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**ENGLISH NOTES FOR *SENIOR 3***

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**UNIT 1: CAREERS**

## **1.1 DESCRIBING JOBS**

**When I was in senior three, I asked my teacher which career I should choose. Her answer was:**

“There are as many kinds of careers as there are people. They are like clothes, you have to choose the size and style that suits you”

At first I was confused. If there are as many careers as people, how come some people are unemployed? She told me that careers vary greatly in the type of work involved and in the ways they influence a person’s life. I later came to learn that the career one chooses can determine the amount of money he/she can earn. One’s career can also affect the way he/she feels about him or herself and the way other people act towards that person.

My teacher further advised me that, to make wise career decisions and plans, I needed as much information as possible. The more I knew about myself and career opportunities, the better able I would be to choose a satisfying career.

Maybe what worked for me will not work for you. People differ in what they want from a career. Many people desire a high income. Some work and hope for fame. Others want adventure. Still others want to serve people and make the world a better place. So, think about what you want to achieve in life before you make a decision.

Before you begin to search career fields, you should define your values, your interests, and your abilities. In our class, we had a boy who always said he wanted to be a doctor but he was poor in sciences. Do you think he knew his abilities? As a Rwandan, your values should be related to our history and culture. You should strive for peace, unity, reconciliation, integrity, self-reliance among others and you will be happy with a career that fits your values.

Personally, after knowing the importance of having values, I took a step to understand my values. I was told that one can develop an understanding of his/her values by asking him/herself what is most important to him or her and by examining his/her beliefs. For example, if you love helping others, being a social worker, teacher or medical personnel will make you satisfied before filling in the form.

 1.1.1 **Meaning of Words related to career**

**Career** is total development of a person’s professional life. A person’s occupation, one’s profession or one’s calling in life.

**Work:** is general efforts and activities done to accomplish a goal.

**Job:** is a regular activity people do and receive money for.

**Employment:** The work or occupation which one is used to, and often paid.

**Profession:** A job requiring a high level of skill or training.

**Vocation:** A job one does as a calling such as a priest or teacher.

**Occupation:** An activity or task with which one occupies oneself.

**1.1.2 Examples of Careers**

**Fire-fighter:** a person whose job is to stop fires burning

**Surgeon:** a doctor who cuts into the body to remove diseased parts or to set right broken bones

**Pilot:** somebody who flies an airplane

**office manager:** somebody whose job is to manage part or all of a company or other organization

**actor:** a man or boy who acts in play or films

**artist:** a person who is good at painting, drawing and making beautiful things

**postman:** a person who brings letters, parcels and telegrams

**teacher:** a person who teaches

**archaeologist:** a person who studies ancient societies

**pianist:** a person who plays the piano

**vet:** a person whose job is to treat sick animals

**librarian:** a person who checks in and out books and gives advice on what to read

**chef:** a person whose job is to cook in a restaurant. The presiding cook in the kitchen of a large household.

**Miner:** a person who gets coal from under the ground. A person who works in a mine.

**Dentist:** Someone who fixes teeth.

**Find the vocabulary related to the jobs done by the people below.**

|  |
| --- |
| 1. Someone who catches fish.  |
| 2. Someone who digs for metal ore in the ground.  |
| 3. A person who draws or paints pictures.  |
| 4. A person who makes computer games.  |
| 5. A person who helps a doctor.  |
| 6. Someone who fixes teeth.  |
| 7. A person who goes to outer space.  |

8.Someone who puts out fires.

9.Someone who plays an instrument.

10.Someone who helps sick people.

11.Someone who catches criminals.

12.A person who fixes toilets.

13.A person who does research.

14. A person who owns a ranch.

15.Someone who takes care of buildings.

|  |
| --- |
| 16. Someone who helps sick animals. |
| 17. Someone who builds houses. |
| 18. Someone who cooks food. |
| 19. A person who protects a country.  |
| 20. A person who tells us the news. |
| 21. A person who runs in field games. |
| 22. Someone who grows crops. |

23.Someone who stars in a movie.

24. A person who drives a truck.

25.Someone who fixes cars.

26.Someone who delivers mail.

27.A person who sings songs.

28. Someone who flies aeroplanes.

29. A person who serves food.

## **1.2 LANGUAGE STRUCTURES: IF CLAUSES**

**If clauses**- also called **conditional clauses** are used to describe a condition and a result of an action.

For the result to be true, the condition must be fulfilled and vice versa.

**Example:**

### Condition result

If you get a well-paid job, you will buy a car.

If you don’t get a well-paid job, you will not buy a car. Unless you get a well-paid job, you will not buy a car.

Generally, there are three conditional clauses. Sometimes there is a zero condition which is formed exactly like a conditional sentence but in terms of meaning there is no condition at all, making them four.

**Study the table below on how each conditional clause is formed.**

|  |  |  |  |
| --- | --- | --- | --- |
| ***IF*** | ***Condition*** | ***Result*** | ***Meaning***  |
| **Zero****IF0** | **Present simple** | **Present simple** | **Fact/ reality** |
| you heat up water to 1000  | it boils |
| it is in the morning | the sun rises  |
| **IF1** | **Present simple** | **future (will/shall/can)** | **future possibility** |
| you study medicine | you will become a doctor |
|  Rusagara retires | he will start a company |
| **IF2** | **Simple past** | **Would+ main verb** | **Likelihood**  |
| you were an architect | you would design the city | formal  |
| I was qualified for the job | I would apply for it | less formal |
| **IF3** | **Past perfect** | **Would have + participle** | **Impossible/dream** |
| I had had the right papers | I would have got the job |
| they had worked hard | they wouldn’t have failed |

**Other examples**

**Doctor:** (*smiling to teacher)* What would you.... ***Do***... (do) if you ...... ***Were not***....... (be/not) a teacher? You seem to be only good at playing with students.

**Teacher:** I would...... ***Be***.......... (be) a doctor because we both heal the sick.

|  |  |
| --- | --- |
| **Doctor:**  | Heal the sick! What do you mean? |
| **Teacher:**  | If there...... ***Were no*** ..... (be/no) teachers, there would.... ***Not be***........ (be/no) doctors. Besides, teachers heal doctors from ignorance. |
| **Doctor:**  | If I ..... ***Became***.....(become) a teacher today, I .... ***Would start***... (start) with re-teaching teachers how to respect other professions. |
| **Teacher**:  | It is true sometimes teachers are proud. Don’t you think they should be? |
| **Doctor:**  | I strongly agree. I personally feel , if it..... ***Were not***..... (be/not) for the good teachers I had, I ...... ***Would end up***...... (end up) a useless man. I thank my teachers who gave me good advice. |
| **Teacher:**  | Therefore, If I ..... ***Was not***...... (be/not) a teacher, I ...... ***Would be***..... (be) nothing else. I believe my career is the best of all. Teachers prevent diseases, doctors treat disease. So we are all important. |

***Remember:*** we can use “**was**” or “**were**” in If2 depending on how formal we want to be.

We use “**was**” in less formal situations.

**Example:** If he was a true musician, he would sing without instruments.

We use “**were**” when we doubt or imagine the situation.

