire is right to think this? Explain your answer.
6. What decision had Rutayisire taken about his daughter's future?
7. What was his reason for that decision?
8. How was Rutayisire's family going to benefit from this visit?
9. Do you think men benefit when women are not allowed to improve themselves? Give a reason for your answer.
10. If you had the opportunity to change gender roles, what would you do? Write two sentences.

10.7 Language structure: Modal verbs

Modal verbs can also be used in the past simple tense.

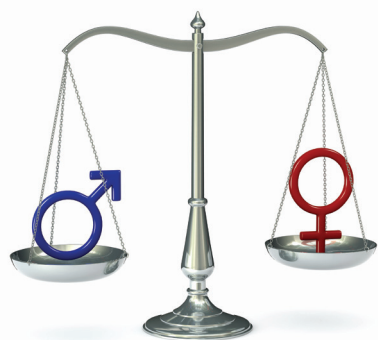
For example: *allowed to, could, could not, should, should not, might, had to, would not*

10.7.1 Writing practice

1. Choose the best word from the list in the language section on modal verbs above for each of the sentences.
 - a) In the past, the rights of the women and children _____ be protected because there were not appropriate laws.
 - b) Even if girls were very clever they _____ remain at school because their parents _____ allow them to stay.
 - c) Women were not treated with the respect they _____ have had.
 - d) Women were expected to stay at home because they _____ be allowed access to universities.
 - e) For many years in England and America women were not _____ become doctors. Some women even disguised themselves as men to train as doctors.

Homework

1. Give the past simple tense form of the verbs in brackets. Your teacher will allow you some time to mark your answers in the next lesson.
 - a) In the past, conservative men (do not like) progressive women.
 - b) Forward-looking men (will prefer) to marry progressive women but were prevented by public opinion.
 - c) In the past, women sometimes (experience) discrimination in favour of men. It sometimes still happens today.
 - d) In the past, the practice of discrimination against women (be) very bad.
 - e) In the past, parents (do not even send) the girls in the family to school for more than the first few years.
 - f) Slowly parents (come) to realise that girls (be) just as intelligent as boys.



10.7.2 Speaking and listening activity

Hold a discussion in which you talk about gender equality. Use the following guidelines to shape your discussion.

1. Gender equality
 - Has gender equality been accepted in your community?
 - If not, what do you think needs to change? (Be sensitive but do not be afraid to talk about gender issues.)
 - Compare traditional and modern gender roles, using the connectors of contrast that you have learnt. For example: Women were not allowed to run businesses, but today many women do so. Women used to work in the home, but today women can be members of parliament. However, traditionally, they could not. Parliament was only for men.
2. Your role at home
 - Are the roles performed by boys and girls different?
 - What taboos were there in respect of women's and girls' behaviour? For example: Were they allowed to climb trees, ride a bicycle, eat chicken, drink beer or drive a car?
 - Which of the above taboos still exist? Which of the above taboos should be preserved?

10.7.3 Listening and writing activity

Listen to a talk about a woman's job and household roles and how she arranges her day. While you are listening, write down some questions that you would like to ask. You may be given an opportunity to ask these questions.

10.7.4 Speaking and writing activity

1. Read the following dialogue. Read it twice. Exchange roles for the second reading.

Kayitesi and Nsabimana are talking about their plans for the future.

KAYITESI: I want to become a businesswoman. I want to open a shop and fly to Dubai to get my products.

NSABIMANA: Dubai! Is that not too far? Why do you not get your goods from Kigali? It is usually men who travel so far. Is it appropriate to do things that men do?

KAYITESI: In this era we all need to work hard, men and women. We all have to do our best to build the economy.

NSABIMANA: You mean we can all board planes and go overseas for trade if we want to?

KAYITESI: Yes, of course, but also locally. We can do anything men can do. The days of gender discrimination are over.

NSABIMANA: But would men not refuse to marry women who work like men?

KAYITESI: Only those who are conservative and backward. Most men would like to marry a competent woman who can contribute to the family income.

