

ENGLISH LANGUAGE
FOR
ACCOUNTING PROFESSION

Senior

4

Student's Book

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FOREWORD

Dear student,

Rwanda Basic Education Board is honoured to present this English Language Student's Book 4 for Accounting Option. It serves as a guide to competence-based teaching and learning to ensure consistency and coherence in the learning of English language content. The Rwandan educational philosophy is to ensure that you achieve full potential at every level of education which will prepare you to be well integrated in society and exploit employment opportunities.

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

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

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

Develop knowledge and skills by working on given activities which lead to the content;

- Communicate and share relevant information with other students through presentations, discussions, group work and other active learning techniques such as role play, case studies, investigation and

- research in the library, on internet or outside;
- Participate and take responsibility for your own learning;
 - Carry out research/investigation by consulting printed/online documents and resourceful people, and present findings;
 - Ensure effective contribution during group work by expressing yourself in assigned tasks through clear explanation and arguments, critical thinking, responsibility and confidence in public speaking;
 - Draw conclusions based on the findings from the learning activities.
 - Etc.

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

Dr. MBARUSHIMANA Nelson

Director General, REB

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I wish to express my appreciation to all the people who played a major role in the development of this English language Student's Book 4 for Accounting Option. It would not have been successful without the active participation of different education stakeholders.

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

Joan MURUNGI,

Head of Department CTLR


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UNIT 1

PEOPLE AND BUSINESSES

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



Introductory activity

Picture observation and interpretation

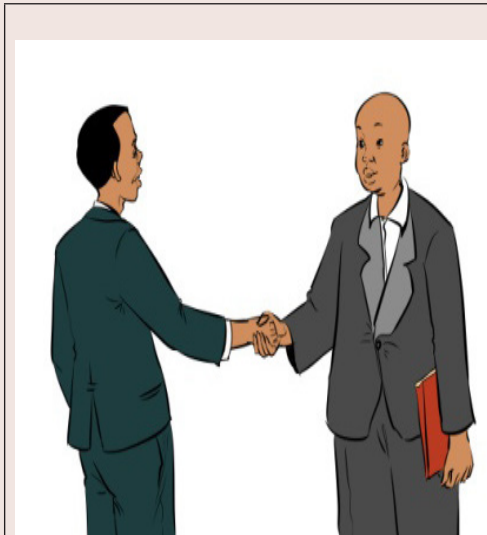


Fig. 1

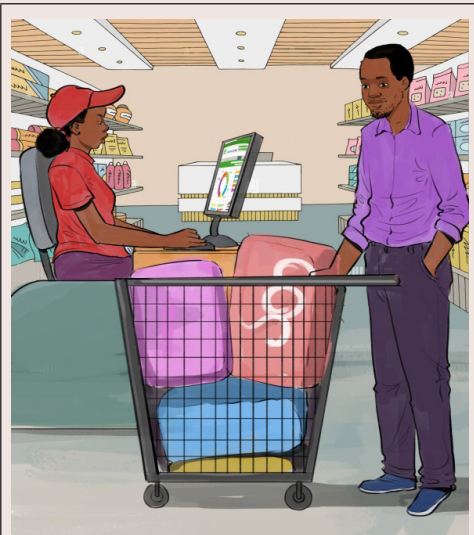


Fig. 2



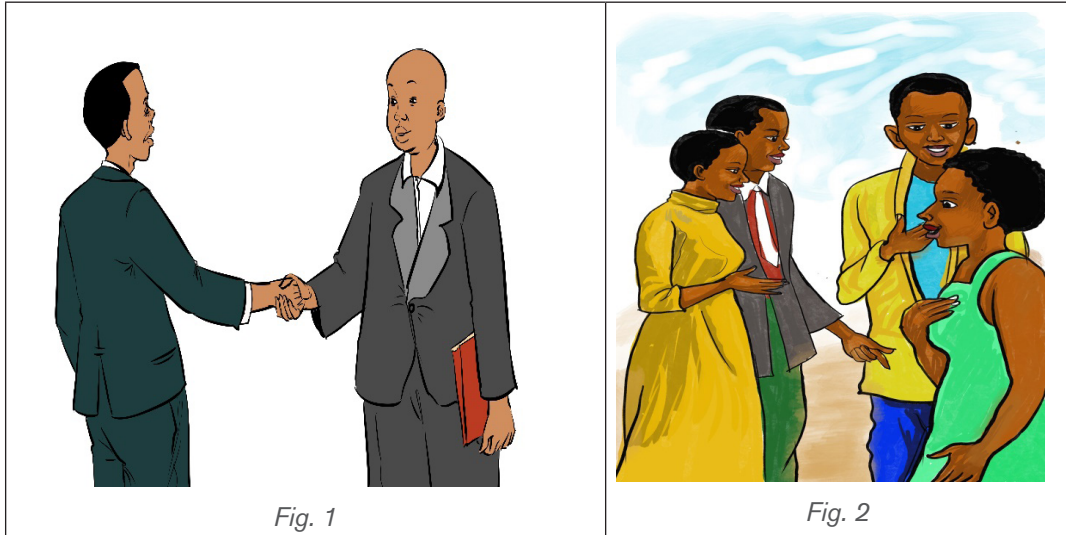
Fig. 3

1. My name is Joy, what is your name?
2. Where did you study in ordinary level?
3. Why did you choose to study accounting?
4. Did you have time to think about other combinations?
5. Imagine that you have just graduated with your bachelor's degree. What would be the next step?
6. What would you tell about the activities that are taking place in fig.1, fig2, and fig. 3?
7. Compare different businesses focusing on conjunctions of comparison

1.1 Self- introduction and others

1.1.1 Learning activities: Reading texts and picture analysis

Pre-reading activity



Observe the pictures and discuss.

1. What is taking place in figures 1 and 2?
2. Why is it important for a manager to introduce a new employee to other staff members?
3. Is it necessary to talk about your personal life information or your friend's personal life during introduction? If yes or no, give a reason.
4. Suggest some pieces of advice to the people who forget to introduce their friends when they meet new people.

Text: A conversation between two teachers

Read the dialogue below and answer the questions that follow:

MONICA AND LUCILLE

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

Lucille: Right. Five years younger.

Monica: And a sister?

Lucille: That's right.

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

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

Monica: Well, tell us a bit about her name.

Lucille: Her name's Laura.

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

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

Monica: Really?

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

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

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

Monica: Anything else?

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

Monica: So how are you different from each other?

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

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

Monica: Well, how about musical tastes?

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

of a dancer than a musical person.

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

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

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

Lucille: Thank you. That was fun!

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

Comprehension questions

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



Application activity 1.1.2

1. Vocabulary

Use the following words and expressions to make your own sentences

- a) Resemble
- b) Tell apart
- c) Funny
- d) Fan
- e) Classical music
- f) Pop
- g) Marriage

2. Composition writing

Compose a dialogue where a manager is introducing a new accountant to other staff members.

1.2 Describing people and businesses

1.2.1 Learning activities: Reading and text analysis

Text: Rwanda commercial guide.

Rwanda is a small but growing market, with a population of nearly 13 million people and a Gross Domestic Product (GDP, Current) of \$10.354 billion, according to the World Bank. Before the COVID-19 pandemic, Rwanda enjoyed strong economic growth, averaging over seven percent GDP growth annually over the last two decades. The Rwandan economy grew more than nine percent in 2019 thanks to strong growth in industry, construction, services, and agriculture. Rwanda enjoys relatively high rankings in the World Bank's Ease of Doing Business Index, which ranked Rwanda 38th out of 190 economies in the 2020 report-second best in sub-Saharan Africa behind Mauritius.

Due to the COVID-19 outbreak, the Rwandan economy experienced its first recession since 1994, with a 3.4 percent GDP contraction in 2020. In February 2020, the World Bank reported that Rwanda was among the most affected economies in Africa since the difference between pre-and post-growth projections reached 8 percent. In May 2021, the IMF projected Rwandan GDP growth to rebound to 5.1 percent by the end of 2021. Rwanda's economic recovery from the pandemic has been affected by delays in obtaining vaccines and resurgences of infections driven by more contagious variants, prompting the Government of Rwanda (GoR) to impose lockdowns from time to time.

The World Bank reported in July 2021 that Rwanda's public debt increased from 61 percent of GDP in 2019 to 71.4 percent in 2020 and was expected to reach 81 percent in 2023. Public debt increased due to reduced revenue, the need to support a struggling private sector and households impacted by lockdowns, and general government expenses. The percentage of foreign assistance (external grants and loans) in the country's annual budget has dropped from over 80 percent a decade ago to 33 percent in the 2021/2022 National Budget.

Leading sectors include energy, agriculture, trade and hospitality, and financial services. Rwanda's economy is overwhelmingly rural and heavily dependent on agriculture. Strong growth in the services sector over the past decade, particularly in construction and tourism, has contributed to overall economic

growth. GNI per capita was \$830 in 2019, according to the World Bank.

The government is seeking to turn Rwanda into a regional trade, logistics, and conference hub. Pillars of this strategy include the construction of several new international business class hotels, a convention centre in Kigali, a new inland container terminal and bonded warehouse in Kigali. The government has also invested in expanding the fleet for the national carrier Rwanda Air and the construction of the new Bugesera International Airport.

Rwanda's principal exports (coffee, tea, cassiterite, coltan, wolfram, hides and skins, and pyrethrum) decreased 10 percent in value and 8 percent in volume between 2019 and 2020 due to reduced global demand from the COVID-19 pandemic, according to the Ministry of Finance and Economic Planning (MINECOFIN). Major markets for coffee exports are the United States and Europe, while Middle Eastern countries and Pakistan are the main buyers of Rwandan tea. Prior to the COVID-19 pandemic, tourism was the country's leading foreign exchange earner. In October 2020, the IMF predicted that Rwanda's tourism revenues would fall from \$411 million in 2019 to only \$82 million in 2020. Revenues from Rwandan strategic investments in meetings, incentives, conferences/conventions and events/exhibitions (MICE) are expected to recover slowly given disruptions to international travel patterns and advances in teleworking.

Adapted from International Trade Administration , (2021)

Comprehension questions

1. What made the Rwandan economy grow more than nine percent in 2019?
2. Why did the public debt increase during COVID 19 pandemic?
3. Mention the most important sectors that contribute to Rwanda's economic development.
4. How is Rwanda planning to transform her economy?
5. To what extent did COVID-19 pandemic affect Rwanda's principal exports between 2019 and 2020?



Application activity 1.2.2

Vocabulary, discussion and composition writing

1. Vocabulary

Match words and expressions in column A with their meaning in column B

Pandemic	A payment or concession to stimulate greater output or investment.
Gross Domestic Product	The total amount of money earned by a nation's people and businesses.
Thanks to	A state's annual income from which public expenses are met.
Recession	Recover in value, amount, or strength after a decrease or decline.
Rebound	A period of temporary economic decline during which trade and industrial activity are reduced, generally identified by a fall in GDP in two successive quarters.
Revenue	As a result of; due to.
Gross National Income (GNI)	A monetary measure of the market value of all the final goods and services produced in a specific time period by countries.
Incentive	A disease outbreak that spreads across countries or continents. It affects more people and takes more lives than an epidemic.

2. Discussion

Discuss how COVID 19 affected the economy of Rwanda.

3. Composition writing

Write a composition comparing businesses done by some of your family members. Make use of conjunctions such as while and whereas.

1.3 Talking about people at work

1.3.1 Learning activities: Reading and text analysis

Text: Building good work relationships

According to the Gallup organization, people who have best friends at work are seven times more likely to be **engaged** in their jobs. But it doesn't have to be a best friend; Gallup found that people who simply have a good friend in the workplace are more likely to be happy. What's more, good work **relationships** are linked to better customer engagement and increased profit.

Having good work relationships is very important since human beings are naturally social **creatures**. And when you consider that we spend one-third of our lives at work, it's clear that good relationships with colleagues will make our jobs more enjoyable.

The more comfortable co-workers are around one another, the more confident they'll feel voicing opinions, **brainstorming**, and going along with new ideas, for example. This level of teamwork is essential to embrace change, create, and **innovate**. And when people see the successes of working together in this way, group **morale** and productivity **soars**.

Good work relationships also give you freedom. Instead of spending time and energy dealing with negative relationships, you can, instead, focus on opportunities – from winning new business to focusing on personal development. Having a strong **professional circle** will also help you to develop your career and open up opportunities that otherwise might pass you by.

A good work relationship requires trust, respect, **self-awareness**, inclusion, and open-communication. When you trust your team members, you can be open and honest in your thoughts and actions. And you don't have to waste time or energy "**watching your back**." Teams working together with mutual respect value one another's input, and find solutions based on collective **insight**, wisdom, and creativity. Self-awareness means taking responsibility for your words and actions, and not letting your own negative emotions impact the people around you.

Apart from trust, respect, and self-awareness, **inclusion** also helps to build good work relationship. This means that you don't just accept diverse people and opinions, but welcome them. On the other hand, open communication also strengthens that relationship since all good relationships depend on open and honest communication. Whether you're sending emails or **IMs**, or meeting face-to-face or on video calls, the more effectively you communicate with those around you, the better you'll connect.

Adapted from (Mind Tools Content Team, 2021)

Comprehension questions

2. Why is it important to feel comfortable with co-workers?
3. Do you agree with the author that people spend one-third of their lives at work? Justify your answer.
4. Explain how trust contributes to the productivity at work place.
5. How does **self-awareness** promote good work relationship?
6. Is accepting diverse people and opinions enough to promote good work relationship? Explain.



Application activity 1.3.2

Vocabulary and summary writing

1. Vocabulary

Give the meaning of the following words and expressions as used in the above passage

- a) Engage
- b) Relationship
- c) Creature
- d) Brainstorm
- e) Innovate
- f) Morale
- g) Soar
- h) professional circle
- i) Self-awareness
- j) Watch one's back
- k) Insight
- l) Inclusion
- m) IM

2. Summary writing

In not more than 80 words, summarise the above passage.

1.4 Narrating different business places

1.4.1 Learning activities: Reading and text analysis

Text: Different businesses

In Rwanda like in other countries, business people **invest** in different businesses. Before investing, they have to identify investment opportunities. An investment opportunity is any situation where you have the option of purchasing something that has a chance to gain value in the future. Businesses that can be invested in include sport, tourism, food and ICT.

The term sports business refers to any off-field role related to managing or facilitating sports. It **incorporates** a number of positions specific to the football and sports industry, including **sponsorship**, **broadcasting** and athlete management. But working in sports business offers a broader scope than this, including working with and employing others in roles that companies from other industries have in order to maximise profit.

Apart from sports, people invest also in tourism. Tourism industry is a lucrative, fast-growing segment of the world's largest industry sector. In tourism one should decide on which sector of tourism he/she would like to focus. So, there are several options to choose from when it comes to establishing a business in tourism. The options include transportation service, travel agencies, tour operator, destination management company, accommodation, guided tours and tourist guide, and hospitality.

In addition, food business is also another investment opportunity. Food business is any business, enterprise or activity that involves the handling of food. The handling of food includes the making, manufacturing, producing, collecting, extracting, processing, storing, transporting, delivering, preparing, treating, preserving, packing, cooking, thawing, serving and displaying of food. The top 5 most popular food businesses include: restaurant, food truck, bakery, coffee shop, and pet food.

The ICT sector also cannot be left behind as far as business is concerned. ICT makes a business more efficient, effective and promptly respond to customers' needs. ICT can assist business activities including design, manufacturing, research and development, distribution and sales and feedback. Today, in Rwanda people no longer need to go to the banks for money since they can now send and receive money through MTN or Airtel money.

Comprehension questions

1. In your own words explain the phrase “investment opportunity”.
2. Give three example of how people can earn money from sports.
3. Mention top 3 most popular food businesses in your area.
4. Explain how ICT can help to improve other businesses.



Application activity 1.4.2

Vocabulary and debate

1. Vocabulary

- a) Invest
- b) Incorporate
- c) Sponsorship
- d) Broadcast
- e) Lucrative
- f) Segment
- g) Tour operator
- h) Accommodation
- i) Hospitality
- j) Promptly

2. Debate

Debate on the following motion: “ICT is doing more harm than good in business”

1.5 Comparing different businesses

1.5.1 Learning activities: Reading and text analysis

Text: The difference between big businesses and small businesses

Creating a successful new business is a tough job, especially when a new company has to **compete** against large, well-established businesses. While small businesses and large businesses might operate in the same market, they have significant differences that can have a large effect on business operations. Small businesses not only differ in size from larger ones, but also tend to have different legal structures, financing arrangements and market **niches**.

A business's size can be measured by the number of employees that work for it or by total sales within a defined period, but no specific line exists that separates a big business from a small business. In Rwanda a small business is commonly thought of as local restaurants, beauty shops, florists, and television repair shops. Indeed, these types of business do follow a common small **businesses pattern**. They often employ fewer than 35 people and have one of the following elements: the managers are the owners of the business, the venture capital is supplied by an individual or a small group of people controls the ownership and the area of operation is mostly local.

A business's legal structure determines how the business is managed, taxed and whether owners are **liable** for business debts. Many small companies start as sole **proprietorships** or partnerships, which give a sole owner or a group of owners complete control over a company. Owners of sole proprietorships and partnerships pay income taxes for business profit on their personal income tax returns. They are also legally liable for business debts.

Large companies are often organized as corporations that pay taxes separately from the owners. Large corporations have reporting responsibilities that most small businesses do not have. Owners of corporations are shareholders who vote to appoint executive board members but do not directly manage the business.

Financing describes how a business raises money to fund operations and new projects. New small businesses typically receive financing from the personal savings of owners, small business loans from banks, and gifts or loans from friends and family members. Well-established small businesses and medium-sized companies might be able to attract financing from outside investors and money from venture capital firms. On the other hand, large corporations can raise money by selling shares of stock to the public and by selling corporate bonds.