**Example:** If I were Ms. Mukandoli, I would immediately accept the job offer.

## **1.3 DESCRIBING DAILY ROUTINES**

**Daily routine** is a course of actions to be followed regularly, a standard procedure, a set of normal procedures.

It is advisable to have a balance between work and leisure time.

**Read the passage below and answer the questions that follow:**

A doctor’s day is not a simple one, as it requires both physical and mental preparation. She or he has to wake up early in the morning and return late at night. She/ he has to do this to make sure people’s lives are safe.

In an interview with Dr. Kayitesi, she told me that she wakes up at 5: 00a.m every day to prepare her children to go to school. Their teacher is very strict on time and wants to teach all her children to learn to respect time too. Dr. Kayitesi has to make sure the children have gone to school when they have had breakfast before she prepares herself for work.

After making sure that the children have gone safely, she starts preparing herself. She has to bathe because as a surgeon the highest degree of hygiene is paramount. All her clothes have to be clean so that she does not infect her patients. This takes her two hours up to 7:00 a.m in the morning.

Dr. Kayitesi has to go to work which is at times another long day, depending on the number of patients she has attended to. As soon as she reaches the hospital, she greets her colleagues, checks on the list of patients to be operated on and changes into new clothes, which are disinfected.

On a daily basis, she operates on about three to four people, which is very tiring since it requires a lot of concentration. Most of her patients are pregnant women who have complications with delivering.

She says she does not complain because it is her duty to save lives. It is not only the day of a doctor that is hard. All professionals who care for the jobs they do have to work long hours every day.

Examples of such professionals are teachers, engineers and lawyers.

**Answer the following questions:**

1. What makes Dr. Kayitesi’s job difficult? Give at least three factors.
2. Why is the teacher of Dr. Kayitesi’s children so strict on time? Do you support her reasons? Explain.
3. Why has Dr. Kayitesi got to maintain a high level of hygiene? What would happen if she didn’t?
4. If Dr. Kayitesi had requested you to advise her on her daily schedule, which activities would you add or remove? Why?
5. What evidence from the text shows that Dr. Kayitesi loves her job? Give at least two

#### **Vocabulary and expressions**

What do the following words and expressions from the passage mean…? i. Strict

 ii. Surgeon

iii. Disinfect

 iv. ….as a surgeon the highest degree of hygiene is paramount. v. not infect her patients vi. complications with delivering

 **1.3.1 Letter Writing**

**informal letter**

An informal letter is always written in a personal style. Informal letters can be written to people we relate with on personal grounds like relatives or friends. The content and context of informal letters revolve on non-professional and unofficial relationships.

They are mainly on private issues or topics although this doesn’t exclude business partners or workers with whom you are friends.

**Aspects of an Informal Letter**

A letter should always present the following:

1. **The Sender’s Address**

The writer’s address should be located at the top right corner of the page.

1. **The Receiver’s Address**

This is also called the addressee’s address. It is usually located on the back side of the envelope. However, it can also be placed at the top left corner of the letter, just below the sender’s address.

1. **The Date**

The date is usually located below your own address. Simply leave one line below, open, and insert the date, that is the month, day and year. Sometime, only the month and day will be sufficient. (Remember that in English, the months and the days are spelt starting with capital letters.)

1. **The Opening or introduction**

The opening is fairly straightforward, and it is usually not as important as it would be with a business or formal letter.

1. **The Body**

The body comprises the content of the letter which should be written in a personal and friendly tone. However, it’s important to adjust the language based on the person you are writing to. Words and expressions are determined by the nature of the relationship between the writer and the receiver of the letter.

The Ending: The ending is the closing sentence of your letter.

1. **The Signature**

The signature ends the letter. In case of an informal letter, the name of the sender can serve as the signature.

**Application letter/ Formal letter**

Before writing the letter, first read the following instructions on how to write an official letter:

* Write the sender’s address and telephone number on the top left hand side of the page.
* Place the date directly below the sender’s address. It should be one line beneath the sender’s address. The date is important for two reasons: if you’re trying to get the person or organization to complete a task in a timely manner (send a pay check, fix an order, etc.), it will give them a time frame to work with or if you need to save a copy of the letter for legal reasons or posterity, the date is absolutely necessary.
* Place the recipient’s name one line beneath the date.
* Include his or her title (Mr., Mrs., Ms., Miss, Dr. etc.). Follow the recipient’s name with his/her job title. Give the person you’re addressing a salutation. “Dear Sir/ Madam”
* Write the body of the letter. This need not be more than three paragraphs. If you can’t say it in three paragraphs or less, then you’re probably not being concise enough.
* In the first paragraph, write a friendly opening and then state the reason or goal of the letter. Get straight to the point.
* In the second paragraph, use examples to stress or underline your point, if possible. Concrete, real examples are always better than hypothetical examples.
* In the final paragraph, briefly summarise your purpose in writing and suggest how you might want to proceed further.
* Sign off your letter with the appropriate salutation. Leave space between your salutation and your printed name for a signature, if possible. “Yours sincerely,” “Best regards,” or simply “respectfully” are all appropriate.

**Sample format.**

|  |
| --- |
| Sender’s address …………………………….. …………………………… Date…………………………….  Receiver’s address ……………………………. ……………………………..  Salutation ……………………….  Reference title………………………….. Body: ………………………………………………………………………… ………………………………………………………………………… ………………………………………………………………………… Conclusion ……………………….. Signature………………….names…………………………  |

 **A Sample official letter**

 Kanombe Kabeza

 Nyarugunga District

 Tel +250783653602

 July 20th , 2018

Minister for Natural Resources

Kigali-Rwanda

Dear Sir/Madam

#### **Re: REQUEST TO ADDRESS THE ONGOING THREATS IN THE MINING SITE**

I would like to request you to address the ongoing threats in the mining site

To begin with, we have observed so many threats in this mining site. some of these threats are: over exposure to ultraviolet radiation in sun light, noise, muscular skeletal disorders, thermal stress, and chemical hazards like polymeric chemicals. To mention but a few.

Wishing that my request will highly be considered.

Yours Sincerely

................................

MUTESI Jackline

## **1.4 LANGUAGE STRUCTURES: THE PRESENT PERFECT CONTINUOUS TENSE**

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.

**We use the format:** Subject + auxiliary verb (have) + been + verb (ing) **Example:** We have been studying to become lawyers.

 They have been doing this job for three years now.

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

**Compare:** Musafiri has been teaching since 2000. (Begun teaching this year up to now) Musafiri has been teaching for fifteen years. (Has spent these years teaching)

 **Usage:**

|  |
| --- |
| ***We use the present perfect continuous to talk 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)1. **The time interval and length of an action up to present using *since* and *for*. E.g.** She has been lecturing since she finished her university.

 **E.g.** We have been waiting for the new manager for five months.1. **Drawing conclusions.**

**E.g.** 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. |

## **1.5 DESCRIBING JOB QUALIFICATIONS**

**A job qualification** is something someone studies as his or her career. When the person finishes the studies, we call it a qualification; meaning the person is qualified to do that job. So we have:

|  |  |  |  |
| --- | --- | --- | --- |
| Qualification  | Reasons for choosing the qualification | Benefits | Risks  |
| 1. Teacher | Love for children | Lifelong learning, love from students, respect, trust, earn money. | Students failing,  |
|  |  |  |  |

**Read the qualifications of the person below and answer the questions that follow:**

Ms. Kagoyire is a graduate of Bachelor of Business Administration majoring in Finance from the University of Rwanda. She has now worked as a bank manager at Bank of Kigali for two years and she is one of the most successful bankers in the country.