NSABIMANA: And who is supposed to take care of the home and children and cook?

KAYITESI: Do you know what? My mother works at the bank. Sometimes she has to work late. We have a rule at home. We all help to tidy the house before we leave for school or work in the morning. The person who gets home first starts cooking supper. Sometimes it is one of us, sometimes it is my father. Because he is a teacher, he sometimes gets home early. We have all learnt to cook and my father is quite good! He knows some traditional recipes that are delicious!

NSABIMANA: Wow! That sounds wonderful. I would like to become a politician, but I thought it would be impossible if I also wanted to get married and have children. I could even become a senator!



Is it appropriate to do things that men do?



In this era we all need to work hard, men and women.

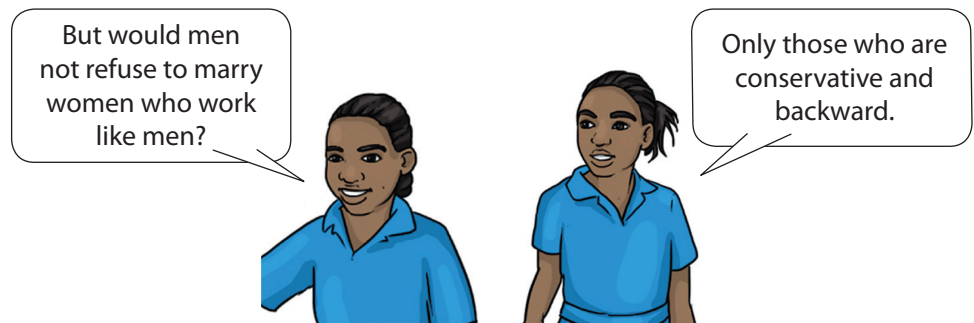
2. Now answer the following questions in writing. When you have finished, exchange books for peer marking.
- a) What does Kayitesi want to become when she has finished school?
 - b) Why is Nsabimana unsure about women travelling abroad?
 - c) What has Kayitesi realised about the economy of Rwanda?
 - d) Does a person have to go overseas to buy products for a business?
 - e) What does Nsabimana fear about being too independent?
 - f) In three sentences, summarise the work arrangements in Kayitesi's home.
 - g) What do you think about their arrangements? Will they work in your home?
 - h) What new **insight** has Nsabimana gained?

10.7.5 Writing activity

In the dialogue, Kayitesi expresses ideas that might seem quite **radical** to some of you.

Write a text of three paragraphs. Express your opinion about household and external roles for men and women, boys and girls. Use modal verbs like *should*, and *should not*. For example: I think women should do the cooking. I think men should not be expected to clean the house. I think women should be allowed to stand for parliament. Try to express your own opinion as well as you can.

Plan your writing. Write your text, edit it and then hand it in for assessment.



Checklist of learning

In this unit, you have learnt to:

- ✓ describe traditional gender roles in Rwanda
- ✓ compare traditional and modern gender roles
- ✓ give opinions about the jobs men and women should do and the household tasks they should carry out.

10.8 Unit assessment

1. Complete the following sentences using *used to*.

- a) Although he now believes in equality for women, _____.
- b) Michelle Obama _____, but then she became the First Lady of the USA.
- c) Women can now study at universities, but in the past _____.
- d) Winnie Mandela _____,
- e) Teaching and nursing _____, but nowadays they can become anything they want to and are prepared to work for. [5]

2. Use one of these adverbials of time to complete the sentences.

a long time ago	since that year	in 1964
soon after that	after	before

- a) Michelle Obama was born in Chicago _____.
- b) She went to university _____ she finished high school.
- c) The White House was built _____.
- d) Barack Obama was elected president and _____ the family moved into the White House in Washington.
- e) _____ he was elected they lived in Chicago. [5]