Another difference between small businesses and large companies is that small companies often focus on a niche market, while larger companies tend to offer more products and services to a wider variety of consumers. A small company with only a few employees might be able to make enough money to survive by

selling a single product or service in a very specific market. As companies grow, they tend to branch out into new markets and offer new products and services to increase sales and hire more employees.

Adapted from (Hamel, 2019)

Comprehension questions

1. Outline the four elements that one can base upon to tell whether a business is small or big.
2. How can business's size be measured?
3. What comes in your mind if you hear of a small business in Rwanda?
4. Differentiate small businesses from big ones in terms of ways taxes are paid.
5. How do small and large businesses differ as far as ways of raise money are concerned?



Application activity 1.5.2

Vocabulary and composition writing

1. Vocabulary

Give the meaning of the following words and expressions as used in the above passage

- a) Compete
- b) Niches
- c) Business pattern
- d) Liable
- e) Proprietorships
- f) Shares

2. Composition writing

Choose one topic out of the two given below and write a composition of 250 to 300 words.

- a) Starting a pharmacy is easier than starting a clinic.
- b) In Rwanda, tourism earns more income in the north compared to the south.

1.6. Language structure

1.6.1. Present simple and past simple tenses

Present simple tense

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

Present simple tense can be used for the following:

- 1) Repeated actions- For example:
 - She walks to work every day.
 - The train leaves the railway station daily.
- 2) Habits,
 - They swim every evening.
 - I get up early every day.
- 3) Things that are generally true.
 - They speak Kinyarwanda at home.
 - It shines a lot in summer.
- 4) Facts
 - Water boils at 100 degrees Celsius.
 - Birds have wings.
- 5) Something fixed in the future.
 - The school choir leaves at 7:00pm in the evening.
 - She performs her traditional song tomorrow morning.

Negative and interrogative forms of present tense

In the simple present tense, negative and interrogative forms are made using the auxiliary verb “do” for no auxiliary verbs.

The negative form

The negative form of the Simple Present is obtained by adding do not or does not before the base form of the verb. Only the pronouns of the 3rd person singular (he, she, it) are followed by **does not**. See the table below:

Subject	Auxiliary	Example
I	don't	I don't read
You	don't	You don't read
He	doesn't	He doesn't read
She	doesn't	She doesn't read
It	doesn't	It doesn't read
We	don't	We don't read
You	don't	You don't read
They	don't	They don't read

Interrogative form

The interrogative form of the Simple Present is obtained with the auxiliary do or does in front of the subject.

Subject	Auxiliary	Example
Do	I	Do I read?
Do	You	Do you read?
Does	He	Does he read?
Does	She	Does she read?
Does	It	Does it read?
Do	We	Do we read?
Do	You	Do you read?
Do	They	Do they read?



Application activity 1.6.2

Rewrite the following sentences as instructed

1. I work in London. (Rewrite in negative form)
2. She works in London. (Rewrite in interrogative form)
3. Mukamana is nineteen years old. (Rewrite in interrogative form)
4. I play football every weekend. (Rewrite in negative form)
5. The human body contains 206 bones. (Rewrite in interrogative form)
6. Kalisa goes to the cinema twice a week. (Begin: How often....)
7. The second term begins next week. (Rewrite in interrogative form)
8. It smells very delicious in the kitchen. (Rewrite in negative form)
9. George brushes her teeth twice a day. (Rewrite in interrogative form)
10. We like singing. (Rewrite in negative form)

The negative and interrogative form of Past Simple Tense

To make negative sentences in the simple past we use the auxiliary 'did not' / 'didn't' and the base form of the verb.

Examples

- a) I didn't play football yesterday.
- b) They didn't go to the theatre last month.

The basic structure/formula for Simple Past Tense Interrogative sentences is: (Did (Aux. verb) + subject + first form of the verb + Object).

Examples

- a) Did they grow fast?
- b) Did she make noise?

Exercise

Rewrite the following sentences as instructed

- a) I saw a movie yesterday. (Rewrite in negative form)
- b) I didn't see a play yesterday. (Rewrite in affirmative form)
- c) Last year, I travelled to Kenya. (Rewrite in negative form)
- d) Last year, I didn't travel to Burundi. (Rewrite in interrogative form)
- e) Did you have dinner last night? (Rewrite in affirmative form)
- f) She washed her car. (Rewrite in interrogative form)
- g) He didn't wash his car. (Rewrite in affirmative form)

Nouns

1. Definition

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

2. Types of nouns

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

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

- a) Abstract nouns

These are nouns that:

Examples could be habits such as politeness, intelligence.

b) Collective nouns

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

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

c) Common nouns

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

d) Proper nouns:

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

They always begin with a capital letter.

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

e) Countable and uncountable nouns

Countable nouns

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

Uncountable nouns

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

Pronouns

I. Definition

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

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

II. Types of Pronouns

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

1. Personal pronouns include:

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

Examples: Mutesi likes wild **animals**. She visits **them** in the national park during the holidays.

Subject singular	Object singular
I	Me
You	You
He/she/it	Him/her/it
Subject plural	Object plural
We	Us
You	You
They	Them

2. Possessive pronouns.

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

Examples

- a) Elisabeth and Catherine have **their** books.
- b) Mine** is on the desk. Jacob left **his** home.
- c) Rosemary gave **hers** to Noah.
- d) Samuel and colleagues, do you have **yours**?

3. Demonstrative pronouns

They are words that are used to designate something specific within a sentence. There are four demonstrative pronouns- this, that, these, those. This and that refer to singular nouns and these and those identify plural nouns.

Examples

- a) This was my mother's ring.
- b) That looks like the car I used to drive.
- c) These are nice shoes, but they look uncomfortable.
- d) Those look like riper than the apples on my tree.

Articles

I. Definition

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

II. Types of Articles

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

Indefinite Articles

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

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

Example:

- She gave me **a** radio.
- Kamali is afraid to use **an** escalator.

Note:

- Here the words "radio" and "escalator" in the examples above are referring not to particular but to general items.
- We also use indefinite articles when we mention something for the first time: a/an means a certain.

Example:

A farmer approached an orange tree with an axe.

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

Examples:

- Her fiancé gave her a ring.
- The girl gave **an** answer.
- I prefer working in a university.

III. Pronunciation of articles:

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

A. Definite articles

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

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

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

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

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

- 3) We don't put an article before the name of a country unless it starts with united, for Example, the United States of America or the United Kingdom; or its name contains the word Republic or Union, for example, the People's Republic of China.
- 4) When referring to languages, we use the in the following ways: we say the English language and not English language; We say fluent in English and not fluent in the English
- 5) Pronunciation of the:

- 'the' is pronounced [ðe] before nouns beginning with a consonant sound or articulated/sounded letter like 'h'.

Example:

- the **c**limate, the **b**each, the **m**useum, the **t**rade-fair, the lake, the **h**arbour, the **h**otel, the **h**yena
- But the is pronounced [ði] before nouns beginning with a vowel sound and silent letters like h.

Examples:

the exhibition, the **o**range, the honest man,

III. Zero article

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

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

(1) generic mass noun: Happiness is contagious.

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

They (People) want equal rights.

2. Indefinite reference with both plural and mass nouns.

(1) indefinite mass noun: I drink coffee.

(2) indefinite plural noun: I saw cars.

B. Conjunctions: Whereas, While, When, Where

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

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

Notes:

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

a) Whereas

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

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

Examples

- 1) Nuclear family is composed of parents and siblings, whereas extended family is made up of all people from the same ancestors.

- 2) The term nuclear family refers to the family group consisting of parents and children, whereas extended family includes all those with kinship ties
- 3) People say 'fries' in America, whereas in Britain they call them "chips".

Note:

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

Examples:

Whereas an extended family is made up of all people from the same ancestors, an nuclear family is composed of the parents and the siblings.

Whereas Bugesera is very hot, Musanze is sometimes quite cold.

Whereas street children don't get affection, children in families get enough care.

b) While

While can be used instead of whereas

Examples

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

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

Examples

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

c) When

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

Talking about the past

Examples:

When I was younger, there were no houses here.

Nobody spoke when she came into the room. Talking about the present

Examples:

When a new child is born, there is a lot of joy in family.

There is a lot of joy in family when a new child is born. Talking about the future

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

Examples:

When the new park opens, my father will take me there.

Not: ~~When the new park will open, my father will take me there.~~

When I've finished my homework, I'm going to phone my dad.

Not: ~~When I'll finish my homework, I'm going to phone my dad.~~

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

Example:

What is the point of going out when we have to be at home by eleven o'clock?

d) **Where**

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

Examples:

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



Application activity 1.7.2

Using conjunctions and articles in sentences

i. Choose the right words from the brackets to fill in gaps in each of the sentences below.

- 1) Kariza, will you lay the table..... I help your sister with her math exercise, please. (whereas/while)
- 2) The twins are very different: Kalisa is shy and reserved..... Kamana is outgoing (openly friendly and responsive). (whereas/while)
- 3) My aunt Sophie is a doctor...Uncle Pete is a dentist. (whereas/where)
- 4) I remembered my keys...I had left. (while/when)
- 5) Dad would like to have a holiday in Spain... Mom would prefer Italy. (whereas/when)
- 6) Why carrying bed covers in Musanze...we have to sleep in a hotel. (where/when)
- 7) A home is generally defined as a place...one lives permanently. (where/when)
- 8) When my mother ... I will tell her that you didn't mop your room. (comes, will come)

ii. Use a, an or the to fill the blanks in the following sentences. The first one has been done for you

- 1) My mother considered it an hour to receive the reward promised by the President.
- 2) Your car is very nice. Does it have ... DVD player?
- 3) Kamali rested at home in ... garden ...whole morning.
- 4) Kalisa found ... cat. ... cat belongs to his neighbour.
- 5) Keza has got ... job in ... bank in Kigali.
- 6) She is ... useful person most of ... time.



End of unit assessment

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

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

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

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


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

- Nice to meet you too, Mrs. Smith.
- I'm an engineer.
- Mrs. Smith, what do you do for a living?
- I work for Pentax International. What do you do?
- Oh. Where do you work?
- I teach English.
- Hi. Nice to meet you.
- Thank you. It was nice to talk to you!
- What do you teach?
- I'm a teacher.
- Robert, this is my friend, Mrs. Smith.

d. Write a 250 to 300-word composition explaining why business people should pay taxes.

UNIT 2

CAREERS AND CHOICES

 **Key unit competence:** *To use language learnt in the context of careers and choices*



Introductory activity

Picture observation and interpretation

Observe and discuss activities taking place in the figures below



Fig. 1



Fig. 2



fig 3



fig 4

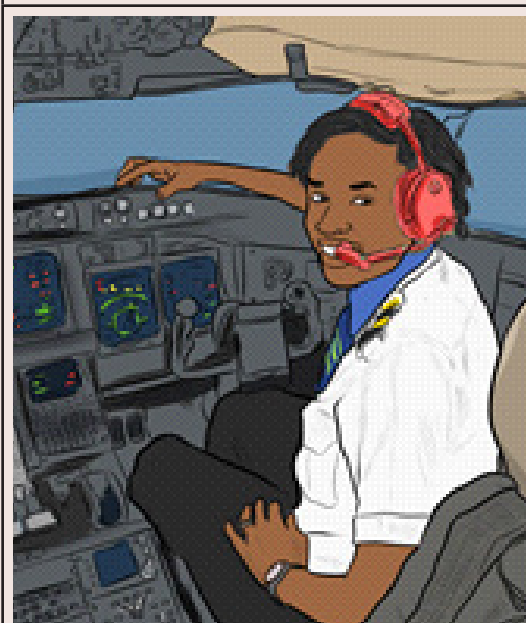


fig 5



fig 6

Questions for discussion

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

2.1 Describing different types of careers and specific jobs

Pre-reading activity

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

2.1.1. Learning activities: Reading and text analysis

Text 1: Different professions and specific jobs

There are many **professions** in the world: doctors, teachers, artists, investigators, journalists, historians and so on. All these professions have their **excitement, fascination and frustration**. Some say that there are as many kinds of professions as there are people. So, everyone has to choose the one that suits them.

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

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

The third profession which I admire most is the profession of a soldier. A soldier is the saviour of the country and its people. He is ready to sacrifice his life for the sake of his country. He must be given due respect, regard and status in society.

The fourth profession I admire most is the profession of a farmer. A farmer supplies food to all the people. Nobody can live without food. So, all of us depend for food on the farmer. The farmer must be given better treatment and facilities.

The fifth profession I admire most is that of a politician. This may seem strange as the politicians are **condemned** everywhere. The reason for their condemnation generally is because they are mostly corrupt.

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

Adopted from: Manish, (2020)

Comprehension questions:

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



Application activity 2.1.2

Vocabulary and composition writing

1. Vocabulary

Match words and expressions in column A with their meanings in column B

Words and expressions	Meanings
a) Profession	having or showing fine personal qualities or high moral principles.
b) Excitement	in poor health.
c) Fascination	with complete sincerity and commitment.
d) Frustration	obtain a great deal of money from (someone), typically by overcharging or swindling them.
e) Materialistic	having or showing an intense and selfish desire for wealth or power.
f) Noble	express complete disapproval of; censure.

g) Greedy	<i>excessively concerned with material possessions; money-oriented.</i>
h) Fleece	<i>the feeling of being upset or annoyed as a result of being unable to change or achieve something.</i>
i) Wholeheartedly	<i>something that attracts or intrigues someone, or the state of being attracted and intrigued.</i>
j) Mitigate	<i>make (something bad) less severe, serious, or painful.</i>
k) Ailing	<i>a feeling of great enthusiasm and eagerness.</i>
l) Condemn	<i>a paid occupation, especially one that involves prolonged training and a formal qualification.</i>

2. Composition writing:

Choose one profession and write two paragraphs describing its benefits and frustrations.

2.2 Talking about Qualifications and skills

Pre-reading activity

Discuss the following g statements and support your opinion with relevant examples:

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

2.2.1 Learning activities: Reading and text analysis

Text1: Relationship between qualifications and labour market

Read this text and answer the questions that follow:

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

On the one hand, gaining educational qualifications is certainly a method with which to gain success in certain areas of life. With regards to a career, it makes a person more competitive as employers will generally seek people who are well-qualified for the best and most richly rewarded positions in their company.

This is true for all types of work, be it as an accountant or lawyer; or work in the building trade. It can also be viewed as bringing success in terms of one's own development, as for some people gaining more educational qualifications is not for work but instead leads to a sense of personal accomplishment and fulfilment.

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

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

Adopted from (IELTSbuddy, 2022)

Comprehension questions

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

Text 2: Why you should choose accounting as a career

*If you think of accountants as people who spend their days bent over adding machines or **manipulating spreadsheets**, it's time for an update. While **crunching** the numbers and analyzing financial data is an essential part of accounting, it also requires problem solving, creativity and strong communication skills. Accountants help organizations make better decisions and help society do better.*

*Accountants provide fiscal **insight**, which, in turn, helps companies know when to launch new products, move into new markets, or avoid money-losing*

ventures. Accountants also are the guardians of financial accuracy across the economy. They help protect against **fraud**, measure the impact of corporate environmental initiatives, and find ways to reduce wasteful spending.

Not only does accounting profession provide fiscal insight but also prepares you for many career paths. Some accountants become top corporate executives, including chief financial officers and even CEOs. Others work in nonprofits or for government agencies, helping an organization **fulfill** an important societal mission.

Many accountants find fulfilling careers doing auditing, tax or consulting work for public accounting firms, jobs that require plenty of teamwork and often bring opportunities for travel. And **accountants with an entrepreneurial bent** often find success starting their own firms or working at a start-up.

Maybe the best thing about **switching** from another career into accounting is that you still bring all of that experience with you into the new accounting role. If you were a teacher, for example, you'll still have opportunities to explain accounting concepts to people you work with as an accountant.

To sum up, the accounting field has plenty of great opportunities waiting for you. You can work in a variety of industries and roles to fill your career with purpose. With great pay, opportunities for growth, and the chance to help businesses grow into the next decade and beyond, accounting is a great career path to **pursue**.

Adapted from (UNC Kenan-Flagler Business School, 2022)

Comprehension questions

1. Is being able to adding numbers or manipulate spreadsheets enough to be considered a good accountant? Explain.
2. How does providing fiscal insight help companies?
3. With an example from the passage, explain how one can bring the experience they got from another career in accounting role.



Application activities 2.2.2

Vocabulary and composition writing

1. Vocabulary

Find the meaning of the following words used in the passage

- a) Manipulating
- b) Spreadsheets
- c) Crunching
- d) Insight
- e) Ventures
- f) Fraud
- g) Fulfill
- h) Accountants with an entrepreneurial bent
- i) Switching
- j) Pursue

2. Composition writing

Write a 200-word composition explaining the reasons why you have chosen accounting as a career.

2.3. Describing ways of finding jobs

2.3.1 Learning activities: Reading and text analysis

Text 1: An interviewer and an interviewee

Read the interview conducted and answer questions that follow:

Interviewer: *Welcome to ABC Controls, David. I am Tom.*

Interviewee: *Hello, it's nice to meet you.*

Interviewer: *Nice to meet you too, how are you doing today?*

Interviewee: *I am doing well, and you?*

Interviewer: *Great, thanks. I hope we didn't keep you waiting for long?*

Interviewee: No, I had the chance to talk to one of your engineers while waiting.

Interviewer: That's good. David, shall we start?

Interviewee: Yeah, sure.

Interviewer: First of all, let me introduce myself. I am the manager of our engineering department here and we have an open position, so we have been interviewing applicants to fill the position as quickly as possible.

Interviewee: Yes Sir, I read about the position on your website, and I think I am a good fit.

Interviewer: We currently have several ongoing projects and the team is working hard. We are hoping to keep busy for a long time.

Interviewee: What are the essential qualifications required for the position?