While studying this course she was so practical. She started a savings and credit co-operative which has become a micro-finance organisations. It is mainly women that work in this co-operative. To get a job here, one has to be a qualified accountant with a bachelor’s degree or a diploma.

When she was in secondary school, Ms. Kagoyire studied entrepreneurship and initiated projects related to business. One of her projects called “Smart Business Minds” won a national award and the certificate she got has made her popular in the business community. Other business people see her as a lady with great initiative and with plenty of ideas that can help their companies grow.

The courses she took at university included communication and marketing. She has demonstrated a history of meeting sales goals and producing accurate, timely reports which gave her promotions and awards such as the best employee of the year.

Ms. Kagoyire is a motivated, friendly business professional with eight years’ work experience in communications and marketing. She has the ability to do multiple tasks, manage others, and effectively communicate while maintaining a high quality of work.

**Questions:**

1. What has Ms. Kagoyire studied throughout her education?
2. List three good qualities that Ms. Kagoyire has.
3. What is Ms. Kagoyire experienced in and for how long?
4. Give at least three achievements of Ms. Kagoyire in the paragraph.
5. What do you like/admire about Ms. Kagoyire?

 **1.6. RELATIVE CLAUSE**

 **DEFINING (Restrictive) And NON-DEFINING (Non Restrictive) RELATIVE CLAUSES**

A clause is a part of a sentence. A relative clause tells us which person or thing (or what kind of person or thing) the speaker means. Sometimes the information a relative clause provides is essential for the identification of the noun. Without the relative clause, the reader or listener will have difficulties identifying the noun or pronoun.

**Study the table below**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Function in the sentence** |  | **Reference to** |  |  |
| People | Things / concepts | Place | Time | Reason |
| **Subject** | who, that | which, that |  |  |  |
| **Object** | (that, who, whom)\* | (which, that)\* | where | when | Why |
| **Possessive** | Whose | whose, of which |  |  |  |

1. **DEFINING (Restrictive) RELATIVE CLAUSES**

**Eg:** The reporter who went to the field interviewed the minister.

In this sentence, the relative clause is essential. Without it, some information will be missing and one will not be able to tell ‘which reporter interviewed the minister’. Thus, this type of relative clause defines the noun or pronoun referred to. It is a defining relative clause.

**Defining relative clauses** are also called restrictive relative clauses. They tell us which person or thing is being referred to. They define the noun or pronoun by restricting the members of the larger group included.

**Example:** The clause who went to the field. It is not all the reporters, but only the one who went to the field.

1.The woman **who** published this news article was one of my relatives.

2. I saw the author **who** was outside our publishing house.

3. They wanted the picture **that** cost two pounds.

**Example:** The man ***who lives next door***... (Who

lives next door tells us which man)

**Try this**

1. **The man** lives next door. **He** is very friendly.
2. Where are **the eggs**? **They** were in the fridge.

**Note:** Sometimes **who** and **which** are objects of verbs.

**Example**: This is the book which was bought.

 a. The man – I wanted to see **him**- was away on holiday.

 b. Have you found the keys? – You lost **them.**

***Prepositions in Relatives***

* Do you know the girl (who) Tom is talking **to**?

**Who (That) for People**

* We know a lot of people **who** live in London.

**Which / That *are used for things***

* I don’t like stories **that** have unhappy endings.

**Whose is used for His /Her /Them**

* We saw some people **whose** car had broken down.

**Where for places**

The hotel **where** we stayed wasn’t very clean.

**Remember:** *you cannot leave out who or which in defining clause sentences.*

**2.Non defining (Non-Restrictive) relative clause**

the following sentences:

1. Mr Mugisha works for The New Times. He is related to my wife.

We can say:

* + Mr Mugisha, ***who*** works for The New Times, is related to my wife.
1. Four editors are hired for our newspaper. They were my classmates.
2. We can say:
	* Four editors, ***who*** were my classmates, are hired for our newspaper.

The clauses in italics in the sentences above give extra information about the nouns that precede them. This information can be left out without affecting their meaning. These clauses are non-defining relative clauses. The identity of the nouns in the sentence is already clear; they do not need to be defined further.

John Murenzi, who works as a reporter in your magazine, is my brother. The essential information in this example is the fact that “John Murenzi is my brother.” The relative clause “ who works as a reporter in your magazine”, can be left out. Non-defining relative clauses are also called non- restrictive relative clauses.

**Examples**

1. The secretary, **who** delayed our publications, had been fired.
2. The reporter, **who** had worked for the newspaper for five years, was accused of theft.
3. Treasurer, **who** was aged 23, was sent to jail because of fake bills.
4. The writer, **who** was familiar with the career, was transferred to another company.
5. The house at the end of the street, **which has been empty for five years,** has just been sold.
6. Mrs. Robert, ***whose son is in our class***, is an English teacher.

In these sentences the relative clauses (which has been empty ... and whose son...) do not tell us which person or thing the speaker means.

**Remember:** In these – non defining- relative clauses you have to use **who** for people and **which** for things. You cannot use **that** and you cannot leave out **who** or **which.**

When you write clauses like this you have to put commas (,) at the beginning and the end of the clause.

* 1. **TALKING ABOUT JOB EXPERIENCE**

 **Experience** is an activity which one has performed, a correction of activities from which an individuals or group may gather knowledge, opinion and skills.

 **1.7.1 CV (Curriculum vatae) writing**

**CV** is a written account of one’s life comprising one’s education, accomplishments, work experience, hobbies, language spoken,…especially one used to apply for a job.

 **A sample CV**

**Personal details**

* Name: MURENGEZI Eric
* Nationality: Rwandese
* Father’s name: MUKIZA Mathias
* Mother’s name: MUKAMANA Erika
* Date of birth: 19th/may /1992
* Marital status: Married
* Address: Gatsibo district, Gitoki sector
* Tel: +250785…/ +2507260….
* Email: murenzieric@gmail.com

**Career objectives**

Teaching languages in Secondary schools, especially Kiswahili, English and Kinyarwanda.

**Qualification**

|  |  |  |
| --- | --- | --- |
| **Degree** | **Institute** | **Year of pursuing** |
| Bachelor of Education(HONS), Kiswahili (Secondary) | UR-College of Education | 2013-2017 |
| Advanced level (EKK) | E S APEKI Tumba (Rwanda) | 2010-2012 |
| Ordinary level | College Imanzi de Nyaruguru (Rwanda) | 2007-2009 |
| Primary school | Masaka primary school (Rwanda) | 2001-2006 |

**Languages**

|  |  |
| --- | --- |
| **Language** |  **FLUENCY** |
| **COMPREHENSION** | **READING** | **SPOKEN** | **WRITTEN** |
| Kiswahili | Excellent | Excellent | Excellent | Excellent |
| Kinyarwanda | Excellent | Excellent | Excellent | Excellent |
| English | Very good | Very good | Very good | Very good |
| French | Good | Good | Good | Good |

**COMPUTER SKILLS**

* Microsoft office word
* Microsoft office excel
* Microsoft power point

**WORKING EXPRIENCE**

* From 2013 to 2014: Languages teacher at GS Mbuga ngali where I got experience in teaching languages Especially Kiswahili, Kinyarwanda and English.
* From 23rd January 2017 to 30th June 2017: Internship in Kiswahili language at Kabuga high school in Kigali City.