3. Complete the sentences, using one of the connectors of contrast.

but	although	despite the fact that	however
nevertheless	despite	in spite of	yet

- a) Equality for women has improved over the years, _____ many women feel there is still much to be done.
- b) _____ women have been appointed in new posts, there are still very few female CEOs or financial directors.
- c) In some rural areas women are still regarded as inferior, _____ government's policy of equality.
- d) Men are encouraged to treat women with dignity, _____ abuse of women is still taking place.
- e) More girls than before are continuing their education; _____ still too few girls go to university. [5]

4. Use each of the following words in sentences of your own to show that you understand their meaning.

- a) playwright c) deposit e) perception [5]
- b) businesswomen d) bank account

5. Write a paragraph of about ten lines about a woman you know of who has made her mark in life. [10]

6. Write a text of three paragraphs in which you compare the roles of men and women in society today. [20]

Total marks: 50

Glossary

academic – a scholar in a university
accumulate – gather
airborne – carried or transmitted by air
amendment – change
antiretroviral treatment – a treatment for HIV/AIDS
area – the amount of space that a flat surface covers
aspire – to desire and work towards achieving something important
banished – forced to leave
blood transfusion – the process of putting blood into someone's body as a medical treatment
breakthrough – an important new discovery or progress made
calculate – to find out how much something will cost mathematically
candidate – someone competing to be elected
certificate – an official paper that states that you have completed a course of study
civil – relates to citizens
coffers – the money that a government or organisation has to spend
commercial – linked to commerce (sales); for business rather than private use
commitment – a promise to do something or to behave in a certain way
commodity – a useful or valuable thing
consecutive – following one after the other
conservation – the protection of animals and plants to prevent them from being spoiled or destroyed
contemporary – belonging to the present time
controversial – causing public disagreement
cooperation – things that you do with someone else to achieve a common purpose
creed – a statement of beliefs
critically – judging the good and bad
cultivation – the preparation and use of land for growing crops
data – information
decentralised – moved from a single centre to other locations
degree – a course of study at a university
democracy – a system of government where everyone in the country can vote to elect representatives

democratic – (adjective) a system of democracy (everyone has a vote)
democratic process – the process by which citizens elect their political leaders
density – quantity of people or things in a certain area
descended – went downwards to a lower level
dictatorial – typical of a ruler who has total power
diploma – a document showing that someone has successfully completed a course of study or passed an examination
dissimilar – not the same, different
economy – the system by which a country's money and goods are produced and used
editor – the person who decides what will be published in the newspaper
editorial – a piece of writing in a newspaper giving the editor's opinion about something
efficient – working well and effectively without wasting time, money or energy
enterprise – business or organisation
entrepreneurship – to develop and run a new business
ethnic – relating to a specific group of people
experience – an event that leaves a lasting impression
favour – prefer or recommend
financial – connected with money or the management of money
forecast – prediction
foreign – located away from your country
fulfil – achieve or realise
freight – transport goods in bulk
habit – a behaviour that is done regularly and hard to give up
hallucination – perceiving something to be real when it is not
harmony – living together without fighting or disagreeing with each other
harness – to control and use the natural power of something
heated discussion – a discussion in which people get emotional or angry
heights – a high level of achievement
hypothesis – a possible way of explaining something that has not yet been proved to be true
ideology – a set of ideas on which a political or economic system is based