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

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

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

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

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

Interviewee: I was a student at DEF University, and I graduated with a bachelor's degree in computer science. I worked as a computer lab teacher in school for about 2 years. Guiding students through their projects helped me get experience in several programming languages.

Interviewer: What are you looking for in a job?

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

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

Interviewee: I am a diligent person and a fast learner. I am very eager to learn.

My friends also find me very easy to work with.

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

Interviewee: *No, I do not.*

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

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

Interviewer: *Do you have any questions for me?*

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

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

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

Interviewer: *Thank you for coming.*

Comprehension questions

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

Text2. Finding jobs

Read the text below and answer comprehension questions:

Growing up in school, students are constantly reminded that a college education is necessary to make a decent salary. Over the years, it has become evident to many young adults that this statement is indeed true. However, as the need for jobs increases, so does the necessity of being more competitive in a work field.

Since our generation has grown up knowing that graduating from college is a necessity, a college education is no longer enough to be competitive in the **job market**; therefore, our generation has given birth to a new requirement to find the right job after college. This requirement is known as an **internship**.

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

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

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

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

Adopted from: (StudyMoose, 2018)

Comprehension questions

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



Application activities 2.3.2

Vocabulary and summary writing

1. Vocabulary

Find the meaning of the following words used in the passage

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

2. Summary writing

In not more than 80 words, summarise the passage above pointing out the importance of volunteering in professional development.

2.4 Recounting a career

2.4.1 Learning activities: Reading and text analysis

A text: A Brief History of Accounting

*The history of accounting or accountancy is thousands of years old and can be **traced** to ancient civilizations. The early development of accounting dates back to ancient Mesopotamia, and is closely related to developments in writing, counting, money and early **auditing** systems by the ancient Egyptians and Babylonians. By the time of the Emperor Augustus, the Roman government had access to detailed financial information.*

*In India Chanakya wrote a **manuscript** similar to a financial management book, during the period of the Mauryan Empire. His book "Arthashastra" contains few detailed aspects of maintaining books of accounts for a Sovereign State.*

*The Italian Luca Pacioli, recognized as **the father of** accounting and bookkeeping was the first person to publish a work on double-entry bookkeeping, and introduced the field in Italy.*

*The modern profession of the chartered accountant originated in Scotland in the nineteenth century. Accountants often belonged to the same associations as **solicitors**, who often offered accounting services to their clients. Early modern accounting had similarities to today's forensic accounting. Accounting began to transition into an organized profession in the nineteenth century, with local professional bodies in England merging to form the Institute of Chartered Accountants in England and Wales in 1880.*

Accounting records dating back more than 7,000 years have been found in Mesopotamia, and documents from ancient Mesopotamia show lists of expenditures, and goods received and traded. The development of accounting, along with that of money and numbers, may be related to the taxation and trading activities of temples.

The early development of accounting was closely related to developments in writing, counting, and money. In particular, there is evidence that a key step in the development of counting -the transition from concrete to abstract counting- was related to the early development of accounting and money and took place in Mesopotamia.

*Other early accounting records were also found in the ruins of ancient Babylon, Assyria and Sumeria, which date back more than 7,000 years. The people of that time relied on primitive accounting methods to record the growth of crops and **herds**. Because there was a natural season to farming and herding, it was easy to count and determine if a surplus had been gained after the crops had been harvested or the young animals weaned.*

*Between the 4th millennium BC and the 3rd millennium BC, the ruling leaders and priests in ancient Iran had people oversee financial matters. In Godin Tepe and Tepe Yahya, cylindrical **tokens** that were used for bookkeeping on clay scripts were found in buildings that had large rooms for storage of crops. In Godin Tepe's findings, the scripts only contained tables with figures, while in Tepe Yahya's findings, the scripts also contained graphical representations. The invention of a form of bookkeeping using clay tokens represented a huge **cognitive** leap for mankind.*

Adapted from (Rekenmeesters, 2016)

Comprehension questions

1. Mention four developments that favoured the early development of accounting as mentioned in the first paragraph.
2. Explain the contribution of Chanakya to modern accounting.
3. Who was recognized as the father of accounting and bookkeeping and why?

4. Where did the modern accounting profession originate from?
5. How do the scripts found in Godin Tepe differ from those found in Tepe Yahya?



Application activities 2.4.2

Vocabulary and role-play

1. Vocabulary

Use the following words and expressions to make your own sentences paying attention the context in which they are used in the passage.

- a) Traced
- b) Auditing
- c) Manuscript
- d) The father of
- e) Solicitors
- f) Herds
- g) Tokens
- h) Cognitive

2. Role-play

Put yourself in the shoes of an accountant in any institution and tell your classmates the way you passed through detailing excitements, fascinations and challenges you encountered.

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

2.5.1. Present perfect tense

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

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

- a) Actions which took place in the past, but whose time is not precise or mentioned.

e.g. Have you been to Kigali?

b) Experience

e.g. Have you ever travelled by plane?

- Yes, I have. No, I haven't.
- No, but I'm planning to.

c) News

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

It is used for:

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

2.5.2. The use of since and for with the present perfect tense

a) Since

Examples:

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

b) For

Examples:

1. Rwanda has been independent for 57 years in 2019.
2. You have been students here for one month.

3. Our English teacher has taught us English for one month.

Formation and Usages of the Present Perfect:

have + past participle of the main verb.

We use the perfect tense with since to indicate the beginning of a period of time.

1. We use the present perfect tense with for to indicate the duration of a period of time.
2. The use of just, almost, already and yet can be used with the present perfect to show how an action/event is related to present. If you ask a question like: Have you written the other letter? Different answers may be given. Answers can be:
 - Yes, I have already written it.
 - Yes, I have just written it.
 - I have almost written it.
 - No. I haven't written it yet.
 - No. I haven't yet written it.
 - I am still writing it.

2.5.3. Formation and uses of the present perfect continuous

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

a. How to form the present perfect continuous tense

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

Examples:

We have been studying to become lawyers.

They have been doing this job for three years now.

She has been waiting for her mother since yesterday!

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

Compare these sentences:

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

b. When to use the present perfect continuous

The present perfect continuous is used when talking about:

1. An action which began in the near past and is still continuing. It does not matter how long the near past is. e.g. He has been working as a doctor for a very long time. (He still works as a doctor)
2. The time interval and length of an action up to present using since and for.

Examples:

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

Examples:

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

2.5.4. Past Perfect Tense

Examples

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

a How to form the Past Perfect Tense

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

Examples:

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

b. When to use the Past Perfect Tense

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

An action that happened before another in the past:

Examples:

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

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

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

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

An action in reported speech

Examples:

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

An action showing dissatisfaction with the past

Examples:

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

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

Examples:

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

Other cases in which the past perfect tense is used:

- I had got the letter before new recruitment.

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



Application activities 2.5.2

Make the positive or negative past perfect simple

1. When I arrived at the cinema, the film..... (start).
2. She..... (live) in China before she went to Thailand.
3. After they(eat) the shellfish, they began to feel sick.
4. If you..... (listen) to me, you would have got the job.
5. Julie didn't arrive until after I (leave).
6. When we..... (finish) dinner, we went out.
7. The garden was dead because it (be) dry all summer.
8. He(meet) her somewhere before.
9. We were late for the plane because we.....(forget) our passports.
10. She told me she (study) a lot before the exam.
11. We couldn't go into the concert because we.....(not/bring) our tickets.
12. The grass was yellow because it.....(not/rain) all summer.
13. The lights went off because we(not/pay) the electricity bill.
14. The children(not/do) their homework, so they were in trouble.
15. We couldn't go into the concert because we(not/bring) our tickets
16. They(not/eat) so we went to a restaurant.
17. She said that she.....(not/visit) the UK before.
18. Julie and Anne(not/meet) before the party.
19. I(not/have) breakfast when he arrived.



End of unit assessment 2.6

1. The majority of the youth nowadays aren't minding about skills, they only wish to have degrees and go to the job market. Based on this statement, write a composition comparing qualifications and skills for labour market.
2. Choose the correct answer from the brackets.
 - a) We love this writer's books. We (have been reading / had been reading) them for years.
 - b) Her clothes were dirty because she (has been working / had been working) in the garage.
 - c) Where have you been? We (had been waiting / have been waiting) for you for ages.
 - d) He hasn't decided on a career yet, but he (has been thinking / had been thinking) about it lately.
 - e) After she (has been playing / had been playing) the violin for ten years, she joined an orchestra.
3. Complete the sentences with the correct form of the verbs in brackets. Use the Present Perfect Continuous or the Past Perfect Continuous.
 - a) How long ... your father...(work) for the company when he retired?
 - b) Mike has never had an accident and he(drive) for years.
 - c) She had no idea it was so late because she (not / watch) the time.
 - d) " ... (you / take) your medicine regularly, Mrs Smith?" "Yes, doctor."
 - e) They eventually found the dog after they ...(look) for it all night.
4. Complete the sentences with a suitable word or expression from the following adverbs of time: for, by tomorrow, so far, the week before, since
 - a) Our TV hasn't been working ... last week.
 - b) The Browns invited us to dinner although we had only met
 - c) They will have finished painting the house
 - d) We had been writing ...nearly an hour when the bell rang.
 - e) They have interviewed three suspects

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


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

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

https://en.islcollective.com/resources/printables/worksheets_doc_docx/writing_comprehension_career/preintermediate-a2-worksheet/65054

UNIT 3

SOCIAL COHESION

 **Key unit competence:** *To use language learnt in the context of social cohesion*



Introductory activity

Picture observation and interpretation

Observe and discuss activities taking place in the figures below



Fig. 1



Fig. 2

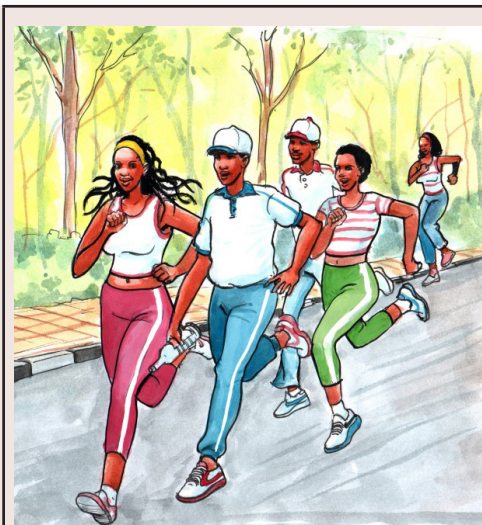


fig 3



fig 4

Study the pictures above and after, discuss the following questions:

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

3.1. Talking about personal values that enhance social cohesion

3.1. 1. Learning activities: Reading and analysis of text and diagram

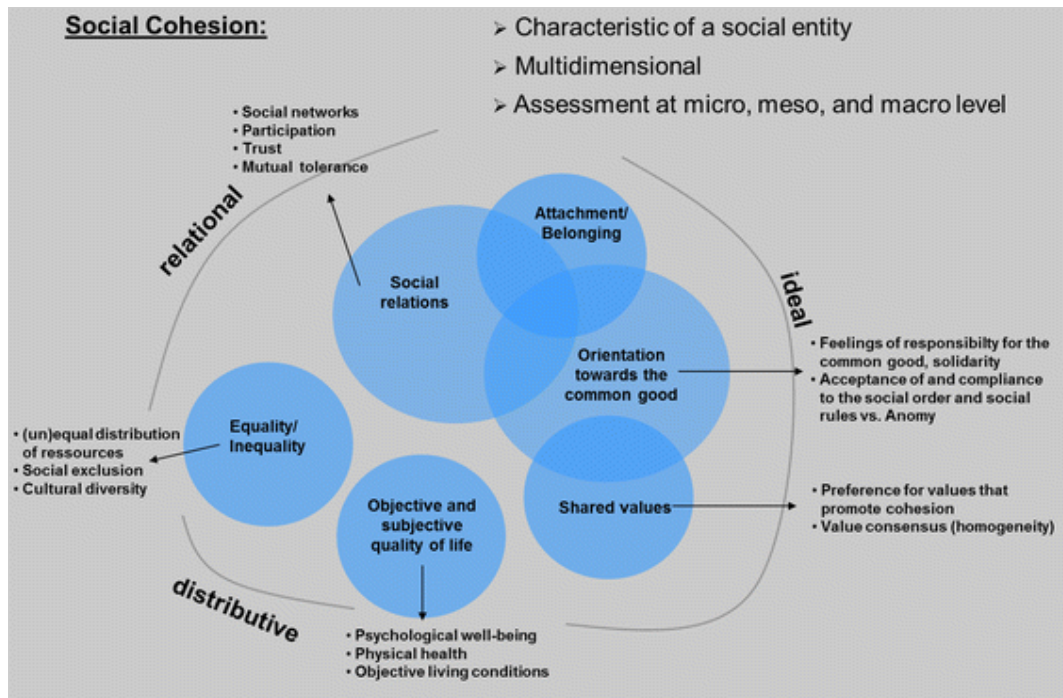
Pre-reading activity

A case study:

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

The diagram on social cohesion

Observe the diagram below and discuss



After interpreting the above diagram, answer the following questions:

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

Text: Enhancing social cohesion

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

Firstly, let's talk about **Empathy** which involves the ability to emotionally understand what another person is experiencing. Essentially, it is putting yourself in someone else's position and feeling what they must be feeling. When you see another person suffering, you might be able to instantly **envison** yourself in the other person's place and feel **sympathy** for what they are going through. While

people are generally pretty well-**attuned** to their own feelings and emotions, getting into someone else's head can be a bit more difficult. The ability to feel empathy allows people to "**walk a mile in another's shoes**," so to speak. It permits people to understand the emotions that others are feeling.

For many, seeing another person in pain and responding with indifference or even **outright hostility** seems utterly incomprehensible. But the fact that some people do respond in such a way clearly demonstrates that empathy is not necessarily a universal response to the suffering of others.

Secondly, there are just a few elemental forces that hold our world together. The one that's **the glue of society** is also called trust. Its presence **cements relationships** by allowing people to live and work together, feel safe and belong to a group. Trust in a leader allows organizations and communities to flourish.

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

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

Adapted from (Cherry, 2020)

Comprehension questions

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



Application activity 3.1.2

vocabulary and composition

1. Vocabulary

Write the meaning of the following words and expressions:

- a) Social cohesion
- b) Values
- c) Bond
- d) Empathy
- e) Envision
- f) Sympathy
- g) Attuned
- h) walk in another's shoes
- i) outright hostility
- j) the glue of society
- k) cements relationships
- l) albeit
- m)upset

2. Composition:

In not more than 300 words, write a composition with a title, "Community Work in my village"

3.2. Elaborating on Peace and Unity

3.2.1. Learning activities: Reading and text analysis

TEXT: The role of peace education in rebuilding a peaceful Rwanda.

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

objective of bringing together people to discuss ways to avoid the reoccurrence of an atrocity such as the genocide.

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

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

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

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

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

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

Adopted from: (OCHA, 2014)

Comprehension questions.

1. Explain the role of media in genocide against Tutsi as reported in the above text.
2. What is the role of peace education in Rwanda?
3. What was the theme of the summit?
4. Participants from different parts of Africa and beyond were taught about what happened in Rwanda in 1994 and how Rwandans have responded to the tremendously challenging post-genocide context. Do you think this was important? Why?
5. In the text above, what shows that Rwanda suffered from the lack of education and other infrastructure for peace?



Application activity 3.2.2

Vocabulary and role-play

1. Vocabulary

Use the following words to make meaningful sentences.

- a) violence
- b) xenophobia
- c) tremendously
- d) infrastructures
- e) reoccurrence
- f) deplorable
- g) prejudice
- h) despair
- i) slogan
- j) aftermath
- k) resilience.

2. Role-play

Assume you are a village leader, present to the class the role of *Peace Education* in promoting harmony in society.

3.3. Language structure: Some forms of the verb

3.3.1. Active and passive voice

Preparatory activities

1. Using examples, justify the statement below.

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

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

Active voice	Passive voice
Ana does the homework.	The homework is done by Ana.
Samson cares for the lion.	The lion is cared for by Simson
Kagabo has completed the assignment.	The assignment has been completed by Kagabo.
She was reading a novel.	A novel was being read by her.
I was waiting for Dina.	Dina was being waited by me.
He will be doing a test	A test will be being done by him
Tomorrow	Tomorrow
Do it.	Let it be done
Call in the doctor	Let the doctor be called in
Never tell a lie	Let a lie be never told
Shut the door	Let the door be shut
Do not starve the cow	Let the cow not be starved
Stand up	You are ordered to stand up
Kindly lend me some money	You are requested to lend me some money

- a) Identify the rules used to change active sentences into passive voices.
- b) Why should we use the forms identified in the second column?

Notes

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

Example: “Love addicted” was sung by Vamps.

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

Examples:

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

Rules:

1. The places of the subject and object are interchanged i.e. the object shifts to the place of the subject and the subject shifts to the place of the object in the passive voice.
2. Active voice: I write a letter.
3. Passive voice: A letter is written by me.
4. Subject (I) of sentence shifted to the place of object (letter) and object (letter) shifted to the place of subject (I) in passive voice.

Exceptions:

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

Example:

- The streets are cleaned every day.
- A policeman was murdered.
- 6. The word "by" is not always used before the subject in passive voice.

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

Examples:

- Active voice: The water fills the tub.
- Passive voice: The tub is filled with water.
- Active voice: He knows me.
- Passive voice: I am known to him.

3.3.2. Imperative sentences

A. Definition

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

B. Characteristics of Imperative Sentences

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

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

Example:

- Imperative sentence: Finish the work by tomorrow
 - Passive voice: Let this work be done by tomorrow.
2. In sentences which express request, advice and order, such phrases like, you are requested to/advised to /ordered to... are used

Words like kindly/please are dropped.

Example:

Imperative form: work harder please!

Passive form: You are advised to work harder.