**Co-curricular activities**

* Chairperson of CHAWAKIRWA (Chama Cha Wanafunzi wa Kiswahili nchini Rwanda) in 2016 at UR-College of Education.
* Class representative in Swahili, English and Education (SEE) from 2013 to 2017 at UR-College of education.
* I’ve worked as a youth volunteers for 10 years in different Sectors.

**Strengths**

* Efficient Teaching Skills and experience
* Hardworking
* Excellent Communication Skill
* High level of analytical skills and decision making
* Ability to learn new technologies quickly
* Ability to lead and manage students

**Hobbies**

* Teaching
* Reading novels
* Doing sport, especially playing football and Volleyball
* Praying

**Referees**

* **Prof NIYOMUGABO Irunga**
* **Post:** Dean of UR-College of education and lecturer in UR-College of Education.
* **Contact number:** +250788….
* **MUKASE Jolly Larisa**
* **Post:** headmistress at GS Kacyiru II secondary school
* **Contact number:** +250788…..
* **NGANDI Emmanuel**
* **Post:** Headmaster at GS Nyagasiga
* **Contact number:** +250722…/

I, MURENGEZI Eric, i ensure that the given information is real and true.

 **Synonym**

**Synonym:** (Semantics) A word whose meaning is the same as that of another word. **A word** or **phrase** with a meaning that is the same as, or very similar to, another word or phrase. “Happy’’ is a synonym of “glad”.

**Term** **Synonym**

|  |  |
| --- | --- |
| **Employ** | contract, hire, recruit, take on |
| **Fire** | dismiss, sack, let go, make (someone) redundant |
| **Make** | create, prepare, produce, develop, generate,  |
| **Pay(verb)** | Remunerate |
| **Responsibilities** | duties, tasks, assignments |
| **Meeting** | talk, conference, get together |
| **Employee** | worker, recruit, veteran, old hand |
| **Job** | post, position, role |
| **Pay (noun)** | wage, salary, benefits, income, perks |
| **Boss** | manager, superior, director, employer |
|  | **Vocabulary** |  | **Synonym** |
| 1 | **Culinary:**  | cookery |
| 2 | **Passionate:** | Zealous  |
| 3 | **Demonstration:** |  Exposition |
| 4 | **Extremely:** | very |
| 5 | **Exhausting:**  | Tiring  |

**1.8 LANGUAGE STRUCTURES: PRESENT PERFECT TENSE**

**Examples of sentences which containe present perfect tense**

1. What **have** you **done** in the past five years?
2. Who **have** you **helped** in your job position?
3. What **have** you **forgotten** to do in your duties as an employee?
4. What **have** you **managed** during your work experience?
5. Where **have** you **gone** as part of field work related to the organisation?
6. What **have** you **given** fellow employees that they will keep remembering you for?
7. How much money **have** you **lent** a friend?
8. What **have** you **achieved** in your career recently?
9. What habit **have** you **quit** that used to make you fail to achieve your goals?
10. How often **have** you **been** warned at your work place?

## 1.9 DESCRIBING A JOB IN AN ADVERTISEMENT

**A Job advertisement:**

|  |
| --- |
| Sharama Business Co. Ltd.Sharama Business Company Limited seeks to recruit a highly qualified candidate to fill the vacant post of our new branch at Nyarugenge.**SECRETARY****Qualification*** Male, age 20-30 years.
* Bachelor’s degree in secretarial studies or related field.
* Good command of English, French and Kinyarwanda.
* Computer literate in Microsoft Office, internet, email and adobe programs.

**Experience** * A minimum of five years’ experience working with international businesses.

**Job requirements*** Attention to details and able to identify mistakes in documents easily.
* Ability to work extra hours.
* Organised in filing information.

Interested applicants can send their application letters, curriculum vitae and academic transcripts. Applicants should be Rwandans and attach a photocopy of their national ID and their recent passport photo.Apply to: The Human Resource Sharama Business Company limited, P.O box 3434, Giporoso, Kigali, at the company offices. |

**Read this job advertisement and answer the questions below.**

1. What is the vacant position?
2. Who advertised the job?
3. What does this position do?
4. What educational background is required?
5. What age is required? Why is age important when looking for an employee?
6. What sex is required and do you think this person is suitable for this post? Why?
7. What computer skills are required?
8. What language ability is required? What is the importance of language for this post?
9. How can an interested person apply for the job?
10. Where can an interested person apply for the job?

**UNIT 2: RUNNING A BUSINESS**

## 2.1 RUNNING A BUSINESS

**Business** is a specific commercial enterprise or establishment. A person’s occupation, work or trade. Commercial, industrial or professional activity.

**An entrepreneur** is a person who organizes and operates a business and takes risks related to that business. A person who thrives for success and takes on risk by starting his own venture, service etc **. Note: you will have different definitions in your own words.**

### **Inyarwanda clothes**

It started when second hand clothes were in fashion in Rwanda a few years ago. One day, Ms. Mukandoli, a busy mum and a loving wife, went shopping for nice second hand clothes. After a few hours of searching, she came home exhausted and disappointed because everyone was struggling to pick nice ones.

In 2016, the government of Rwanda increased the price of second hand clothes, so many women found it hard to find the right outfit. “I will help them,” – thought Ms. Mukandoli. With very little money, no connections in the fashion world and a community who laughed at her idea that it was not realistic, she persisted and decided to start up her own business.

Ms. Mukandoli designed her first collection of twenty clothing items, bought suitable material and a sewing machine. Ms. Mukandoli was a tailor herself. Her sitting room turned into a workshop. When the collection was ready, Ms. Mukandoli took them to fashion shops. To her surprise, they bought the whole collection at once.

When they asked her about the name of her company, Ms. Mukandoli looked at them, smiled and said: “Inyarwanda”. Today many people have fallen in love with products from Ms. Mukandoli. She has hired other tailors and expanded her business. Other people have copied her and now clothes made in Rwanda are on high demand across the country.

 **Comprehension questions:**

1. Why didn’t Ms. Mukandoli manage to buy any clothes?
2. What three difficulties did Ms. Mukandoli face when starting up her business?
3. What special character traits helped Ms. Mukandoli succeed in her new career?
4. What did Ms. Mukandoli do in order to start her business?
5. Where did Ms. Mukandoli sew her first collection?
6. Why did Ms. Mukandoli decide to call her collection “Inyarwanda”?
7. What did Ms. Mukandoli do when she realised her clothes were in high demand?
8. What fact proves that “Inyarwanda” is a successful company?