- immunity** – the ability to resist infection
- implication** – suggestion without being said
- infectious** – likely to spread
- initiate** – to arrange for something to start
- insight** – deeper understanding
- intergovernmental** – between governments of different countries
- interposition** – separation
- involuntarily** – without thinking, a reaction that happens without thinking about it
- landlocked** – surrounded by other countries and having no coast
- literacy** – the ability to read and write
- maintain** – to make something continue in the same way at the same standard
- maintenance** – repairs, painting, etc. necessary to keep something in good working condition
- make your mark** – to become successful or famous
- malevolent** – showing a desire to harm someone
- marginalised** – to be treated as unimportant
- measure** – to find the size, length or amount of something using standard units
- midwifery** – assisting with childbirth
- moderately** – reasonable
- nausea** – a feeling of sickness
- negotiations** – discuss things in order to reach an agreement
- nullification** – the act of cancelling something
- oasis** – fertile spot in the desert
- objectives** – goals, wishes
- opportunistic infections** – infections that take advantage of a person with a weak immune system
- opportunities** – chances to do something, an occasion when it is easy to do something
- palpitation** – irregular heartbeat
- Pan-Africanist** – someone who believes that all the people of Africa should be united
- pastor** – a minister of a church
- pedestrians** – people walking in the street
- peer** – a person who is equal to another
- perception** – the way you regard something, your beliefs about what it is like
- playwright** – someone who writes plays
- pollution** – the process of making air, soil or water dangerously dirty
- population** – the number of people living in a particular area or country
- post-doctoral** – takes place after you have completed the highest degree in education
- practitioner** – a person who works in a certain career
- practitioner** – someone who regularly does a particular activity
- qualifications** – examinations that you have passed at school, college or university
- recharge her batteries** – get back her strength and energy again
- reconciliation** – restoring friendly relations
- recreational facilities** – areas where citizens can relax and participate in sport, for example soccer fields and stadiums
- refugee** – a person who has been forced to leave their country due to war, persecution or a natural disaster
- regional** – having to do with a particular region
- resistance** – refusal to accept
- resumed** – began again
- revenue** – money that the government receives from taxes
- routine** – doing things in the usual way, as they are always done
- sabbatical** – a period when someone stops working to study or travel
- scale (map)** – the relationship between the distance on a map and the corresponding distance on the ground.
- scholarship** – an amount of money that is given to someone to help pay for their education
- scribe** – a person who writes
- significantly** – in an important way or to an important extent
- sphere** – section or area
- stagnant** – does not flow
- staunch** – very loyal and committed
- sterilise** – to make something completely clean and kill any bacteria in it
- strangled** – sounding as though the person's throat is restricted
- supermarket** – a large shop with different kinds of foods and other goods
- sustainable** – an action or process that can continue or last for a long time
- symptom** – a feature that indicates a certain disease
- tattoo** – permanent markings on someone's skin done with a needle and ink
- tending** – caring for, attending to
- transport** – to take goods or people from one place to another
- tumour** – a swelling of any kind
- Umuganda** – voluntary participation in community projects
- volume** – the amount of space that a substance or object contains or fills
- waterborne** – carried or transmitted by water
- weight** – how heavy something is