(Charles, 2013)

3.3.3 Modal verbs: must, should

Preparatory activities

1. Describe some modal verbs that may be used to express obligation or something that a person has to do and when providing pieces of advice.
2. Fill in the blanks using should, must and shouldn't.
 - a) I feel sad and lonely. You ... see a doctor.
 - b) I have no money. You ... work harder.
 - c) All schools in Rwanda ... create peace and unity clubs.
 - d) We ... do our homework because it's important.
 - e) Jason has missed the train He ...be late next time.
 - f) In England all children ... wear uniforms at school.
 - g) Parents or guardians ... teach their children Rwandan values.

Notes

Modal	Modal	Modal
Must	You have to do it	You must obey the law
	It's very logical or very likely to happen	They left so early, they must be home by now.
Must not/ mustn't	You are not allowed to do it	You mustn't smoke in here.
Should	The right thing to do	She should call the police.
	Advice	- What should I do? - You should stop thinking about it.
	What is likely or expected to happen	We should be back by midnight.
	Obligation (partial)	You should tell your friends the truth.
	logical conclusions (weaker than "must")	He left half an hour ago, I believe he should be there already.
Must	Obligation (full)	You must tell the police the truth.
Ought to	Obligation (partial) (less common)	You ought to tell your friends the truth.
Must	Logical conclusions (stronger than "should")	He left an hour ago, so he must be there already.

(Kioko & Jepkirui, 2011)



End of unit assessment 3.4


1. In about 250 words, write a speech you would give to fellow students of senior four about their responsibilities to build a cohesive society.
2. Match the words in the table below with their meanings

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

3. Rewrite the following sentences as instructed
 - a) I should be going home, but I still want to play. (Rewrite using **ought to**)
 - b) By this time tomorrow we will have signed the deal. (Rewrite in passive)
 - c) She is not beaten by me. (Rewrite in active)
 - d) You ought to have come earlier. (Rewrite using **should**)
 - e) Kalisa wasn't selling rotten eggs. (Rewrite in passive)
 - f) You have to respect others. (Rewrite using **must**)
 - g) You are not allowed to smoke in here. (Rewrite using **must**)

UNIT 4

PERSONAL FINANCE AND DEVELOPMENT

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



Introductory activity

Picture observation and interpretation

1. Observe the pictures and discuss



Fig. 1



While interpreting the above pictures, answer the following questions:

2. What is taking place in both figures above?
3. What do you think the woman in Fig.2 is doing?
4. Do you think that the above activities have any relationship with personal finance? Justify your answer.

4.1. Describing financial tools and their uses

4.1.1. Learning activity: Reading and text analysis

Observe the pictures below and discuss



In the discussion, try to answer the following questions:

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

Text: Financial tools, a key to quick service

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

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

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

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

Second, Business Credit Card Anita Campbell recommends **opening a business credit card** in order to improve your business credit history, gain access to higher credit limits for business borrowing, and receive business-specific rewards and discounts.

Third, the smoother and **nimbler** your billing process, the quicker payments will

be made and processed and the faster the cash will flow into your business. With a quick, cloud-based billing system you can shorten the billing process and even increase customer satisfaction. By implementing **agile billing tools** and processes, you will both improve customers' services and finance related activities.

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

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

Comprehension questions

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



Application activity 4.1.2

Word meaning

1. Find the meaning the following words using dictionaries and thesauruses.
 - a) Mortgage amortization
 - b) Bank statements
 - c) Receipts
 - d) Invoicing
 - e) expense tracking
 - f) vendor
 - g) automation of billing
 - h) payroll processing
2. Make different sentences using the words below:
 - a) A cheque
 - b) A credit card
 - c) Receipt
 - d) Finance
 - e) Billing machine
 - f) Investment

4.2. Talking about Financial terms

4.2.1. Learning activity: Reading and text analysis

Pre-reading activity

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

Question:

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

Read the following notes and answer questions that follow:

Text1: Interest rate

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

Investment

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

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

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

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

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

Profit

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

Loss

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

Overdraft

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

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

Comprehension questions

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

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

Read this dialogue and answer the questions below:

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

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

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

Customer: What is the difference?

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

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

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

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

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

Customer: No problem.

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

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

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

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

Bank Clerk: Sure, with our gold card you will get 10 reward points for every dollar spent.

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

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

Customer: Very well, here you are.

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

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

Bank Clerk: Thank you too.

Comprehension questions

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



Application activity 4.2.2

Debate and sentence writing

1. Debate on the following topic, “**This house believes that one should save after paying their expenses.**”
2. Write sentences using the following financial terms:
 - a) Overdraft
 - b) A bank account
 - c) Interest rate
 - d) Transaction
 - e) Spending

4.3. Describing Financial Institutions

4.3.1. Learning activities: Reading text and analysis

Pre-reading activity: Picture interpretation.



Fig. 1



Fig. 2



Fig.3



Fig.4

Look at the above pictures and then answer these questions:

1. Do you think services given in **Fig. 1-4** are the same? Justify your answer.
2. What are the types of financial institutions do you know?
3. Why is it important to keep money at the bank?
4. Give examples of tools used by financial institutions.

Text 1: Financial institutions in Rwanda

Read the following text and answer questions that follow:

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

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

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

Financial institutions are regulated to control the supply of money in the market and protect consumers. For example, in Rwanda, we have different types of financial institutions such as commercial bank that cannot only offers financial services to individuals and businesses but also people may save money in a savings account and ask for a loan. Commercial banks in Rwanda include:

Access Bank Rwanda, Bank of Kigali, I & M Bank, BPR (Bank Populaire du Rwanda), CogeBanque, Ecobank, GT Bank, etc.

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

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

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

Adapted from (Samuragwa, 2014)

Comprehension questions

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



Application activity 4.3.2

Sentence construction and composition writing

1. Sentence construction

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

- a) Deposit
- b) Credits
- c) Services
- d) Microfinance
- e) A bank
- f) Investment
- g) Economy
- h) Funds
- i) Loans
- j) Banking
- k) Financial institution

2. Composition writing

Write a composition about the role of financial institutions in creating small businesses for youth.

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

a) Fill in the gaps with either some or any:

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

b) Fill in the gaps with either little or a little.

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

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

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

Some vs. Any

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

For example:

There are **some** birds in our garden. (The number exact of the birds in the garden is not known or it doesn’t matter how many birds are there) as opposed to:

There are **three** birds in our garden. (The number of birds is important and exact)

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

1. Countable or uncountable nouns:

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

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

2.Singular or plural nouns:

We don’t have **any chicken left for dinner**.(Chicken is singular) It’s such nice weather! Let’s invite **some** friends round for a BBQ. (Friends is plural)

The use of **some** and **any**.

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

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

Examples:

- a. I would love to try some of that food! It looks delicious and cheap.
- b. I have bought some strawberries and cream to have for dessert.
- c. Some people think it's better to eat healthily than to exercise a lot.

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

Examples:

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

- **Any** is also used in questions:

Examples:

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

Exceptions

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

Would you like some milk and sugar in your tea? Shall we invite some friends round? I left my wallet at home; can I borrow some money for lunch?

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

Examples

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

Much vs. many

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

When are “much” and “many” they used?

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

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

Examples:

There aren’t many doctors in the hospital today. (doctors are countable) There isn’t much light in this room so let’s open the curtains. (light is uncountable)

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

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

Examples:

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

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

Examples:

- How **many** bank accounts do you have?
- How **much** time does it take to get to your house from here?

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

They are used with so, as or too:

Examples:

- Peter has got too many friends.
- Sarah has so much money at the moment; she must be earning a lot!
- John makes as much money as Sarah.

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

Examples:

Peter has got too many friends. Sarah has so much money at the moment; she must be earning a lot! John makes as much money as Sarah.

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

Example:

I bought too much fruit at the market.

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

For example:

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

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

- How many bank accounts do you have?
- How much time does it take to get to your house from here?

We sometimes use much and many in positive statements when:

They are used with so, as or too:

- Peter has got too many friends.
- Sarah has so much money at the moment; she must be earning a lot!
- John makes as much money as Sarah.

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

For example,

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

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

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

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

This is more informal:

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

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

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

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

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

For example,

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

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

There are too many people in the waiting room.

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

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

Example:

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

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

- a) How much of this book have you read?

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

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

For example,

this much or that much can be said and use a hand gesture to indicate the amount or size as in: I'll have this much cake. (use fingers to show the amount). It is also common to miss out the noun when it is obvious what is being discussed

For example:

Can I have some apples, please?

Sure! How many would you like? (no need to repeat the word apples).

Few vs. little

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

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

When is few used and when is little used?

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

For example:

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

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

There are few people that I think would be qualified for the job. (people is countable) = there aren't many people qualified for the job. There are few tourists at this time of year so the beaches are nice and quiet. ("tourists" is countable) = there aren't many tourists.

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

We have a little time before the play starts so why don't we get a drink? We have a little space in our car if you want a lift. There are a few good candidates that have applied so I'm sure we'll find someone for the job.

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

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

The play made little sense to me, but I'm glad you enjoyed it. = The play didn't make much sense to me. She didn't want to go, but she had little choice. = She didn't have much choice.

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

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

Compare these different meanings:

It's so cold outside and I have few warm clothes on so I'm really cold!

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

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

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



End of unit assessment 4.5

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

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


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

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

c. Write a composition about the importance of personal finance in economic and social activities.

UNIT 5

HEALTH AND SANITATION

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



Introductory activity

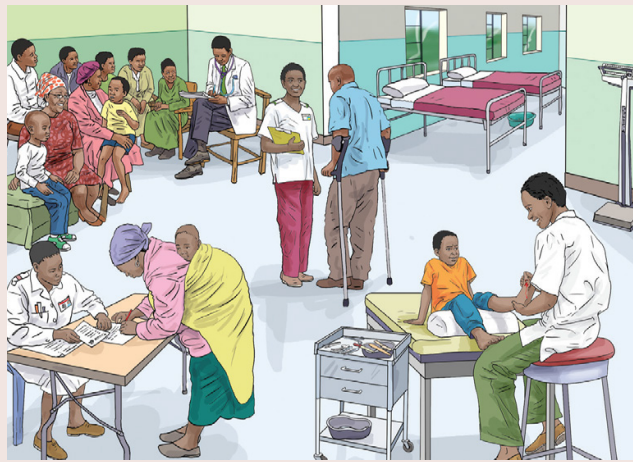


Fig 1: Patients at the hospital



Fig 2: Mosquito

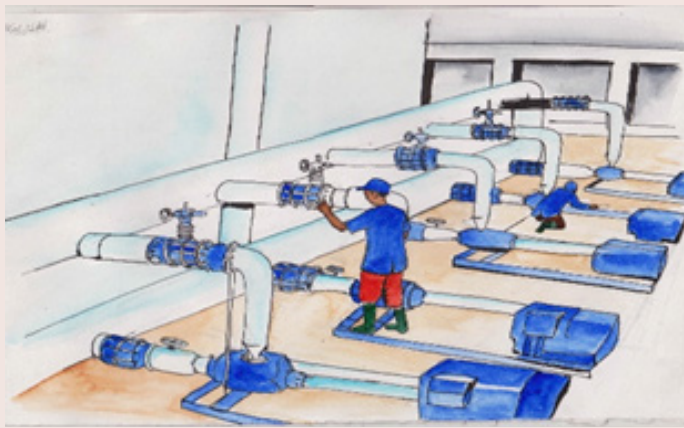


Fig 3: Water plant

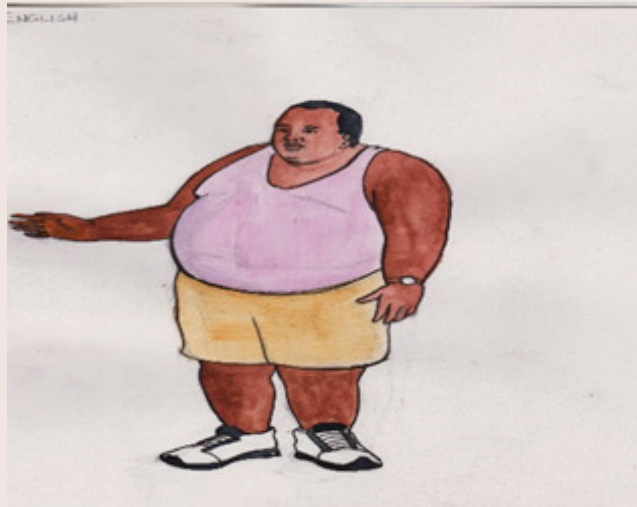


Fig 4: An obese person

Look at the pictures above, answer the questions below:

1. What are the most common illnesses in Rwanda?
2. State at least three transmissible diseases.
3. Which sickness can be caused by the insect in **fig.2**?
4. What do you think is described in **fig.3**?
5. What does the term coronary disease refer to?
6. The man in **fig.4** is very fat. Do you think it is a health-related problem? Explain.

5.1 Describing the difference between illnesses/diseases and pandemics

5.1.1 Learning activities: Reading and text analysis

Text 1: The difference between a pandemic, an epidemic, endemic, and an outbreak

Not all **infectious** disease terms are created equal, though often they're mistakenly used interchangeably. The distinction between the words "pandemic," "epidemic," and "endemic" is regularly **blurred**, even by medical experts. This is because the definition of each term is fluid and changes as diseases become more or less **prevalent** over time.

While conversational use of these words might not require precise definitions, knowing the difference is important to help you better understand public health news and appropriate public health responses.

To understand the difference, let's start with basic definitions: An epidemic is a disease that affects a large number of people within a community, population, or region while a pandemic is an epidemic that's spread over multiple countries or continents.

Endemic, on the other hand, is something that belongs to a particular people or country. A disease outbreak is endemic when it is consistently present but limited to a particular region. This makes the disease spread and rates **predictable**. For example, malaria is endemic to parts of Africa.

An outbreak is a greater-than-anticipated increase in the number of endemic cases. It can also be a single case in a new area. If it's not quickly controlled, an outbreak can become an epidemic.

A simple way to know the difference between an epidemic and a pandemic is to remember the "P" in pandemic, which means a pandemic has a passport. A pandemic is an epidemic that travels.

The difference between epidemic and endemic is that an epidemic is actively spreading; new cases of the disease substantially exceed what is expected. More broadly, it's used to describe any problem that's out of control, such as "**the opioid epidemic**." An epidemic is often localized to a region, but the number of those infected in that region is significantly higher than normal. For example, when COVID-19 was limited to Wuhan, China, it was an epidemic. The geographical spread turned it into a pandemic.

Adapted from (Intermountain Healthcare, 2020)

Comprehension questions

1. Why do people have difficulties distinguishing between the words “pandemic,” “epidemic,” and “endemic”?
2. Do you think accountants need to know the difference between the words pandemic, epidemic and endemic? Justify your answer.
3. Differentiate an epidemic from a pandemic?
4. After COVID-19 reached Rwanda in 2020, was it an epidemic or a pandemic disease? Explain.

Vocabulary

Give the meaning of the following words and expression as used in the above passage

- a) Infectious
- b) Blurred
- c) Prevalent
- d) Predictable
- e) The opioid epidemic

Text 2: Types of diseases in Rwanda

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

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

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

Transmissible diseases are caused by causative agents. Typhoid, amoebic dysentery and tuberculosis are caused by bacteria. Hepatitis B and C, HIV/

AIDS and the common cold are caused by viruses. Malaria is caused by a parasite called plasmodia.

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

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

Comprehension questions

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



Application activity 5.1.2

Vocabulary, sentence writing, composition writing and debate

1. Vocabulary

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

Words/phrases	Meaning
Disease	
Waterborne	
Airborne	
<i>Bacterial/ bacterium</i>	
Virus	
Malaria	A disease common in hot countries that is caused by an infected mosquito when it bites you.
Cancer	
Infected	
Symptoms	
Fever	An illness or medical condition in which you have a very high body temperature
Headache	
Unprotected	
Needle	
Condom	A thin sheath that a man wears for protection during sex intercourse.
Stagnant	
Transmissible diseases	

2. Sentence writing

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

3. Composition writing

Write a short composition explaining what transmissible diseases are and how they can be prevented.

4. Debate on the following motion:

Schools should conduct mandatory HIV testing on their students. (refer to notes on debate provided in unit 1)

5.2 Talking about sanitation and related tools

5.2.1 Learning activities: Reading and text analysis

TEXT: Robotic surgery

Robotic surgery, or robot-assisted surgery, permits surgeons to perform numerous sorts of complex procedures with more **accuracy**, flexibility and control than is with **routine** strategies. Robotic surgery is ordinarily related with **minimally invasive surgery** -methods performed through minor incisions. It is additionally some of the time used in certain traditional open surgical procedures.

Robotic surgery has been quickly **embraced** by hospitals in Europe and USA for use in the treatment of different conditions.

The most broadly used clinical robotic surgical system **incorporates** a camera arm and mechanical arms with surgical instruments joined to them. The surgeon controls the arms while seated at a computer console close the working table. The console gives the surgeon a **high-definition**, amplified, 3-D view of the area to be operated. Other team members who assist during the operation are led by the surgeon.

In a lot of procedures, it is evident that the robotic system helps surgeons who use it to enhance precision, flexibility and control during the operation and allows them to better see the site, compared with traditional methods. By using robotic surgery, surgeons can perform **delicate** and complex procedures that will have been troublesome or inconceivable with other methods.

Regularly, robotic surgery makes minimally invasive surgery possible. The benefits of minimally invasive surgery include fewer complications, such as surgical site infection, less pain and blood loss, quicker recovery and smaller, less noticeable scars.

Adapted from robotic surgery by Mayo clinic.

Comprehension questions

1. Which advantage does robotic surgery have on conventional techniques/ routine strategies as described in paragraph one?
2. Find, in the passage, a sentence that has a meaning similar to the following one: It is also sometimes used in certain traditional open surgical procedures.
3. Which parts of the world that rapidly adopted robotic surgery?