#####  **Present simple pronunciation**

Give the present simple of the words below and their sounds of the –s or –es of the verbs **(/s/, /z/, /iz/).**

|  |  |  |  |
| --- | --- | --- | --- |
| **verb** | **sound** | **verb** | **sound** |
| **Laughs**  | **/s/**  | **Rushes**  | **/iz/**  |
| **Drops**  | **/s/**  | **Sees**  | **/z/**  |
| **Drinks**  | **/s/**  | **Wears**  | **/z/**  |
| **Forgets**  | **/s/**  | **Loves**  | **/z/**  |
| **Loses**  | **/iz/**  | **Sees**  | **/z/**  |
| **Manages**  | **/iz/**  | **Pays**  | **/z/**  |
| **Passes**  | **/iz/**  | **Cries**  | **/z/**  |

##  **2.2** **LANGUAGE STRUCTURES: PRESENT SIMPLE TENSE**

**The simple present tense in English** is used to describe an action that is regular, true or normal.

|  |  |
| --- | --- |
| **POSITIVE FORM**I / You / We / They eat He / She / It eats To make the third person singular (he, she and it form), add **–s** to most verbs.* He plays the guitar.
* We normally add –**es** to verbs that end in –**ss, -o, -sh, -ch** or **–x.**
* She misses the bus every day!
 | **NEGATIVE FORM**When we make negative sentences in simple present, we put “**do not**” or “**does not**” before the base verb. We do not add **–s** to the base verb.I / You / We / They do not (**don’t**)eatHe / She / It does not (**doesn’t**) eat |

**Use of the present simple tense**

|  |  |
| --- | --- |
| 1. **To talk about the present events** • They live in a small house near the sea.**2. For parmanent truths**• Business people must take risks.**3. For habitual actions** • She plays tennis five times a week.**4. To talk about the jobs we do*** I’m a shop assistant. I work in a bookshop.

**5. Observations and declarations*** I hope she doesn’t make losses.
 | **6. We often use the simple present with adverbs of time like never, sometimes and always to talk about our lives.*** I never eat meat. I’m a vegetarian.
* He always eats meat. He’s a butcher!

**7. For future references (for timetables, etc)**• The shop opens at 7:00 a.m and closes at 10:00 p.m**8. For instructions**• First, you weigh the goods before selling them. |

**2.3 Buying things**

**Buying** is the act of making a purchase. To get something by paying money for it

**Selling** is to give something to someone for money

imagine you have gone to a shop to buy textbooks for next term but you are not sure which one is better.

Let one member be the shop keeper and advise the buyer so that he or she can go home satisfied.

**Dialogue between Kubwayo and sales associate**

|  |  |
| --- | --- |
| **Kubwayo:**  | Hello, brother. I would like to buy some fruits. |
| **Sales associate:**  | Sure, sir. Which fruits would you like to buy? I have a variety. |
| **Kubwayo:**  | Do you have organically grown mangoes? |
| **Sales associate:**  | Yes, sir. Natural mangoes are the best  |
| **Kubwayo:**  | How much does it cost per kilo? |
| **Sales associate:**   | It will cost you 150Frw per kilo |
| **Kubwayo:**  | Oh! That’s too much. A few days ago I bought a kilo at the cost of 100Frw only. |
| **Sales associate:**  | That’s true, sir. But the price of fruits is rising every day. Predicting the future is hard for us now. |
| **Kubwayo:**  | Anyway, can you give me a kilo in exchange of 130Frw? |
| **Sales associate:**  | You see, I have to pay taxes and transport costs. My profit will only be 20Frw. |
| **Kubwayo:**  | You are a skilful seller. I am convinced. |
| **Sales associate:**  | How many kilograms will you take? |
| **Kubwayo:**  | Let me take only one kilogram. I would take more but they are expensive.  |

**Sales associate:** Ok, I am giving you 1 kg. But can you take more please?

**Kubwayo:** (*taking the fruits*) Thank you for the positive impression about business.

**Sales associate:** You are welcome; we try hard sir.

**Using a dictionary, find out what the words below mean as used in the passage:**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Vocabulary** |  | **Meaning** |
| 1 | Conscious | a | Making someone happy or excited. |
| 2 | Sales associate | b | Having the ability to do something well. |
| 3 | Skillful | c | Knowing or being aware of what is going on. |
| 4 | Furnishing | d | Being able to know what is needed by a customer. |
| 5 | Positive impression  | e | A person who works in a store/shop selling goods. |
| 6 | Predicting | F | Providing with the necessary items |

### Activity 5: Summary

Summary / sməri/ is a short description of what has been said or written, or of what happened, without giving all the details.

**Use the following tips:**

1. **Shorten the text** in such a way that all facts are in the summary. Leave out examples, proverbs and explanations.
2. **Skim the text.** You should find out what its main content is about.
3. **Read the text again to understand more details**. You must have understood the whole text before you can summarise it.
4. **Make notes** (use keywords). **Underline important words** in the text.
5. Form sentences with the help of **your keywords**. These sentences should reflect the main content of the text.
6. Connect the sentences **using suitable conjunctions**.
7. Use the simple present or simple past tense. Write sentences in reported speech.
8. Sometimes you have to change the person (1st,2nd and 3rd person singular or plural)
9. Check your summary. Watch out for **spelling mistakes.**

##  **2.4 TALKING ABOUT BUDGET**

**A budget** is a plan of how one will spend his or her money.An estimate of expected income and expenses for a future period of time.

**Expenses:** Money spent during a period of time to pay for goods or services.

**Inflation:** A continued rise in the general level of prices for goods and services. a state of the economy where prices and wages are rising to keep up with each other.

**Loan:** The lending of money from one individual, organization, or entity to another individual, organization or entity with the condition that it will be returned or repaid at a later date sometimes with interest.

**Interest:** Money paid regularly at a particular rate for the use of money lent, or for delaying the repayment of a debt. The price paid for obtaining or price received for providing, money or goods in a credit transaction calculated as fraction of the amount or value of what was borrowed.

**√.** It is important to make a budget in order to save, to be organized, to predict if money is enough, to buy only essentials first etc.

If the personal started a business without a budget, he or she would experience the opposite of the above points.

**Read the passage about Mugabo and Murenzi and answer the questions that follow:**

Mugabo and Murenzi are 18-year-old twins, they got excited when their parents agreed to let them choose suits that they could buy at the end of the year to celebrate the completion of their secondary education. The only problem was that they had to save enough money in seven months to buy the suits, and pay the tailor. Mugabo and Murenzi decided to go window shopping for suits at Kabatesi’s tailoring shop. Kabatesi herself helped them find reasonably priced suits for 30,000rwf each, an amount that they thought they could afford.

Remember,” said Kabatesi, “You don’t have to buy the suits for another seven months. With inflation, similar suits will probably cost about 5% more, which means 31,500rwf. When you’re ready, I will be here to help you!”

“Now that we know what we want, how can we possibly come up with 31,500rwf?” wondered Mugabo.

Murenzi had an idea: “Let’s see where we stand and make a budget. Then we can make savings to make sure we have 31,500 rwf after seven months.” Mugabo and Murenzi got down to work and made a list of the money they expected to receive and spend each month. After realising that they had a lot of expenses and their income was very little, they decided to ask for a loan from their parents. They thought they would get the loan interest free, but their parents said they were willing to lend them at an interest rate of 5% per month.

Mugabo and Murenzi decided to save by avoiding luxuries and buying only necessities. In the end, they bought the suits without taking out any loans.