Index

- A**
academic 4, 57, 62, 168
accumulate 102, 168
agents 2, 138, 139, 145, 168
amendment 51, 168
antiretroviral treatment 147, 149, 168
area 11, 14, 29, 31, 33, 65, 78, 80, 83, 84,
85, 87, 94, 99, 101, 102, 114, 115, 118,
119, 121, 128, 129, 132, 133, 135, 136,
167, 168
aspire 15, 168
- B**
banished 160, 168
blood transfusion 147, 168
breakthrough 153, 168
- C**
calculate 115, 117, 128, 129, 132, 133,
136, 168
candidate 21, 25, 26, 27, 28, 30, 32, 33,
35, 168
certificate 168
civil 4, 19, 156, 163, 168
coffers 153, 154, 168
commercial 84, 85, 168
commitment 16, 168
commodity 168
consecutive 46, 168
conservation 93, 94, 168
contemporary 154, 168
controversial 160, 168
cooperation 76, 81, 168
creed 19, 168
critically 24, 168
cultivation 96, 168
- D**
data 80, 117, 126, 168
degree 4, 57, 65, 69, 160, 163, 168
democracy 20, 21, 22, 23, 25, 30, 35, 168
democratic 15, 20, 22, 23, 25, 26, 34, 35,
71, 76, 81, 168
democratic process 15, 20, 25, 34, 168
density 75, 78, 79, 80, 87, 88, 168
descended 47, 168
dictatorial 2, 168
diploma 65, 168
dissimilar 78, 168
divisive 19, 168
- E**
economy 30, 33, 35, 75, 85, 166, 167,
168
editor 38, 40, 46, 47, 48, 50, 52, 53, 168
editorial 38, 47, 48, 50, 168
efficient 83, 84, 94, 151, 168
enterprise 118, 168
entrepreneurship 29, 65, 168
ethnic 10, 18, 87, 168
experience 47, 48, 49, 56, 94, 100, 109,
140, 141, 143, 146, 165, 168
- F**
favour 27, 36, 38, 39, 42, 52, 83, 156,
165, 168
financial 153, 168, 168
forecast 36, 37, 39, 42, 51, 52, 53, 168
foreign 16, 76, 77, 118, 119, 168
fulfil 17, 58, 168
- H**
habit 36, 37, 40, 44, 51, 52, 54, 65, 74,
98, 168
hallucination 139, 141, 168
harmony 15, 168
harness 16, 168
heated discussion 51, 168
heights 154, 168
hypothesis 115, 117, 168
- I**
ideology 2, 93, 94, 169
immunity 151, 169
implication 102, 143, 169
infectious 81, 169
initiate 32, 33, 169
intergovernmental 76, 81, 169
interposition 19, 169
involuntarily 47, 169
- L**
landlocked 83, 84, 133, 169
literacy 59, 78, 79, 80, 169
- M**
maintain 71, 74, 94, 107, 110, 113, 169
maintenance 113, 169
make your mark 169
malevolent 47, 169
marginalised 23, 169
measure 89, 103, 121, 122, 123, 125, 126,
128, 129, 130, 131, 132, 133, 135, 136,
137, 145, 169
midwifery 65, 169
moderately 151, 169
- N**
nausea 139, 141, 169
negotiations 33, 169
nullification 19, 169
- O**
oasis 19, 169
objectives 1, 20, 25, 31, 34, 36, 54, 71,
89, 106, 121, 137, 152, 169
opportunistic infections 139, 141, 142,
169
opportunities 4, 60, 65, 75, 153, 163, 169
- P**
palpitation 139, 141, 142, 169
Pan-Africanist 3, 169
pastor 4, 84, 87, 169
pedestrians 107, 108, 109, 110, 111, 112,
117, 169
peer 7, 8, 14, 23, 26, 33, 66, 85, 110, 112,
117, 125, 132, 133, 143, 148, 154, 160,
167, 169
perception 61, 153, 154, 169
playwright 154, 169
polls 35, 169
pollution 89, 93, 94, 96, 97, 98, 99, 100,
101, 102, 103, 104, 105, 169
population 73, 74, 76, 77, 78, 79, 80, 84,
87, 88, 93, 94, 96, 100, 102, 138, 169
post-doctoral 153, 169
practitioner 65, 139, 140, 141, 154, 169
- Q**
qualifications 54, 65, 66, 68, 169
- R**
recharge her batteries 153, 169
reconciliation 8, 169
recreational facilities 15, 169
refugee 10, 81, 82, 169
regional 3, 81, 82, 169
resistance 2, 3, 169
resumed 47, 169
revenue 12, 15, 85, 169
routine 47, 169
- S**
sabbatical 153, 154, 158, 169
scholarship 62, 65, 169
significantly 77, 81, 169
sphere 23, 169
stagnant 97, 102, 139, 149, 169
staunch 3, 169
sterilise 147, 148, 169
strangled 47, 169
supermarket 112, 169
sustainable 94, 95, 97, 169
symptom 137, 139, 140, 141, 142, 143,
144, 146, 147, 150, 169
- T**
tattoo 147, 148, 169
tending 49, 51, 62, 120, 169
transport 4, 83, 84, 106, 107, 108, 112,
113, 114, 118, 119, 120, 169
tumour 139, 141, 169
- U**
Umuganda 16, 17, 169
- V**
volume 121, 128, 129, 133, 135, 136, 169
- W**
weight 121, 128, 129, 130, 135, 136, 141,
142, 169