4. What does the most widely used clinical robotic surgical system include?
5. Enumerate the benefits of minimally invasive surgery.



Application activities 5.2.2

Vocabulary and summary writing

1. Vocabulary

Find meanings of the following words and expressions

- a) Robotic surgery
- b) Accuracy
- c) Minimally invasive surgery
- d) Embrace
- e) Incorporate
- f) High-definition
- g) Delicate

2. Summary writing

Summarise the above passage in not more than 90 words.

5.3 Talking about health, sanitation and related businesses

5.3.1 Learning activities: Reading and text analysis

Text 1: Five drinking water start-ups that are making a difference in Africa

Access to **clean water** is one of the top challenges on the African continent. In sub-Saharan Africa, **barely** 24% of the population has access to this basic right, according to a United Nations report of 2019. In order to change this figure, African governments are increasing the number of **drinking water** projects. In addition to these **initiatives**, there are start-ups, particularly African and foreign ones. Some of them are positively illustrated by the originality of the proposed solutions. This is the case of Water Access Rwanda, WaterKiosk Africa, Boreal, Mascara, and Grino Water Solutions.

On the occasion of World Water Day, Afrik 21¹ looks at the urgent need to improve access to drinking water in Africa. In addition to the limited amount of available resources, some countries on the continent are facing **severe** water stress, which is expected to increase further, according to the United Nations (UN), affecting 75 to 250 million people by 2030.

In order to avoid a situation of total shortage of drinking water, African governments are setting up various projects. These initiatives, which are generally few in number due to a lack of funding or adequate expertise, are complemented by the efforts of some start-ups specialising in the water sector. Among the most active are Water Access Rwanda, WaterKiosk Africa, Boreal, Mascara, and Grino Water Solutions. The systems offered by these start-ups range from simple drinking water kiosks to solar-powered desalination systems.

In Rwanda, for example, 43% of the population has no access to drinking water, according to the United Nations Children's Fund (UNICEF). This situation forces this segment of the population to draw water from the Nyabarongo, one of the largest rivers in the East African country. But the water drawn from the river is not drinkable, which leads to a number of diseases (cholera, typhoid, polio and diarrhoea).

To **alleviate** this problem, the start-up Water Access Rwanda has been installing water filtering devices (kiosks, filters and pumps) in the country's localities since 2014. The installations of the start-up, founded in 2014 by Christelle Kwizera, have so far provided 47,612 people in Rwanda with access to drinking water via 86 **mini-grids**. "A single kiosk can supply a community of 2,000 people with drinking water and at a lower price than other water **vendors**," explains Christelle Kwizera, the founder of Water Access Rwanda in 2020. Water Access Rwanda's kiosks are expected to cover 30 districts in the country by 2022, supporting the Rwandan government in its policy to provide clean water to its entire population by 2024.

Another African start-up that is **making a name** for itself in water treatment is WaterKiosk Africa. The Kenyan company offers more targeted solutions, particularly in the field of **desalination**. The Kenyan start-up WaterKiosk Africa is involved in a project to build 40 solar-powered desalination systems in Kenya, which was launched in March 2020. The systems will eventually remove salt and other minerals from **brackish** groundwater in 13 Kenyan counties facing water shortages. The desalinated water will be distributed to the population via kiosks.

Adapted from (Magoum, 2021)

1 The first daily, bilingual news site on the green economy and the environment in Africa, the AFRIK 21 site reports on the proliferation of initiatives across the continent: policy initiatives, projects, achievements, investments, innovations...

Comprehension questions

1. What is referred to as “basic right” in the first paragraph?
2. How are African governments addressing the issue of clean water shortage?
3. Why are the initiatives of addressing the issue of clean water shortage still few in number?
4. How has Water Access Rwanda been trying to solve the problem of water shortage?
5. In few words, describe WaterKiosk Africa.

5.3.2 Application activities: Vocabulary and composition writing

1. Vocabulary

Use the following words and expression in your own sentences

- a) start-ups
- b) clean water
- c) barely
- d) drinking water
- e) initiative
- f) severe
- g) expertise
- h) mini-grid
- i) alleviate
- j) vendors
- k) to make a name
- l) desalination
- m) brackish

2. Composition writing

Write a composition of 250 to 300 words about any businesses related to health and/or sanitation.

Text 2: Water and sanitation are human rights



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

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

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

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

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

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

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

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

Adapted from (UNICEF, 2020)

Comprehension questions

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



Application activities 5.3.3

Vocabulary and sentence writing

1. Vocabulary

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

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

2. Sentence writing

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

5.4 Language structure: Conditionals

Notes:

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

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

Examples:

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

5.4.1. The zero conditional: General truths

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

This conditional is used when the result will always happen.

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

Example:

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

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

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

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

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

Here are more examples:

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

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

If-clause (past simple), ... Main clause (would + infinitive)

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

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

The second conditional has two uses:

First, we can use it to talk about things in the future that are probably not going

to be true. If one is imagining some dream for example.

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

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

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

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

<i>If-clause (past perfect)</i>	<i>Main clause (would + have + past participle)</i>
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Example: If they had taken Kalisa to the hospital on time, he would not have died.

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

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

Type III inverted form

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

Examples:

- If she had studied, she would have passed the exam.
(*Had she studied; she would have passed the exam.*)

Replacement of if

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

- Supposing that I don't arrive till after midnight, will the guest-house still be open? (Imagine if I don't arrive till after midnight ...)
- Supposing you lost your passport, you'd have to go to the embassy, wouldn't you?
- Supposing he hadn't recognised us – he might never have spoken to us.
- Suppose we asked Mary to baby-sit, do you think she'd do it?
- Supposing someone else wrote the essay, how would we know?
- Suppose we hadn't brought our umbrellas; wouldn't we have become wet? (We did bring our umbrellas)
- Supposing they had closed the road, would that have been a good idea? (They didn't close the road.)
- You will pass on condition that you study hard.
- I will start a bigger company in case I get more capital.



Application activities 5.4.5

Filling in gaps using the correct form of the verb

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

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

5.5 Spelling and pronunciation

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

Words/phrases	Meaning
<i>Disease</i>	<i>/dɪ'zi:z/</i>
<i>Waterborne</i>	
<i>Airborne</i>	
<i>Bacteria</i>	
<i>Virus</i>	
<i>Malaria</i>	
<i>Cancer</i>	<i>/'kænsə/</i>
<i>Infected</i>	
<i>Symptoms</i>	<i>/'sɪmptəms/</i>
<i>Fever</i>	
<i>Headache</i>	
<i>Unprotected</i>	
<i>Needle</i>	<i>/'ni:dl/</i>
<i>Condom</i>	
<i>Stagnant</i>	



End of unit assessment 5.6

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

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


ii) Choose the right word to fill in blanks in the following paragraph

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

iii) Write a 250-word composition on a person you saw who got a transmissible disease and use conditional sentences to explain what they would have done to avoid it.

UNIT 6

ENVIRONMENT CONSERVATION AND SUSTAINABILITY

 **Key unit competence:** *To use language learnt in the context of Environment Conservation and Sustainability*



Introductory activity

Picture observation and interpretation

Picture interpretation



Fig 1:

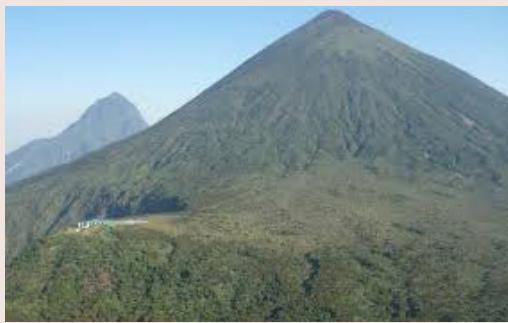


Fig 2



Fig 3



Fig 4

Observe the above pictures and answer the following questions:

1. What Fig 1,2,3,4 represent?
2. Provide the main elements of our physical environment.
3. Why is it important to protect our environment?
4. Which methods can we use to conserve our environmental resources?

6.1. Talking about physical elements of environment

6.1.1. Learning activity: Reading and text analysis

Read the text below and answer questions that follow:

Text: The physical environment

The physical environment can be defined as that which operates on an ongoing basis regardless of the persons in it. This physical environment then affects the actions of and outcomes concerning the people within it. The physical environment includes land, air, water, plants, animals, buildings and other infrastructures, and all of the natural resources that provide our basic needs and opportunities for social and economic development.

Say, for example, you are playing sport and it is a windy day. You have to adjust your game to ensure that you allow for the way the wind is blowing. All processes and behaviours take place within specific physical environments. Within a classroom for example lighting, acoustics, size, comfort, safety, access to technology, etc. create and add to a physical environment that is either conducive to learning or perhaps distracting.

Therefore, a simple definition of any physical environment would be your natural surroundings including whether it is clean or dirty and the things within it and how they interact to create a 'space'

It is also known as the whole physical and biological system surrounding man and other organisms along with various factors influencing them. The factors are soil, air, water, light, temperature etc. These are called **abiotic** factors. Besides abiotic factors, the environment is very much influenced by biotic factors which include all forms of life like plants, animals, microorganisms etc. Man is thus an inseparable part of the environment. Man and Environment have very close relationship with each other. The social life of man is affected by environment. This is the reason for various types of social and cultural activities around the world. The hilly people have different life styles than people in the plain area. Similarly, people around the world differ in their food, cloth, festivals etc. All these are influenced by the factors around him.

Natural vegetation, such as forest cover, is usually the most benign of land uses, with higher infiltration and reduced runoff rates. The opposites of forest cover are urbanized areas, where large surface areas are impermeable, and pipes and sewer networks augment the natural channels. The impervious surfaces in urban areas reduce infiltration and can reduce the **recharge** of groundwater. In addition, urban runoff contributes to poor water quality.

Agricultural activities are major forms of land use, including row crops, rangelands, animal farms, **aquaculture**, and other agribusiness activities. Cropping activities involve soil and water manipulation through tillage and **irrigation**, thereby affecting runoff water and groundwater resources. If improperly used, fertilizer and plant protection chemicals in agricultural operations can affect water resources and ecosystems.

Urban and agricultural land uses contribute to what is termed nonpoint source pollution in **watersheds**. Nonpoint-source pollution is defined as diffuse (spread-out) sources of contamination from a wide area of a **landscape**, often difficult to be attributed to a single location. Transportation infrastructure (e.g., roads and airports) is another type of land use that affects water resources through road runoff and alterations to components of the hydrologic cycle.

Therefore, a cleanliness and beauty of the environment is also important for people's sense of wellbeing. For many people, access to an attractive physical environment contributes greatly to their contentedness with life. A healthy environment also provides recreational opportunities, allowing people to take part in activities they value. The clean, green environment is also integral part of national identity, and guardianship of the land and other aspects of the physical environment is seen as important part of social wellbeing.

Extracted from: (Advameg, Inc., 2022)

Comprehension questions

1. What is physical environment according to the author?
2. Which activities people can do on land?
3. Why do the writers say that physical environment affects human activities?
4. Do you think physical environment can influence the food people eat? Explain.
5. Explain the importance of healthy environment as described in the passage.



Application activity 6.1.2

Vocabulary, sentence and paragraph writing

1. Explain the following words using dictionaries and internet
 - a) Aquaculture
 - b) Irrigation
 - c) Recharge
 - d) Watersheds
 - e) Landscape
2. Make sentences using the following words and expressions.
 - a) land,
 - b) air,
 - c) water,
 - d) plants and animals,
 - e) buildings and other infrastructure
 - f) natural resources
3. Write a paragraph describing your physical environment

6.2. Describing environmental features and their roles

6.2.1. Learning activity: Reading and text analysis

Read the following text and answer questions given:

Text: Environmental features

Rwanda has a temperate tropical **highland** climate, with lower **temperatures** than are typical for equatorial countries due to its high elevation. Kigali, in the centre of the country, has a typical daily temperature range between 12 °C (54 °F) and 27 °C (81 °F), with little variation through the year. There are some temperature variations across the country; the mountainous west and north are generally cooler than the lower-lying east.

There are two rainy seasons in the year. The first runs from February to June and the second from September to December. These are separated by two dry

seasons: the major one from June to September, during which there is often no rain at all, and a shorter and less severe one from December to February. **Rainfall** varies geographically, with the west and northwest of the country receiving more **precipitation** annually than the east and southeast.

Mountains dominate central and western Rwanda. These mountains are part of the Albertine Rift Mountains that flank the Albertine branch of the East African Rift. This branch runs from north to south along Rwanda's western border. The highest peaks are found in the Virunga volcano chain in the northwest; this includes Mount Karisimbi, Rwanda's highest point, at 4,507 metres (14,787 ft).

Rwanda has many lakes, the largest being Lake Kivu. This lake occupies the **floor** of the Albertine Rift along most of the length of Rwanda's western border, and with a maximum depth of 480 metres (1,575 ft), it is one of the twenty deepest lakes in the world. Other sizeable lakes include Burera, Ruhondo, Muhazi, Rweru, and Ihema, the last being the largest of a string of lakes in the eastern plains of Akagera National Park. Therefore, it is very important to care for our environment because as some the features show without it there is no life as discussed in the following paragraphs.

No trees, no forests! No forests, no rainfall! No rainfall, no water! No water, no power! No power, no industry! No industry, no jobs! No jobs, no money! No jobs, no money! No money, no food! No food, no life!

Perceptibly, forests are very important as this sequence show. Destroying forests has serious environmental, economic and social consequences. Anyone in **drought** areas should remember that we have suffered **crippling droughts** as well as water and power rationing in some parts of Africa. Recovering from these disasters takes a long time.

In counties which heavily depend on agricultural produce both for local consumption and for export, rain is very important. Trees attract rain and we should do everything possible to preserve them. We should even plant more.

Trees also prevent soil erosion and flooding. Soil erosion carries away the productive soil while flooding leads to loss of life and property.

In Kenya's Western Province, Busia District, Budalangi **Constituency** and its surroundings, the inhabitants cannot build permanent homes because they know

in the month of April they have to move to high grounds because of flooding that causes loss of property and even life.

In addition, forests provide **catchment** areas for some largest rivers and lakes. From these rivers and lakes, we get water for domestic use, irrigation and we can also get sea food. On the rivers are dams from which electricity is tapped or generated.

For example, River Nile is a major hydro power generation that serves Uganda, Kenya and Rwanda. Did you know that Lake Victoria has its major tributaries in Kenya and these tributaries emanate from the Mau forest?

Due to human activities in the forest, the tributaries are reducing water. As a result, Lake Victoria on the Kenyan side is reducing in water flow and if the situation is not checked, this will affect the people of Egypt who rely entirely on irrigation from River Nile whose source is Lake Victoria.

Moreover, forests play a significant role in our atmosphere. By absorbing **carbon dioxide** from the air, they act as a **filter** thus leaving our air fresh and clean. Forests are also the most important defence against climatic changes such as global warming. If we destroy the forests the chain is broken as well as our lives.

Adapted from (Reporter, 2009)

Comprehension questions

1. Why does Rwanda have a temperate tropical highland climate with lower temperatures?
2. Give and explain the rain seasons we have in a year.
3. What is the importance of some environment features mentioned in the passage?
4. Which countries are served by hydro power generation from River Nile?
5. What are the lakes do we have in our country and why are they important?
6. Which daily temperature do we have in Kigali city as mentioned in the passage?



Application activity 6.2.2

Vocabulary and composition writing

1. Vocabulary

Explain the following words as they are used in the passage

- a) Temperatures
- b) crippling
- c) droughts
- d) precipitation
- e) rainfall
- f) constituency
- g) floor
- h) catchment
- i) filter
- j) carbon dioxide

2. Composition writing

Write a composition talking about the environment features of your district. Read guidelines of writing an essay in unit five of this book.

6.3 Talking about problems faced by environment today

6.3.1. Learning activities: Reading and text analysis

Environmental problems

Our environment is **constantly** changing. There is no denying that fact. However, as our environment changes, so does the need to become increasingly aware of the problems that surround it. With a massive **influx** of natural disasters, warming and cooling periods, different types of weather patterns and much more, people need to be aware of what types of environmental problems our planet is facing.

Global warming has become an **undisputed** fact about our current livelihoods; our planet is warming up and we are definitely part of the problem. However,

this isn't the only environmental problem that we should be concerned about. All across the world, people are facing a wealth of new and challenging environmental problems every day. Some of them are small and only affect a few ecosystems, but others are drastically changing the **landscape** of what we already know.

“Environmental issues are defined as problems with the planet's systems (air, water, soil, etc.) that have developed as a result of human interference or mistreatment of the planet.” Our planet is poised on the brink of a severe environmental crisis. Current environmental problems make us **vulnerable** to disasters and tragedies, now and in the future.

Major current environmental problems include pollution, **soil degradation**, overpopulation, natural resource depletion, generating unsustainable waste, waste disposal and deforestation.

The first major environmental problem is pollution. There are 7 key types of pollution: air, water, soil, noise, **radioactive**, light and thermal and these are primary factors that affect our environment in many ways. As for soil degradation, we know that soils get damaged due to many reasons. Such reasons include: erosion, overgrazing, overexposure to pollutants, monoculture planting, soil compaction, land-use conversion and many more.

Overpopulation is also one of the crucial current environmental problems as intensive agriculture practiced to produce food, it damages the environment through the use of chemical fertilizer, pesticides and insecticides.

Another crucial current environmental problem is the depletion of natural resources. We, humans, use so many natural resources that it would need almost 1.5 Earths to cover all our needs. This will further increase in the future due to massive industrialization in Asian countries like India and China.

Additionally, generating unsustainable waste is a major threat to the environment. The hyper consumption results in non-biodegradable trash in the form of plastic packaging, toxic e-waste, and harmful chemicals that leach into our waterways. When this waste ends up in landfills, it generates enormous amounts of methane, which ranks as one of the worst greenhouse gases because of its high potential for global warming. It creates severe explosion hazards.