**Answer the following questions according to the text.**

1. Why do you think Mugabo and Murenzi got excited at first when their parents told them they would buy suits?
2. Was it a good idea for their parents to ask them to buy the suits using their own money? Explain.
3. What lessons did they learn from this experience?
4. If you were either Mugabo or Murenzi, which expenses would you remove from your daily life?

Why?

1. What is the importance of budgeting according to this story?

####  **Budget writing**

**Use the table below:**

Total income per month\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| **Expenses**  | **Amount in Francs**  |
| Pocket money |  |
| Transport |  |
| Entertainment (movies) |  |
| Communication (airtime) |  |
| Snacks at school |  |
| Gifts to friends |  |
| Savings  |  |
| Miscellaneous (others)  |  |
| Total  |  |

**Note:** If your expenses are more than your income per month, it means you will not save. To fix this problem, you have to go back to your budget and reduce on things that are not essential.

## 2.5 TALKING ABOUT POCKET MONEY

**Pocket money** is financial support given to students to buy things they need while at school. A small sum of money given to a child by a parent or guardian for daily expenses.

**Why should students be given pocket money?** Students should be given pocket money so that they can buy some of the little things they need without informing parents such as knickers, handkerchiefs, snacks etc. Pocket money also teaches them financial management skills. It helps them to learn to be independent and not to ask everything from parents.

**Is it good to give a student a lot of money as pocket money?** It is not good for students to be given a lot of pocket money because they will have received most of the necessities. It also makes them fail to concentrate on their studies. It may encourage stealing for students who have little etc.

**If you were given more pocket money at home than you need, how would you use it?** For buying private essential things, save it and invest in future, share with friends etc.

**Read the passage below and answer the questions that follow:**

I give Rukundo enough pocket money to eat at the school cafeteria.

Sometimes he would like to eat a little something special and he will ask for a little more and most times he gets enough for that as well. So far so good.

There is a little kiosk at school that sells stationery. Recently he has been using his savings to buy these extras that he obviously doesn’t need such as fancy pens, key holders and magazines. It was okay at first with some of these products for we thought he needed them and that they were for academic purposes. But recently, he started to buy the more expensive ones and this has led him to take more and more money to school! My wife is **as worried as** I am about the overspending.

We have spoken to him many times about it, but it has become something like an addiction to him. Every day, he will buy something from that kiosk. His desk at home is littered with more than enough stationery to last a few lifetimes.

Should we keep his savings? Reduce his allowance? He is 15 years old. Talking doesn’t seem to help. We want him to grow up with good financial management skills so that if we are not there, he will be able to manage his life properly. We seek any ideas on how to help this boy out of this extravagance.

**Activity 2: Comprehension questions:**

**Talk and write your answers to the questions below:**

1. Do you get enough pocket money? Are you overspending? How?
2. Do you purchase extras that you don’t need? Is it something you can’t control? Why?
3. Which is more hard to get? Pocket money or the father’s salary? Why?

#### **Stress**

|  |  |  |
| --- | --- | --- |
| **Vocabulary** | **Rewrite and underline the stressed syllable of each word** | **Meaning**  |
| 1. cafeteria
2. stationery
3. fancy
4. addiction
5. litter
6. saving
7. extravagant
 | 1. **\ˌkafəˈtir-ēə\**

1. **\ˈstāshənerē\**
2. **\ˈfan(t)-sē\**
3. **\əˈdikshən\**
4. **\ˈli-tər\**
5. **/ˈseɪvɪŋ/**
6. **\ikˈstravigənt**
 | 1. A dining area in a school where food can be bought.
2. Writing or office material
3. Lovely or beautiful
4. A habit that is hard to stop.

5. Rubbish thrown on the ground. 1. Keeping for future use

7.More than needed |

## 2.6 LANGUAGE STRUCTURES: COMPARATIVES

Compare your life with that of your partner in terms of how you spend your pocket money. Talk about the amount you get, what you use it for, how much you save, how you use your savings. Write two sentences for each item and compare your answers.

**Comparatives and superlatives**

**Comparative** the form of an adjective or adverb showing an increase in level or strength

‘**Happier**’, ‘**better**’ and ‘**more often**’ are the comparatives of ‘**happy**’, ‘**good**’ and ‘**often**’.

**Superlative**  the form of an adjective or adverb showing the highest level when compared with another ‘**Biggest**’ is the superlative of ‘**big**’.

### Adverbs having the same forms as their adjectives add -**er**/-**est.**

2. Two syllables or compound adverbs (adjectives+-**ly**, e.g. careful-carefully) take **more**/**most**.

### **Regular comparative form**

**Choose the correct option for each of the following sentences.**

e.g. He worked more efficiently than I did. (Efficiently, more efficiently, most efficiently)

1. Her promotion was the **Prouder** moment of her life. (proud, prouder, proudest)
2. Rubavu is **Farther** from Huye than Musanze. (far, farther, farthest)
3. This ring is too **Small** for me to put on. (small, smaller, smallest)
4. It is **Easier** to ask for help than to solve the problem by yourself. (easy, easier, easiest)
5. Grace’s work is **good** but Joan’s is **better**. (good, better, best)
6. August is **Hotter** than any other month. (hot, hotter, hottest)
7. Do you support his **Latest** proposal? (late, later, latest)
8. Prevention is **Better** than cure. (good, better, best)
9. He may be the **Richest** man in Rwanda. (rich, richer, richest)
10. This pair of glasses is as **Fashionable** as that pair. (fashionable, more fashionable, most fashionable)

### **Irregular forms**

|  |  |  |
| --- | --- | --- |
| Adjectives/Adverbs | Comparative | Superlative |
| good/ well |  **Better** |  **Best** |
| bad/badly | **Worse** | **Worst** |
| much/ many/ a lot of |  |  |
| little |  |  |
| far |  |  |

|  |  |
| --- | --- |
| ***1.Well***is the adverb of ***good***. e.g. He is a good cook. He cooks …………………….***further* (adj) = *more or additional***e.g. For ………………information contact Mr Karenzi.***2.farther* (adv) = *longer*** (in distance)e.g. He walked…………/ ……… than I did. ***3.very* + adjective**e.g. It is a ……….expensive product. It cost more than the one we bought last week. | 1. ***most +* adj/adv = very**

e.g. He was *most obliging*. = He was *very obliging*.1. ***even/much/far/a bit + comparative***

e.g. My sister behaved *even worse* than before.Kayezu is *much more patient* with children than Keza.1. ***any + comparative* (used in negatives & questions)**

e.g.This budget was *not any better than* the previous one. |

 **Other types of comparison**  **Examples**

|  |  |
| --- | --- |
| 1. as … (adj/adv) … as not as … (adj/adv) … as such a(n) … as  | The sales person speaks as calmly as possible.It is not as expensive as it was yesterday.This is not such an exciting film as the last one.  |
| 2. the same as | Your shirt is the same as mine.  |
| 3. less … (adj/adv) … than the least … (adj/adv) … of/in | The red sofa is less expensive than the blue one, but the black one is the least expensive of all. |
| 4. the + comparative … , the + comparative | The earlier you start, the sooner you’ll finish. |
| 5. comparative + and + comparative | Their life is getting better and better. |

## **2.7 Describing Incomes**

**Income:** Money received during a period of time from wages, interest, and other sources. Money one earns by working or by capitalizing on the work of others.