Furthermore, waste disposal is the urgent current environmental problem for plastic, fast food, packaging and cheap electronic wastes threaten the wellbeing of humans.

Deforestation is equally a major threat to environment since our forests are natural sinks of carbon dioxide and produce fresh oxygen and helps in regulating

temperature and rainfall. The loss of trees and other vegetation can cause climate change, desertification, soil erosion, fewer crops, flooding, increased **greenhouse gases** in the atmosphere, and a host of problems for indigenous people.

Adapted from (Conserve Energy Future , 2022)

Comprehension questions

1. What does the term “environmental issues” refer to?
2. Mention some of the reasons that cause soil damage.
3. Why are the people making efforts to shift to renewable resources of energy like solar, wind, biogas and geothermal energy?
4. What are the consequences of deforestation?
5. Explain the problems cause by global warming.
6. Explain the reason why people are damaging the environment through the use of chemical fertilizers, pesticides and insecticides.



Application activity 6.3.2

Vocabulary and debate

1. Vocabulary

Make sentences using the following words and expressions.

- a) Constantly
- b) Influx
- c) Undisputed
- d) Landscape
- e) Vulnerable
- f) Soil degradation
- g) Radioactive
- h) Greenhouse gases

2. Debate

Debate on the use of chemical fertilizers, pesticides and insecticides.

6.4. Describing different ways of protecting environment

6.4.1 Learning activity: Observing pictures and Reading

A. Picture observation and interpretation



Fig.1



Fig. 2

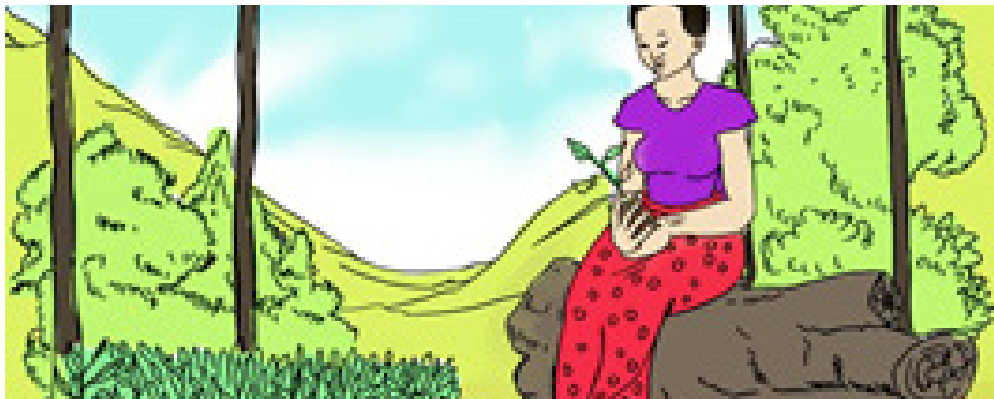


Fig. 3

1. What do you see in **Fig.1** and what do you think people in **Fig.2** are doing?
2. Which strategies can we use to protect our environment?
3. Why is it important to protect our environment?
4. Suggest some pieces of advice to people who only care for their businesses by building big industries and other related harmful activities.

B. Reading and text analysis

Text 1: Protect your environment

Many people say there is a need to protect the environment, but do not really make any effort to do anything about it. Are you one of these people? What can we do to encourage people to take action to protect the environment?

Most people are increasingly aware of the need to protect our environment. Despite this, not many of us are really taking steps to reduce our impact on the planet. In this text, I will suggest some steps each of us can take and some ways to motivate others to do the same.

Many environmental problems seem so big that only governments, local authorities or big companies can deal with them. One example is **global warming**. We need government action to reduce emissions from coal and oil burning power stations and to develop safer sources of power. These require tough regulations and huge investment. The loss of forests and other habitat is another problem. How can we as individuals stop the destruction of the Amazon or Indonesian rain forests? Yet another example is waste. When people live in cities, other ways may be recycling, picking up trash, no polluting and decrease **pollution** overall, saving animal habitats and so much more.

We should care for the environment because it's our real home, we live in it and we don't want a nasty living of trash everywhere with **stenches**, also animals can die from our trashes such in beaches, they can get stuck in the can plastics. We need to recycle because recycling takes trash and processes it in some way to make a useful product. Composting falls into this category. Glass, plastics, paper, steel, and cardboard are other materials that may be recycled. The added benefit of compost is that it can be done in your own **backyard**. We still need to recycle all the plastic that we use because it gets melted and reused again for more supply for our needs.

When we don't recycle, we have less plastic reusing than before and cause a lot more money and man labour time to recycle it for us in the landfills. Also, most of it gets burned to dispose of it all because we have no room for all the landfills and they cost too much to have. Really, we should all try to reuse before **recycling** but either works just fine. So, when we reuse our belongings like finding alternate uses for trash rather than disposal.

Share unused **portions** with neighbours or charities. Donate books to the library; give old clothing to **charity**, etc. Now we also need to reduce which includes reducing the amount of total waste by steps such as buying only the amount you need, persuading manufacturers to reduce the amount of packaging they use. It also includes steps such as mowing your lawn with a mulching mower and leaving the clippings on the grass. "Waste" is never generated. So, we don't want to buy too much of anything for ourselves everyone needs the same things such as water bottles, plastic bags, and much more. And for mountainous places, it is important that people can make terraces, planting also some trees which may protect the soil.

In conclusion, our choices, however small, do have a real impact. If each of us made took two or three simple steps to live more simply, imagine the positive effect on the planet!

Adapted from (Writefix, 2011)

Comprehension questions

1. Which problems did the writer say that they can be dealt with government?
2. What are the strategies identified by the writer about environmental protection?
3. Give reasons why the environment must be protected.
4. Which materials do we need to recycle in our environment?
5. How can we protect the soil from high mounts?

Text 2. A poem on environmental protection

Read the following poem and answer questions

We spoil our Earth
Is it really worth?
Polluting the air
is that really fair?
Can Smoke and Dust
Turn Earth into Hearth?

Clean the Air
Show that we care

Secure our future
Say Cheese!
Plant more trees
For Earth to Breathe

Plants and Animals
Love them all
Be generous
Live life tall
Conserve water
Be a nice daughter
Harvest sunlight
For a life that is bright

Plastic may be cool
But don't be a fool
It will make you ill
Tell the whole school
Recycle everything
Don't waste anything
If you want no tension
Go for environment protection

By Kaarvi Khullar

Comprehension questions

1. Which strategies did the poet mention so as to protect our environment?
2. Why do you think that poet advised us not to be fool though plastic is cool?
3. What can a person do if he/she wants no tension?
4. Provide the message given by the poet to schools.



Application activity 6.4.2

Vocabulary, debate and composition writing.

1. Vocabulary

Explain the following words as they are used in the poem. Use a dictionary.

- a) Global warming
- b) Pollution
- c) Stenches
- d) Backyard
- e) Portions
- f) Charity
- g) Recycling

2. Debate and composition writing

- a) Debate on the following topic or motion: *“Human activities have brought more harm than good on our Earth”*.
- b) Write two paragraphs describing different ways of protecting environment.

6.5 Language structure: Use of expressions of purpose

6.5.1 Learning activity

Read the following paragraphs and identify expressions of purpose used

The **trees**' roots suck water deep from under the ground to as low as 200 feet. They hold the soil together so that erosion is prevented. They absorb rain during rainy days in order to help plants grow well.

Mary lives in Gakenke District which is a mountainous area. Last year, she planted different trees so as to protect the soil. However, her neighbours did not do the same and affected her soil later. The local leaders sensitize every person to make terraces and some irrigation so that they could not get affected by soil erosion again.

Notes

Expressions of purpose: *to, in order to* and *so as to*.

a) In order to

We can use 'in order to' or 'so as to' instead of 'to + infinitive'. This just makes it a bit clearer that we are talking about goals or intentions and it's also a bit more formal. It doesn't change the meaning.

- I went to London in order to study Environmental education.
- I went to London so as to study Environmental education.

Use *to*, *so as to*, and *in order to* express purpose in the affirmative form.

Examples:

- He is looking for a part time job to save some pocket money.
- She wakes up early in order to be on time to work.
- They visited him so as to offer their condolences for the death of his wife.

Use *so as not to* and *in order not to* express purpose in the negative form.

Examples:

- They woke up early in order not to be late.
- She exercises regularly so as not to get fat.
- He helped the new policewoman so as not to fail in her first mission.

b) Purpose with *so that*

You can also express purpose with **so that**. In this case you generally need to use a modal.

Examples:

- He turned down the music so that he wouldn't disturb the neighbours.
- He got a visa so that he can travel to the USA.
- He decided to stay in England for a while so that he could practice his English language.



Application activity 6.5.2

A. Choose the correct expression of purpose

- 1) Concentrate on your exercise ... make any mistakes.
 - a) So as not to
 - b) to
 - c) So that
- 2) You have to wake up ... be on time.
 - a) To
 - b) In order not to
 - c) So that
- 3) You have to register ... participate in the forum.
 - a) In order to
 - b) So as not to
 - c) So that
- 4) She left work early ... be at home when he arrives.
 - a) So as not to
 - b) To
 - c) So that
- 5) Ships carry life boats ... the crew can escape when the ship sinks.
 - a) So as not to
 - b) To
 - c) So that
- 6) These men risk their lives-... we may live more safely.
 - a) to
 - b) in order not to
 - c) so that

B: Using expression of purpose, write a paragraph talking about the role of physical environment in socio-economic sector.



End of unit assessment 6.6

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

Words	Pronunciation	Meaning
Erosion	/ɪˈrəʊʒən /	The presence in or introduction into the environment of a substance which has harmful or poisonous effects.
Trees		
Temperature		
Pollution		
Environment		
Conservation		
Sustainability		
Recycling		
Precipitation		
Climate		
Irrigation		
Landscape	/ˈlænskeɪp /	Make (a garden or other area of ground) more attractive by altering the existing design, adding ornamental features, and planting trees and shrubs)the site has been tastefully landscaped"

B. Suppose that you are appointed to be trainer in a given district and the training agenda is all about environment conservation and sustainability. The following are issues to be addressed in the training.

- a) Strategies to keep different materials lying around in the community.
- b) Ways to protect our soil from erosion.
- c) Challenge of deforestation in the community.
- d) A problem of water from houses.

C. Write an essay describing how you will address the above issues to be presented to the Land manager. Make sure you pay attention to the use of expression of purpose in your writing. Words limit (300 words).

D. Rewrite the sentences below using *to*, *in order not to*, *so that*...


- a) I sent her a bunch of flowers because I wanted to make it up with her.
- b) I entered Mr. Green's office because I wished to talk to him about environment.
- c) I came back because I had to take care of my parents.
- d) She winked at me because she wanted to let me know that she was joking.
- e) I have come because I'd like to give you a piece of advice on environmental protection.

E. Match the beginnings of the sentences to the correct endings.

1.	I bought a lovely new dress...	a.	... for marking important parts of documents.
2.	A small notebook is useful...	b.	... so that I could be first in the queue when the shop opened.
3.	David worked really hard...	c.	... for painting the best picture.
4.	Highlighter pens are great ...	d.	... for writing down new vocabulary.
5.	I gave my teacher a big bunch of flowers...	e.	... so that we'll have enough for the weekend.
6.	I got up early...	f.	... to wear to the party.
7.	My son won a prize at school...	g.	... to pass the final exam.
8.	I ordered an extra loaf of bread...	h.	... to say 'thank you'.

UNIT 7

EDUCATION AND PERSONAL DEVELOPMENT

 **Key unit competence:** *To use a language learnt in the context of education and personal development*



Introductory activity

Picture observation and interpretation

Picture observation and interpretation

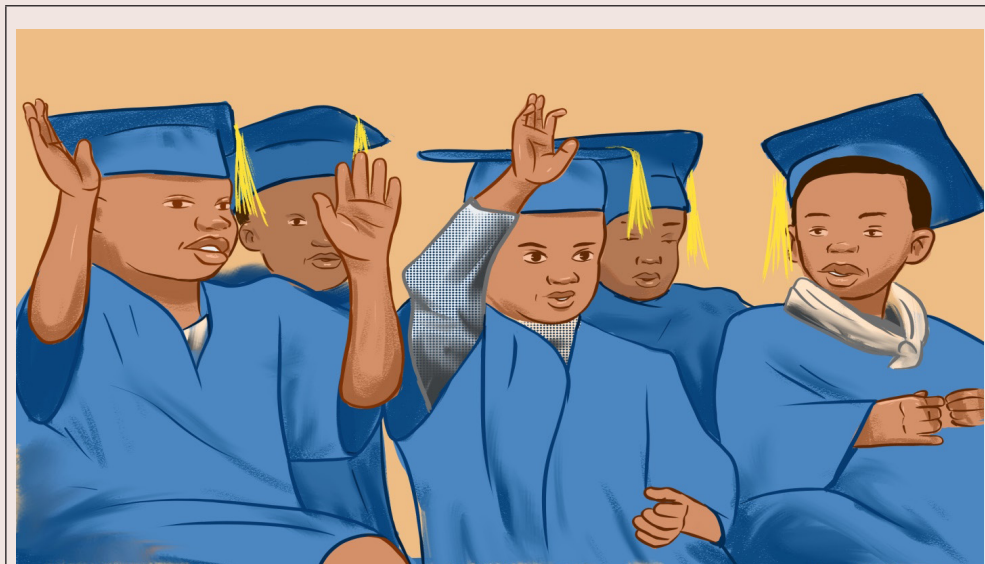


Fig. 1



Fig 2



Fig 3

Observe the pictures above and answer the following questions

1. What do you think the figures above represent?
2. Do you think it is important for pre-school children to celebrate the graduation day as it is in Fig. 1? Why?
3. Explain the relationship between education and personal development.
4. Explain how a disabled child can benefit the same education as those without disabilities.

7.1. Describing ability at school

7.1.1 Learning activities: Reading and text analysis

Pre-reading activity: Picture observation and interpretation



Fig 1



Fig 2

Observe the above pictures and answer these questions:

1. What is taking place in Fig. 1-2?
2. Why is it important to get parents involved in education process?
3. Compare and contrast the roles of teachers and parents in teaching/ learning.

Text 1: Conversation between a parent and a teacher

Teacher: Hello Madam. Please have a seat.

Parent: Thank you so much.

Teacher: Yes, please, tell me.

Parent: Actually, I wanted to know about the progress of my child.

Teacher: Kaneza is doing well in all the subjects except mathematics.

Parent: But mathematics is a subject he practices a lot.

Teacher: He needs more attention on that.

Parent: Sure, we will focus on him but I think that more attention should be given to him in his class so that he can score good grades.

Teacher: Don't worry, I had a word with his mathematics teacher and I discussed his problem with her.

Parent: Thank you so much.

Teacher: Please don't mention that.

Parent: I have one more request. If you could please update me with his progress in the last month.

Teacher: Sure, you can have a word with me anytime or we can also fix a meeting.

Parent: Sure.

Teacher: Rest don't worry, he is under our guidance and we will take care of him.

Parent: Thank you, madam.

Teacher: You are welcome.

Adapted from Pep Talkers, (2017)

Comprehension questions

1. What was the purpose of the conversation?
2. Why did the parent worry about her child?
3. Why is it important for parents to collaborate with school leaders and teachers?
4. Suppose that you are the teacher of that child, what could your advice to the parent be as far as her child score progress is concerned?

Text 2: Admission to a new school

Mr. Kayumba: Good morning, sir. May I come in?

Headmaster: Yes, please.

Mr. Kayumba: I'm **Mr. Kayumba** from Kayonza, and this is my son, Kalisa.

Headmaster: Please sit down.

Mr. Kayumba: I have been transferred to Gatsibo, just recently. I'm here in connection with my son's admission to senior four.

Headmaster: Mr. Kayumba, the **admissions** have closed formally last week but let me see what I can do for you. Kalisa, tell me something about your **academic** background.

Kalisa: I was a student at Groupe Scolaire Nyagahandaza. I have cleared first term with an **aggregate** of 89%.

Headmaster: Good, and did you ever participate in debates, **dramatics**, or sports in your school?

Kalisa: Yes, sir.

Headmaster: Do you have your certificates for these **co-curricular** activities?

Kalisa: Yes, Sir. They are all in this file along with a letter of **recommendation** from my Ex-headmaster. I'd like to mention that I was the Head Boy of GS Nyagahandaza.

Headmaster: I'm glad to hear that, Kalisa. Leave your file with me. We'll see what we can do for you.

Kalisa: Thank you very much, sir.

Mr. Kayumba: Thank you, sir! I'm extremely grateful for the time you have given us and the interest you have taken.

Comprehension questions

1. What is the relationship between Mr. Kayumba and Kalisa?
2. Why did Mr. Kayumba come to that school?
3. Which school did Kalisa attend before and how many aggregates had he get?
4. Do you think Kalisa was allowed to join the new school? Explain.



Application activities 7.1.2

Vocabulary and paragraph writing

1. Vocabulary

Match the following words with their meanings

Words	Meanings
1. Academic	the process or fact of entering or being allowed to enter a school, place or organization.
2. Aggregate	the study or practice of acting in and producing plays.
3. Dramatics	a whole formed or calculated by the combination of several separate elements; total.
4. Co-curricular	suggestion about how to deal with something; suggestion someone or something is suitable or useful.
5. Recommendation	(of an activity at a school or college) pursued in addition to the normal course of study.
6. Admission	relating to education and scholarship.

2. Paragraph writing

Write a paragraph talking about the subject that you are good at in your class. Use the guidelines given in unit five of this book.

7.2 Describing educational ambitions

7.2.1 Learning activities: Reading and text analysis

Text: My exceptional accountant journey

After quickly realizing just how serious some of our accounting work is, I knew that if I wanted to advance in my own career, I had to figure out ways to become more **efficient** and **effective**. I also realized that as our world becomes more and more complex, and not just from an accounting sense but from an overall business perspective. So, I was convinced that accountants will have to expand both knowledge and skill sets.