**Read the text and do the following activities:**

Karekezi works in a shoe factory and **earns** 1,000,000 FRW a year. His brother Paul is **a businessman** in Kigali and earns 6,000,000 FRW a year. Karekezi **saves** nearly all of his **wages** and **spends only** a little on food, but Paul **wastes** all his money on **gambling** such as sports betting, which he is not even good at. He loses most of the time and when he wins, he drinks all the money.

They **inherited** 2,000,000 FRW each from their grandfather who was killed during the genocide against the Tutsi in 1994. Karekezi **invested** his share in land. He bought plots of land and when their value had risen, he sold them off at a profit. Paul **lost** all his money on betting, expecting it to multiply.

He often **borrows** money from Karekezi, but never **pays** him **back.** He thinks that it is his brother’s duty to save him from financial problems. Now he **owes** him a **fortune**. Karekezi is really lucky. Last week, when he went to **withdraw** some money from a **cash point machine,** he found a 5000 Rwf note on the ground in the ATM. He invited Paul to his house to celebrate. Karekezi went outside to receive a phone call and left his jacket on the sofa. When he returned, he saw Paul **stealing** money from his **wallet**. Karekezi decided never **to lend** Paul money again.

 **Comprehension questions:**

1. What can you tell about Karekezi and Paul?
2. How did they get their first money? What had happened to the owner?
3. What did they do with the money inherited from their father and who used it well? Explain.
4. Was it a good idea for Karekezi to call Paul to his house to celebrate?
5. Did Karekezi make a good decision never to lend money to Paul again? Why?
6. Have you ever borrowed money and never paid it back? What caused you not to pay?
7. Do you like to borrow / to lend money? Give reasons.

###  **Saving money**

Give a short talk about a man who went to a bank to save his money but didn’t know the procedure and write down the dialogue of what happened.

**Consider the following ideas**

* Name of the bank
* Conversation with the receptionist
* Information on the form you fill in to open the account.
* Depositing the money on the new account.
* Any other ideas you consider important**.**

 **Writing an email**

**Email** a system of sending (transferring) messages from one computer to another or using telephone lines usually via a network. A message sent by email.

**Components of the body of the email**

|  |  |
| --- | --- |
| **Greetings:** * Dear + name; Hi + name; Hi; Hello + name; Hello; To whom this may concern **Opening sentences:**
* Following our recent telephone conversation, I’m attaching.............
* Please find attached the documents you requested.......
* With regard to ......
* Further to ..............
* As we agreed at our meeting.......
* In response/reply to ...............
* I am writing to…………
* This is to inform you that…..
 | **Examples of closing sentences:*** I look forward to hearing from you soon
* Please don’t hesitate to contact me
* Thanking you in advance for...
* I await receipt of ...

**Finish with:*** Yours sincerely,
* Best Regards/Regards
* Best wishes **Don’t forget:**

Your name, title and company name/web address, your email address and your telephone & fax number |

## **2.8. TALKING ABOUT BORROWING**

**borrow** to take something for a short time, usually with the permission of the owner**.** to take money for a time, usually from a bank. To receive something from somebody temporarily, expecting to return it.

**E.g**.She borrowed three books from the school library**.** Companies borrow money from banks to finance their business.

**Situation:** One student has borrowed money and not paid it back. As a consequence, he has been reported to the school administration, He is sent back home to bring the money. On his way back from home, he gambles the money he had and it is all lost.

Discuss how you would help such a classmate clearly showing them that their actions are against Rwandan values.

**Read the passage below and answer the questions that follow.**

Unoka, for that was his father’s name, had died ten years ago. In his days, he was lazy and improvident and was quite incapable of thinking about tomorrow. If any money came his way, and it seldom did, he immediately bought **gourds** of palm-wine, called round his neighbours and made merry. He always said that whenever he saw a dead man’s mouth he saw the folly of not eating what one had in one’s lifetime. Unoka was, of course, a debtor, and he owed every neighbour some money, from a few **cowries** to quite substantial amounts.

He was tall but very thin and had a slight stoop. He wore a **haggard** and **mournful** look except when he was drinking or playing on his flute. He was very good on his flute, and his happiest moments were the two or three moons after the harvest when the village musicians brought down their instruments, hung above the fireplace. Unoka would play with them, his face beaming with blessedness and peace…

That was years ago, when he was young. Unoka, the grown-up, was a failure. He was poor and his wife and children had barely enough to eat. People laughed at him because he was a loafer, and they swore never to lend him any more money because he never paid back. But Unoka was such a man that he always succeeded in borrowing more, and piling up his debts…

When Unoka died, he had taken no title at all and he was heavily in debt. Any wonder then that his son Okonkwo was ashamed of him? Fortunately, among these people a man was judged according to his worth and not according to the worth of his father.

Adapted from **“*Things Fall Apart”***by Chinua Achebe, chapter one **Terms in the passage:**

***Gourds:*** any one of several types of fruits that have a hard shell and that are used for decoration and not for eating.

***Cowries:*** kind of money

***Haggard:*** looking exhausted and unwell, especially from fatigue, worry, or suffering.

#####  **Questions**

1. Discuss the strength and weaknesses of Unoka given in the passage.
2. If you were Unoka’s son or daughter, what piece of advice would you give him as your father?
3. Based on the information in the passage, Imagine all villagers have decided to hold a meeting to discuss Unoka’s problems. Role-play the scenario before the whole class.

## 2.9 LANGUAGE STRUCTURES: PRONUNCIATION OF THE PRESENT SIMPLE TENSE

i. We pronounce **–s** as /s/ after these sounds: **/f**/ laughs, /**p**/ drops, /**k**/ kicks, /**t/** creates/

 ii. We pronounce **–s** as /iz/ after /z/ loses, /dʒ/ manages, /s/ passes, /ʃ/ pushes, /tʃ/ stiches and /ks/ mixes.

iii. We pronounce **–s** as /**z**/ after all other sounds: **/b**/ robs, **/d**/ adds, **/g**/ digs, **/l**/ fills, /m/ dreams, **/n**/ runs, /**η**/ rings, after vowels-**sees**, after vowel + **w** or **r**- draws, stirs.

iv. Add **–s** to most verbs: work- works, drive-drives, play-plays, run-runs etc. ii. Add –es to verbs ending in**- o**: do-does, **-s**: miss-misses, **-x**: mix-mixes, **-ch/sh**: catches/pushes.

### **Unit summary**

This unit explored issues related to financial literacy such as buying things, pocket money, saving, budgeting, income and borrowing. It also handled grammar such as comparatives and superlatives as well as pronunciation. Activities in this unit are designed to reflect what you probably see in your community or have heard about. The language skills in this unit are integrated and used in the context of the unit. Take time to go through each unit to remind yourself of what you learnt before attempting the unit test.

**UNIT 3: FOLKTALES**

**3.1 Definition and characteristics of folktales**

***Folktales*** are stories which passed from one generation to another by word of mouth. Most folktales keep changing because the story tellers keep on adding or removing some information. A tale or story that is part of the oral tradition of people or a place.