This is how my journey began: After completing my degree in Accounting, I was excited to apply my education only to find **copious** amounts of **spreadsheets** and **mindless** data entry. I was one of only a few students who had the opportunity to start with a Big4 Accounting firm right after graduation, and one of my first **assignments** was to **audit** cash. I sat down with the colleague responsible for reconciling the larger cash accounts, and we started his step-by-step process.

After going through it, I started to ask questions as I'd been taught to do as an auditor. This turned out to be an incredibly eye-opening experience for me. I asked him why a certain **transaction** was taking place, how he knew it was right or what he did with the exceptions. His responses were often "I don't know" or "because we've always done it that way".

I will make a bit of a confession here: this made me question my choice of profession. Who wants to just follow a checklist and not really have to think? This certainly didn't seem appealing to me.

While at first, he said he loved his job, the more we got into the questions, the more he opened up and confessed that he felt more like a glorified data entry clerk. And I started to realize just how antiquated many of the Accounting and Finance processes were.

I may not have known how that would change, but I was certain things had to. And at the time, I had no idea just how important this discovery was going to be.

Throughout my career, I continued to encounter all kinds of challenges around the typical accounting activities especially during the month-end close. Trying to meet deadlines that management was always looking to reduce. Trying to ensure everything was being done (journals all booked, balance sheet accounts reconciled, and month-end tasks completed).

Many of the companies I worked with were experiencing significant changes, including mergers and acquisitions, expanding into new countries, rapid growth, and IPOs, which only further exacerbated these challenges.

Then there was all of the paperwork and supporting documentation! One organization I was working with had their reconciliations all over the place—desk drawers, binders, manager offices. It was a nightmare trying to keep everything straight, not to mention quite costly trying to store everything.

I found myself in a position where I had to find alternative solutions. I knew I had to expand my knowledge base and provide more strategic insight in addition to better managing the close process. I had to help our accountants shift from these mundane tasks to applying their knowledge. I had to work with our other departments so that as a whole, we were making the best decisions for the business.

I also recognized that our accountants needed, even wanted, more challenges. They wanted the time to research and investigate exceptions. They wanted time to proactively identify errors so they could be fixed before it became a problem.

I needed to not only help my organization, but my fellow accounting colleagues as well. In order to be effective in driving forward this change, I had to start with myself so I could share what I learned with my team, with the other departments, and with leadership.

The success of this transformation was contingent on their support. While this would ultimately be a team effort, this was my opportunity to show that accountants can offer so much more to our organizations.

Adapted from Parcels, (2020)

Comprehension questions

1. What makes the narrator think that accountants have to expand both knowledge and skill sets?
2. According to this sentence “I was excited to apply my education only to find copious amounts of spreadsheets and mindless data entry.” Do you think the narrator found the situation at workplace as good as he/she was expecting? Explain.
3. Why did the narrator question her choice of profession?
4. Enumerate changes that companies the narrator worked with were experiencing.
5. Which alternative solution did the narrator think she had to find?
6. Did the narrator succeed in bringing the transformation? Explain



Application activities 7.2.2

Vocabulary and composition writing

1. Vocabulary

Use the following words in your own sentences

- a) Efficient
- b) Effective
- c) Copious
- d) Spreadsheet
- e) Mindless
- f) Assignment
- g) Audit
- h) Transaction
- i) Confess
- j) Antiquated
- k) Mundane
- l) Proactively

2. Composition writing

Write a 250-word composition explaining the reason why the government was not wrong when it established accounting option in secondary schools.

7.3 Talking about sexual education

7.3.1 Learning activities: Reading and text analysis

Text 1: Why comprehensive sexuality education is important

Did you know that only 34 % of young people around the world can **demonstrate accurate** knowledge of HIV prevention and transmission? And that two out of three girls in some countries have no idea of what is happening to them when they begin **menstruating**? These are some of the reasons why there is an urgent need for quality comprehensive sexuality education (CSE).

Comprehensive sexuality education is a curriculum-based process of teaching and learning about the **cognitive**, emotional, physical and social aspects of

sexuality. It aims to equip children and young people with knowledge, skills, attitudes and values that will empower them to realize their health, well-being and **dignity**; develop respectful social and sexual relationships; consider how their choices affect their own well-being and that of others; and understand and ensure the protection of their rights throughout their lives.

Too many young people receive confusing and **conflicting** information about relationships and sex, as they make the transition from childhood to adulthood. This has led to an increasing demand from young people for reliable information, which prepares them for a safe, productive and fulfilling life. When delivered well, CSE responds to this demand, empowering young people to make informed decisions about relationships and sexuality and navigate a world where gender-based violence, gender inequality, early and unintended pregnancies, HIV and other sexually transmitted infections (STIs) still pose serious risks to their health and well-being. Equally, a lack of high-quality, age- and developmentally-appropriate sexuality and relationship education may leave children and young people vulnerable to harmful sexual behaviours and sexual exploitation.

CSE plays a crucial role in addressing the health and well-being of children and young people. Applying a learner-centered approach, CSE not only provides children and young people with age-appropriate and phased education on human rights, gender equality, relationships, reproduction, sexual behaviours risks and prevention of ill health, but also provides an opportunity to present sexuality with a positive approach, emphasizing values such as respect, **inclusion**, non-**discrimination**, equality, empathy, responsibility and **reciprocity**.

Adapted from UNESCO, (2018)

Comprehension questions

1. State the two reasons why there is an urgent need for quality comprehensive sexuality education as explained in the first paragraph.
2. What is the objective of comprehensive sexuality education?
3. Do you agree with the author that too many young people receive confusing and conflicting information about relationships and sex? Justify your answer.
4. What is likely to be the consequence of a lack of high quality sexuality and relationship education?



Application activities 7.3.2

Vocabulary and sentence writing

1. Vocabulary

Use a dictionary and find meanings of the following words considering how they are used in the passage.

- a) Demonstrate
- b) Accurate
- c) Menstruating
- d) Cognitive
- e) Dignity
- f) Conflicting
- g) Inclusion
- h) Discrimination
- i) Reciprocity

2. Sentence writing

Use each of the above words in your own sentence.

Text 2: Life skills

In an ever-growing technology and **data driven world**, much of the focus in education has understandably taken a shift toward STEM-based (science, technology, engineering, and math) initiatives that will prepare students for the coursework and careers of the future. But life skills how well-equipped students are to make good decisions and solve problems in their academic and professional careers as well as their personal lives should also play a critical role in a well-rounded and comprehensive education.

Think of life skills as the building blocks or framework that allow students to apply the knowledge they acquire in school to real world problems and situations. Also referred to as “**soft skills**” in a professional context, the ability to think abstractly and approach problems from multiple angles to find practical solutions, and the skill to communicate clearly and effectively are just as important as technical knowledge in a particular field or academic subject.

According to Macmillan Education, “In a constantly changing environment,

having life skills is an essential part of being able to meet the challenges of everyday life. The dramatic changes in global economies over the past five years have been matched with the transformation in technology and these are all impacting on education, the workplace, and our home life.”

But life skills go well beyond choosing a major in college or **impressing** a potential employer in the future. Life skills provide children with important tools for development, such as independent thinking, how to socialize and make new friends, and how to take action in situations where their parents or teachers may not be around to help or intervene (dealing with a bully or personal insecurities and fears, for example.) Unlike motor skills and basic intelligence, executive function and decision-making skills are not innate but learned.

Examples of life skills include: Self-reflection, Critical thinking, Problem solving and Interpersonal skills, etc. Building life skills is essentially an exercise in helping children develop sound judgment and good habits for long-term stability, wellness, and success.

Parents can take an active role in teaching life-skills at home with projects that provide real world examples and lessons in decision making and problem solving. They can be as simple as assigning household chores and budgeting exercises through an allowance, to caring for a pet or volunteering in the community. Fun and simple-to-organize activities, like game nights (or afternoons) with family and friends with an educational focus that also encourage working in teams, can help to build social and interpersonal skills.

In addition to brushing their own teeth and learning how to tie their shoes and get dressed, young children should know what to do in common situations as well as emergencies, such as: How to get to and from home and school, who to call in an emergency (memorize phone numbers), How to safely cross the street, what to do if they are bullied or **witness bullying**, how to safely use kitchen appliances and prepare basic meals and how **to do the laundry**.

The acquisition of problem-solving and reasoning abilities is a fluid and ongoing process, and working with children early in their development to lay the framework with examples that they can understand and apply on their own is a good place to start. For boarding students, the experience is even more intense. Daily house **chores**, weekend work projects and weekly house meetings all create the sense of responsibility over their lives and spaces that many schools and jobs are seeking. Add to that the expectations to cook, clean up after themselves, and budget their personal expenses and most students end up fulfilling many of the item on those life skills lists.

Comprehension question

1. What are life skills according to the author?
2. Compare and contrast life skills from other skills developed from other subjects.
3. Give examples of life skills as described by the author.
4. Is it important to develop life skills from early childhood education? Justify your answer.



Application activities

Vocabulary and summary writing

1. Vocabulary

Explain the following words using dictionaries as used in the passage.

- a) Chores
- b) Witness bullying
- c) To do the laundry
- d) Impress
- e) Soft skills
- f) Data driven world

2. Summary writing

In not more than 80 words, summarise the passage above pointing out the importance of life skills.

7.4 Language Structure: conditional clause type I & II

Learning activity

Read the following sentences and complete the gap accordingly

1. If people are well educated, the society ----- (develop) in all sectors.
2. I would take my daughter to IPRC, If I----- (be) in your position.
3. If we were policy-makers, we----- (establish) career development centres.
4. If they all do their best, the party ----- (be) great.
5. If I have a child, ----- (develop) his/her life skills as much as possible.

Note:

Conditional tenses are used to speculate about what could happen, what might have happened, and what we wish would happen. In English, most sentences using the conditional contain the word *if*. Many conditional forms in English are used in sentences that include verbs in one of the past tenses. This usage is referred to as “the unreal past” because we use a past tense but we are not actually referring to something that happened in the past. There are five main ways of constructing conditional sentences in English.

In all cases, these sentences are made up of an *if* clause and a main clause. In many negative conditional sentences, there is an equivalent sentence construction using «*unless*» instead of «*if*». Let's discuss some types of conditional below:

7.4.1. Conditional Sentence Type 1

It is possible and also very likely **that the condition will be fulfilled.**

Form: *if* + **Simple Present, Will-Future**

Example: If I find her address, I'll send her an invitation.

Form: *If* + **Simple Present, Will-Future**

Example: If I find her address, I will send her an invitation.

The main clause can also be at the beginning of the sentence. In this case, don't use a comma.

Example: I will send her an invitation if I find her address.

Note:

Main clause and / or *if* clause might be negative. See Simple Present und will-Future on how to form negative sentences.

Example: If I don't see him this afternoon, I will phone him in the evening.

When is the Conditional sentences type I used?

Conditional sentences type I refer to the future. An action in the future will only happen if a certain condition is fulfilled by that time. We don't know for sure whether the condition actually will be fulfilled or not, but the conditions seems rather realistic – so we think it is likely to happen.

Example: If I find her address, I'll send her an invitation.

I want to send an invitation to a friend. I just have to find her address. I am quite sure, however, that I will find it.

Example: If John has the money, he will buy a Ferrari.

I know John very well and I know that he earns a lot of money and that he loves Ferraris. So, I think it is very likely that sooner or later he will have the money to buy a Ferrari.



Application activity

Application activity

Some friends are planning a graduation party. Everybody wants to be part of it, but nobody's really keen on preparing and organizing the party. So everybody comes up with a few conditions, just to make sure that the others will also do something.

1. A. Complete the Conditional Sentences Type I.
2. If Caroline and Sue prepare the salad, Phil ... (decorate) the house.
3. If Sue cuts the onions for the salad, Caroline ... (pee) the mushrooms.
4. Jane will Hoover the sitting room if Aaron and Tim ... (move) the furniture.
5. If Bob tidies up the kitchen, Anita ... (clean) the toilet.
6. Elaine will buy the drinks if somebody... (help)her carry the bottles.
7. If Alan and Rebecca organize the food, Mary and Conor (make) the sandwiches.
8. If Bob looks after the barbecue, Sue (let) the guests in.
9. Frank will play the DJ if the others (bring)along their CDs.
10. Alan will mix the drinks if Jane (give) him some of her cocktail recipes.
11. If they all do their best, the party ... (be) great.

B. Complete the Conditional Sentences (Type I) by putting the verbs into the correct form.

1. If you (send)this letter now, she (receive) it tomorrow.
2. If I (do)this test, I (improve)..... my English.
3. If I (find)your ring, I (give)it back to you.
4. Peggy (go)shopping if she (have)time in the afternoon.
5. Simon (go)to London next week if he (get)a cheap flight.
6. If her boyfriend (phone / not)today, she (leave) him.
7. If they (study / not) harder, they (pass / not) the exam.
8. If it (rain) tomorrow, I (have to / not)water the plants.
9. You (be able/ not)to sleep if you (watch)this scary film.
10. Susan (can / move / not)into the new house if it (be / not)ready on time.

7.4.2. Conditional Sentence Type 2

→ **It is possible but very unlikely, that the condition will be fulfilled.**

Form: *if* + Simple Past, Conditional I (= would + Infinitive)

Example: If I found her address, I would send her an invitation.

Form: *If* + Simple Past, main clause with Conditional I (= would + Infinitive)

Example: If I found her address, I would send her an invitation.

The main clause can also be at the beginning of the sentence. In this case, don't use a comma.

– *Example:* I would send her an invitation if I found her address.

Note: Main clause and *I* or *if* clause might be negative. See **Simple Past and Conditional I** on how to form negative sentences.

– *Example:* If I had a lot of money, I wouldn't stay here.

Were instead of Was

In **IF Clauses Type II**, we usually use *were* – even if the pronoun is *I*, *he*, *she* or *it* –.

– *Example:* If I **were** you, I would not do this.

When is sentence type II used?

Conditional sentences type II refer to situations in the present. An action could happen if the present situation were different. I don't really expect the situation to change, however. I just imagine **what would happen if ...**

Examples:

- a) If I found her address, I would send her an invitation.
 - b) If John had the money, he would buy a Ferrari.
- I would like to send an invitation to a friend. I have looked everywhere for her address, but I cannot find it. So now I think it is rather unlikely that I will eventually find her address.
 - I know John very well and I know that he doesn't have much money, but he loves Ferraris. He would like to own a Ferrari (in his dreams). But I think it is very unlikely that he will have the money to buy one in the near future.



Application activity 7.4.3

7.4.3 Application activity

Fill in the blanks with the correct form of the verb.

1. If Iwell ICT, I would become an engineer (study)
2. If my friend borrowed my car and got a speeding ticket, I angry. (be)
3. If I had studied last night, I..... better on the test. (do)
4. Imy umbrella today if I had known it would rain. (bring)
5. I would run away screaming if Ian alien. (see)
6. I would travel to New Zealand if Ithe chance. (have)
7. If I get a raise this year, IChristmas in Hawaii. (spend)
8. I would have cooked pasta if Iyou don't eat meat. (knew)




End of unit assessment 7.5

1. A. Complete the Conditional Sentences (Type I&II) by putting the verbs into the correct form
 - a) If you **come** with me, I (**to do**) the shopping with you.
 - b) Musoni (**to help**) his mother in the garden if she **reads** him a story this evening.
 - c) If it (**to rain**), I will stay at home.
 - d) Our teacher **will be** happy if we (**to learn**) the poem by heart.
 - e) If they **had** enough money, they (**to buy**) a new car.
 - f) We (**to pass**) the exam if we **studied** harder.
 - g) If Pat **repaired** his bike, he (**to go**) on a bicycle tour with us.
 - h) She **would get** 100 pounds if she (**to sell**) this old shelf.
 - i) If I **was/were** you, I (**to invite**) Jack to the party.
 - j) If the weather (**to be**) fine, the children **can walk** to school.
2. *Write a composition describing the relationship between Education and society.*

UNIT 8

SCIENCE AND TECHNOLOGY

 **Key unit competence:** *To use language learnt in the context of Science and Technology*



Introductory activity

Picture observation and interpretation

Picture observation and interpretation



Fig. 1

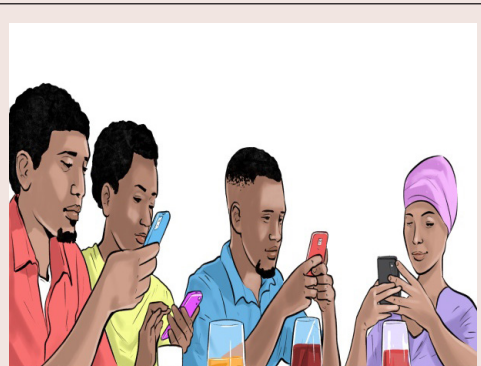


fig 2

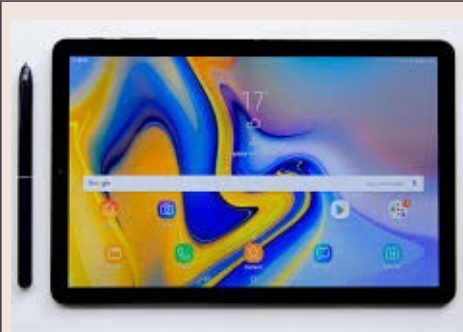


Fig 3

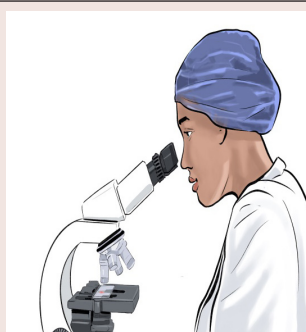


Fig 4

Observe the above pictures then answer these questions

1. Discuss the use of the device in fig.1.
2. The people in fig.2 are around the table sharing a drink but they are not talking to one another because they are busy chatting with their smartphones. Do you think it is a good practice? Explain.
3. Explain the use of the device in fig.3.
4. Explain the use of the device in fig.4.
5. Explain how a disabled child can benefit the same education as those without disabilities.

8.1. Talking about words and expressions used in the context of science and technology

8.1.1. Learning activity: Reading and analysis of texts

Text 1: Technology and Medicine

Read the passage below and answer the questions that follow:

A large number of digital innovations are revolutionizing **healthcare** and **technology** in **medicine** is here to stay. Numerous innovations and new solutions are already on the market and they have all improved healthcare drastically. Today, multiple medical issues such as **congestive heart failure**, diabetes, medication **noncompliance**, even stressful isolation, are researched and solved with remarkable new technologies. The following are some areas researchers are targeting: The first area targeted by researchers is heart failure. One of the most common and costly diagnoses is that of heart failure, with a mortality rate closer to cancer. It includes three types of sensors – wristband, necklace and watch – which are used for testing. This type of diagnosis gives both patients and doctors continuous information on how a compromised heart is functioning.

The second area targeted by researchers is 3D printing. These days, medical researchers are considering the potential of 3D printing in medicine. For example, Kaiser Permanente's Los Angeles Medical Center is perfecting the use of 3D printers to replicate multidimensional models of problematic areas

inside patients. Surgeons can handle the models and simulate a variety of possible operation replicas before performing the actual surgery. Alternatively, 3D printing can be used in reproducing bones or other organs in the human body.

The second area targeted by researchers is the area of mobile applications. Today, mobile applications are available for everything. In the healthcare sector, this is especially true. Doctors and patients are discovering new ways to use technology to monitor personal health. Nowadays, tracking daily sleep patterns, counting calories, researching treatment options, and even monitoring heart rate is possible.

Thirdly, **remote monitoring technology** is one of the most useful and practical innovations in recent years. The systems can be used by patients in the comfort of their homes to reduce the time and financial cost of recurring visits to the doctor. By using a small device designed to measure a particular health issue, doctors can analyze a patient's data remotely without the need for them to come down to the hospital.

This must be the reason why the Government of Rwanda recognized that there is a need to strengthen science, technology and research and is engaged in many National and Regional initiatives to help build this capacity.

Adapted from (Humanitas University, 2016)

Comprehension questions

1. State four medical issues that are researched and solved with remarkable new technologies.
2. What are the three areas targeted by researchers mentioned in the passage?
3. State and explain the use of the three types of sensors mentioned in the passage.
4. Explain how 3D printing technology helps surgeons in their work.
5. Evaluate the use of mobile applications in healthcare sector.
6. Assess the importance of remote monitoring technology in healthcare sector.



Application activity 8.1.2

Vocabulary

1. Vocabulary activity

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

Vocabulary	Meaning
Technology	
Congestive heart failure (CHF)	A chronic progressive condition that affects the pumping power of heart muscles. It is often referred to simply as “heart failure”
Noncompliance:	Failure or refusal to comply. In medicine, the term non-compliance is commonly used in regard to a patient who does not take a prescribed medication or follow a prescribed course of treatment.
Wristband	
Diagnosis	
Patient	
3D printing	The action or process of making a physical object from a three-dimensional digital model, typically by laying down many thin layers of a material in succession.
Simulate	
Replicas	
Sleep patterns	It is basically the stages of sleep that we go into from the moment that we nod off at night to waking up at first light.
Calories	
heart rate	
Device	

Text2: Body systems

Read the passage below and answer the questions that follow:

Our bodies consist of a number of biological systems that carry out specific functions necessary for everyday life.

The job of the **circulatory system** is to move blood, **nutrients**, oxygen, carbon dioxide, and hormones, around the body. It consists of the heart, blood, **blood vessels**, arteries and veins.

The **digestive system** consists of a series of connected organs that together, allow the body to break down and absorb food, and remove **waste**. It includes the mouth, oesophagus, stomach, small intestine, large intestine, rectum, and anus. The liver and pancreas also play a role in the digestive system because they produce digestive juices.

The **endocrine system** consists of eight major glands that secrete **hormones** into the blood. These hormones, in turn, travel to different tissues and regulate various bodily functions, such as **metabolism**, growth and sexual function.

The **immune system** is the body's defense against **bacteria**, **viruses** and other **pathogens** that may be harmful. It includes lymph nodes, the spleen, bone marrow, lymphocytes (including B-cells and T-cells), the thymus and **leukocytes**, which are white blood cells.

The **lymphatic system** includes lymph nodes, lymph ducts and lymph vessels, and also plays a role in the body's defense. Its main job is to make and move lymph, a clear fluid that contains white blood cells, which help the body fight infection. The lymphatic system also removes excess lymph fluid from bodily **tissues**, and returns it to the blood.

The **nervous system** controls both voluntary action (like conscious movement) and involuntary actions (like breathing), and sends signals to different parts of the body. The central nervous system includes the brain and **spinal cord**. The peripheral nervous system consists of nerves that connect every other part of the body to the central nervous system.

The body's **muscular system** consists of about 650 muscles that aid in movement, blood flow and other bodily functions. There are three types of muscle: skeletal muscle which is connected to bone and helps with voluntary movement, smooth muscle which is found inside organs and helps to move substances through organs, and **cardiac** muscle which is found in the heart and helps pump blood.

The **reproductive system** allows humans to reproduce. The male reproductive

system includes the penis and the testes which produce sperm. The female reproductive system consists of the vagina, the uterus and the ovaries which produce eggs. During **conception**, a sperm cell fuses with an egg cell, which creates a fertilized egg that implants and grows in the uterus.

Our bodies are supported by the **skeletal system**, which consists of 206 bones that are connected by tendons, ligaments and cartilage. The skeleton not only helps us move, but it's also involved in the production of blood cells and the storage of calcium. The teeth are also part of the skeletal system, but they aren't considered bones.

The **respiratory system** allows us to take in vital oxygen and expel carbon dioxide in a process we call breathing. It consists mainly of the trachea, the diaphragm and the lungs.

The **urinary system** helps eliminate a waste product called urea from the body, which is produced when certain foods are broken down. The whole system includes two kidneys, two ureters, the bladder, two sphincter muscles and the urethra. Urine produced by the kidneys travels down the urethras to the bladder, and exits the body through the urethra.

The skin, or **integumentary system**, is the body's largest organ. It protects us from the outside world, and is our first defense against bacteria, viruses and other pathogens. Our skin also helps regulate body temperature and eliminate waste through **perspiration**. In addition to skin, the integumentary system includes hair and nails.

Adapted from (Rettner & Dutfield, 2021)

Comprehension questions

1. What biological systems are mentioned in the passage?
2. Which biological system helps oxygen to move around in the body?
3. What is the role of the liver and pancreas in the digestive system?
4. Which biological system regulates metabolism, growth and sexual function?
5. Which biological system protects from falling sick?
6. Do you think our nervous system has anything to do with our sight? Justify your answer.
7. State the three types of muscles and explain their functions.
8. What is the role of urinary system?
9. What is the body's largest organ?
10. Hair and nails belong to which biological system?



Application activity 8.1.2

Vocabulary and composition writing

1. Vocabulary

- i) Use a dictionary, thesaurus or Internet to look up meaning of the following words/phrases as they are used in the above passage. (The words are highlighted in the text)
 - a) Hormones
 - b) Metabolism
 - c) Bacteria
 - d) Viruses
 - e) Pathogens
 - f) Leukocytes
 - g) Tissues
 - h) Spinal cord
 - i) Cardiac
 - j) Conception
 - k) Perspiration
- ii) Use each of the above words in your own sentence

2. Composition writing

- i) Have you ever been in a hospital? Write a short composition describing a technological tool you saw there. If you never went there, you can describe a tool you have heard of or read about.
- ii) Write a short composition on the importance of physical exercise for our body systems.

8.2. Describing the role of ICT devices and their side effects

8.2.1 Learning activities: Reading and text analysis

Text1: The positive and negative impacts of ICT

Read the passage below and answer the questions that follow:

As it is known from time immemorial that everything in life is like the two sides of a coin, there is always a positive and negative side of every **phenomenon**. But whether the effect is positive or negative the effects of Information Communication Technology (ICT) is far reaching and cannot be **overemphasized**. The effects of ICT **lens** looks at how our lives have been changed, for better and for worse, by the impact of ICT. It includes both positive effects and negative effects.

One of the positive effects of ICT is access to **information**. Possibly the greatest effect of ICT on individuals is the huge increase in access to information and services that has accompanied the growth of the **Internet**. Some of the positive aspects of this increased access are better, and often cheaper communications, such as phone calls and Instant messaging. In addition, the use of ICT to access information has brought new opportunities for **leisure** and **entertainment**.

Another positive effect of ICT is easy access to education. With ICT there are new ways of learning, such as interactive multi-media and **virtual reality**. ICT has also created new job opportunities, such as flexible and mobile working, virtual offices and jobs in the communication industry among others.

ICT can be used for processes that had previously been out of the reach of most individuals, such as photography, where digital cameras, photo-editing software and high-quality printers have enabled people to produce results that would previously require a photographic studio.

ICT can be used to help people overcome disabilities. For example, screen magnification or screen reading software enables partially sighted or blind people to work with ordinary text rather than Braille.

As far as negative effects are concerned, ICT has caused Job loss, reduced personal interaction and reduced physical activity.

As for **job loss**, one of the largest negative effects of ICT can be the loss of a person's job. This has both economic consequences, loss of income, and social consequences, loss of status and self-esteem. Job losses may occur for several

reasons, including the replacement of **manual operations** by **automation**. This can happen when, for example, robots replace people on an assembly line. People can also lose jobs due to **job export**. This is when Data processing work is sent to other countries where operating costs are lower. Multiple workers can also be replaced by a smaller number of people who are able to do the same amount of work using machines.

Personal interaction and physical activity have also been negatively affected by ICT. Being able to work from home is usually regarded as being a positive effect of using ICT, but there can be negative aspects as well. Most people need some form of social interaction and physical exercise.

Adapted from (Ajahana, 2012)

Comprehension questions

1. What do you understand by “everything in life is like the two sides of a coin”?
2. What strengthened the huge increase in access to information?
3. Explain how ICT has created new job opportunities.
4. Using an example, explain how ICT has enabled people to do processes that had previously been out of the reach of most individuals.
5. In which ways can ICT make people lose their jobs?



Application activity 8.2.2

Vocabulary, Sentence writing, Composition and Debate

1. Vocabulary

Use a dictionary, thesaurus or Internet to look up the meaning of the following words/phrases as they are used in the above passage. (The words are highlighted in the text)

- a) phenomenon
- b) Overemphasized
- c) Lens
- d) Information
- e) Internet
- f) Leisure
- g) Entertainment
- h) Virtual reality.

- i) Manual operations
- j) Automation
- k) Job export

2. Sentence writing

Use each of the above words in a sentence of your own to illustrate how they are used.

3. Composition writing

Write a 100-word composition on smartphone addiction.

4. Debate

Debate on the following motion:

“This house believes that ICT has done more harm than good.”

8.3. Language structure: Word formation

Introduction:

In linguistics (particularly morphology and lexicology), *word formation* refers to the ways in which new words are made on the basis of other words or morphemes. This is also called *derivational morphology*.

Most English vocabulary arises by making new lexemes out of old ones. This can be done either by adding an **affix** to previously existing forms, **altering** their word class, or **combining** them to produce compounds. Below are some types of word formation processes.

8.3.1. Derivation

Derivation is the creation of words by modification of a root without the addition of other roots. Often the effect is a change in part of speech.

Example:

- Empty-emptiness (adjective was changed into a noun)

8.3. 2. Affixation

(This is like a subtype of derivation)

Affixation is the process of adding a morpheme or affix to a word to create either a different form of that word or a new word with a different meaning;

affixation is the most common way of making new words in English. An affix is a word element of English grammar used to alter the meaning or form of a word and comes in the form of either a prefix or a suffix. There two primary types of affixation that are prefixation (the addition of a prefix) and suffixation (the addition of a suffix).

8.3.2. Prefixation

Prefixation is a morphological process whereby a bound morpheme is attached to the front of a root or stem. The kind of affix involved in this process is called a prefix. Prefixes include examples like “un-,” “self-,” and “re-,”

Example:

- The prefix un- attaches to the front of the stem selfish to form the word unselfish.

8.3.3. Suffixation

Suffixation is a morphological process whereby a bound morpheme is attached to the end of a stem. The kind of affix involved in this process is called a suffix. Suffixes come in the form of ending elements like “-hood,” “-ing,” “-ness,” “-ed...”

Example: Communicate-communicator

Think of the 26 common suffixes in the table as clues to the meaning of words. Keep in mind, though, that the meaning of words is best determined by studying the contexts in which they are used as well as the parts of the words themselves.

8.3.4. Noun Suffixes

Suffix	Meaning	Examples
-acy	state or quality	privacy, fallacy, delicacy
-al	act or process of	refusal, recital, rebuttal
-ance, -ence	state or quality of	maintenance, eminence, assurance
-dom	place or state of being	freedom, kingdom, boredom
-er, -or	one who	trainer, protector, narrator
-ism	doctrine, belief	communism, narcissism, scepticism
-ist	one who	chemist, narcissist, plagiarist

-ity, -ty	quality of	inactivity, veracity, parity, serenity
-ment	condition of	argument, endorsement, punishment
-ness	state of being	heaviness, sadness, rudeness, testiness
-ship	position held	fellowship, ownership, kinship, internship
-sion, -tion	-sion, -tion	concession, transition, abbreviation

8.3.5. Verbs suffixes

Suffix	Meaning	Examples
-ate	Become	regulate, eradicate, enunciate, repudiate
-en	Become	enlighten, awaken, strengthen
-ify, -fy	make or become	terrify, satisfy, rectify, exemplify
-ize, -ise	Become	civilize, humanize, socialize, valorise

Verbs can end with either -ize (the American spelling) or -ise (the British spelling). Examples include finalize/finalise and realize/realise.

8.3.6. Adjective Suffixes

Suffix	Meaning	Examples
-able, -ible	capable of being	edible, presentable, abominable, credible
-al	pertaining to	regional, grammatical, emotional, coastal
-esque	reminiscent of	regional, grammatical, emotional, coastal
-ful	notable for	fanciful, resentful, woeful, doubtful
-ic, -ical	pertaining to	musical, mythic, domestic, chiasitic
-ious, -ous	characterized by	nutritious, portentous, studious
-ish	having the quality of	fiendish, childish, snobbish
-ive	having the nature of	creative, punitive, divisive, decisive
-less	Without	endless, ageless, lawless, effortless
-y	characterized by	sleazy, hasty, greasy, nerdy, smelly

Adapted from (Nordquist, 2020)



Application activity

Application activity on language structure

1. Use prefixes to find the opposite of these verbs:
 - a) Use
 - b) Agree
 - c) Engage
 - d) Behave
 - e) Understand
 - f) Fold
 - g) Spell
 - h) Connect
 - i) Close
2. Complete the sentences by writing the correct prefix from the table below in the blank space. You can use a dictionary to help you.

dis-, in-, mis-, re-, un-, under-

- a) I just can't believe it! The story is ____believable!
 - b) No, that answer is ____correct. It is wrong.
 - c) Let's look at this information again. We should ____view it before the test.
 - d) I saw Kalisa just a moment ago, but now I can't find him! It seems that he ____appeared!
 - e) Oh, I'm sorry, I didn't hear you correctly. I ____understood you.
 - f) The subway does not go over the land like a normal train. It moves ____ground.
3. Put the words in brackets in the appropriate form (use prefixes or suffixes):
 - a) He was acting in a very... way. (child)
 - b) She looked ... She started to cry. (happy)
 - c) He passed his exam. He was...for the second time. (succeed)
 - d) The team that he supported was able to win the...(champion)
 - e) I couldn't find any...in his theory. (weak)

- f) He wants to be a...when he grows up. (mathematics)
- g) There were only a...of people at the match. (hand)
- h) The road was too narrow, so they had to...it. (wide)
- i) I think that you should...your decision. It may not be the best thing to do. (consider)
- j) You need a...of motivation, organization and hard work to realize your dreams. (combine)



End of unit assessment 8.4

1. Use a prefix or a suffix to make a new word out of the word in brackets. Complete the sentence with it.

Prefixes	Suffixes
dis-, un-, im-, re-	-ing, -ed, -ance, -ful, -able, -ly, -ous, -er

- a) I can't answer this question. It's...(possible).
- b) Don't stand near the water. It's too... (danger).
- c) I don't like this fish. It's not very well... (cook).
- d) Kate started crying because she was so...(happy)
- e) If you have a haircut it will change your...(appear)
- f) Paul never waits in queues. He is too...(patient)
- g) Thank you for your advice. You have been very...(help).
- h) Stealing other people's money is...(honest)
- i) Our science ... is very young. (teach)
- j) Harry didn't think the book was very...(interest).
- k) A million Rwandan Francs was given to the hospital by an... person (known)
- l) When you...this paragraph, make it a bit shorter (write)
- m) That was a great film. It was really...(enjoy)
- n) Mary was wearing a/an...hat (usual)
- o) I like this town. The people are very...(friend)
- p) I don't think you're right. I...with you completely (agree)

2. Identify at least five words formed through the process of affixation in the following paragraph.

One of the positive effects of ICT is access to information. Possibly the greatest effect of ICT on individuals is the huge increase in access to information and services that has accompanied the growth of the Internet. Some of the positive aspects of this increased access are better and often cheaper communication means, such as phone calls and instant messaging. In addition, the use of ICT to access information has brought new opportunities for leisure and entertainment.

3. *Write a short composition on advantages and disadvantages of social media in society.*

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