***Characteristics of folktales in the story***

i. There is involvement of animals such as cows and mythical lioness.

 ii. There are several moral lessons in the story such as courage, consequences of bad temper, iii.violence which we have to avoid if we are to leave peacefully etc.

 iv. Involvement of spirits because the father of Ryangombe. is believed to have been a spirit.

 v. A complicated game that the hero almost lost Etc.

**Read the story below and identify the characteristics mentioned above.**

Rwandans recount Ryangombe’s family affairs in great detail. His father was Babinga, described as the “King of the *Spirits*”; his mother, originally called Kalimurori, was a fear inspiring sort of person who had the power of turning herself into a lioness and took to killing her father’s cattle till he forbade her to herd them, and sent someone else in her place.

She so much scared her first husband that he sent her home to her parents and separated from her forever. After her second marriage to Babinga, there seems to have been no further trouble. Maybe it was because he was King of ghosts. It is not clear how Babinga could have been “ King of the Ghosts “ while still living, but when he died his son, Ryangombe, announced that he was going to take his father’s place. This was refused by one of Babinga’s followers named Mpumutimucuni, and the two agreed to decide the question by a Rwandan board game (igisoro), which Ryangombe won narrowly.

As soon as Binego (Ryangombe’s son) was old enough, his mother’s brother sent him to herd the cattle; he speared a heifer the first day, a cow and her calf the next, and when his uncle objected he speared him too. He then called his mother, and they went to Ryangombe’s place . On the way, Binego killed two men who refused to leave their work to guide him, and a baby for no particular reason.

When he arrived he found his father playing the final game with Mpumutimucuni. The decision had been allowed to stand over during the interval, and Ryangombe, if he lost this game, was not only to hand over the kingdom, but also to let his opponent shave his head-that is, take away the crown of hair which marked his royal rank. Binego who went and stood behind his father to watch the game, suggested a move which enabled him to win, and when Mpumutimucuni complained,

Binego stabbed him. Thus he secured his father in the kingship, that he was about to lose and Binego was rewarded.

**Source:** http://www.sacred-texts.com/afr/mlb/mlb10.htm

 **Comprehension questions:**

1. Describe the following people and their relationships.

a. Ryangombe b. Babinga c. Kalimurori e. Mpumutimucuni.

1. List four evils committed by Binego and suggest how he could have avoided each.
2. Which game is played in this passage? What was the purpose of the game?
3. Who won the game and how did he win it?
4. What would have happened if the person who won the game had lost it?
5. Which values did Binego lack and how would you help him to have them?

 **Vocabulary:**

1. What do the expressions below mean…?
	1. …took to killing her father’s cattle…
	2. …he forbade her to herd…
	3. … the two agreed to decide the question by a Rwandan board game (*igisoro)*
2. Give other words related to the following words (synonyms, opposites etc)

i. Fear-inspiring ii. Lion iii. Forbade iv. Separated v. trouble vi. Behind vii. War viii. secured

## 3.2 LANGUAGE STRUCTURES: PAST TENSES

When narrating or recounting a past event, we can use the past simple form of a verb by adding “–ed” if the verb is regular or other changes for irregular verbs.

We also use the past perfect with the verb have changed to “had” followed by the past participle with “-ed or –en” added to the main verb.

1. **Past simple:** His mother tried to dissuade him from going.
2. **Past perfect:** She had had four strange dreams.

### **The past simple and past continuous**

|  |
| --- |
| Past tenses are often used to recount events or tell stories. Below are reasons for using the past simple. Give two examples for each reason.1. For temporary actions in progress in the past: I was studying in senior two last year.
2. For interruptions; actions which were in progress when something else happened: When I was leaving, the car got a mechanical problem.
3. For repeated actions with: always; We were always dealing with the wrong people.
4. To make polite inquiries: I was wondering whether we could meet tomorrow.
5. Actions in progress at the same time: While I was cooking, my mother was watching TV.
6. To set the scene at the beginning of the story. E.g.

It was Christmas when Moses and I decided to go shopping. The sun was shining brightly and dust was everywhere. The driver was driving very fast when he suddenly saw a lorry in front of us. |

## **3.3 READING STORIES**

### **A: Reading comprehension**

|  |
| --- |
| **Notes:**Reading stories is a language skill which requires special attention. The same story can be read by different people but the listener will not enjoy them the same way. This is because there are some techniques that should be involved which include; voice, eye contact/facial expression, reading speed/pace, pronunciation etc.  **General tips for Reading**1. Try to read at the right level. Read something that is at your level and is interesting to you. If you read difficult books they will discourage you.
2. Make a note of new vocabulary. As you read, you will encounter some new words that require special attention. The best practice is to have a note book for vocabulary or use the back of your book.
3. Try to read regularly. Practice makes perfect as you read, don’t just go through the story once. You may also read at different intervals, rest and continue.
4. Be organised. Have everything ready:
	* Something to read
	* A marker to highlight difficult words
	* A dictionary
	* Your vocabulary book
	* A pen to write down the new words
 |

 **Synonyms and antonyms**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Vocabulary**  |  ***Synonym***  | ***Opposite***  |
| 1  | Accompanied  | ***Escorted/go with***  | ***Alone***  |
| 2  | dissuade  | ***Discourage***  | ***persuade***  |
| 3  | Immature  | ***Young***  | ***Old***  |
| 4  | uneasy  | ***Uncomfortable***  | ***Easy***  |
| 5  | Refused  | ***Denied***  | ***accepted***  |
| 6  | Demand  | ***Request***  | ***response***  |
| 7  | Victory  | ***Success***  | ***defeat***  |
| 8  | Disaster  | ***Tragedy***  | ***Joy***  |
| 9  | Avenged  | ***Revenge***  | ***forgive***  |

## **3.4 RECOUNTING A PAST INCIDENT**

Tell a partner an incident which was very interesting or sad in your life, that you will not easily forget. What lesson did you learn from it?

**Reading Comprehension:**

Once upon a time there lived a wise man by the name of Mamad. He never lied. All the people in the land, even the ones who lived twenty miles away, knew about him.

The king heard about Mamad and ordered his subjects to bring him to the palace. He looked at the wise man and asked:

“Mamad, is it true, that you have never lied?”

“It’s true.”

“And you will never lie in your life?”

“I’m sure of that.”

“Okay, tell the truth, but be careful! The lie is cunning and it gets on your tongue easily.”

Several days passed and the king called Mamad once again. There was a big crowd: the king was about to go hunting. The king held his horse by the mane, his left foot was already on the stirrup. He ordered Mamad:

“Go to my summer palace and tell the queen I will be with her for lunch. Tell her to prepare a big feast. You will have lunch with me then.”

Mamad bowed down and went to the queen. Then the king laughed and said:

“We won’t go hunting and now Mamad will lie to the queen. Tomorrow we will laugh at him.” But the wise Mamad went to the palace and said:

“Maybe you should prepare a big feast for lunch tomorrow, and maybe you shouldn’t. Maybe the king will come by noon, and maybe he won’t.”

“Tell me, will he come, or won’t he?” - asked the queen.

“I don’t know whether he put his right foot on the stirrup, or he put his left foot on the ground after

I left.”

Everybody waited for the king. He came the next day and said to the queen:

“The wise Mamad, who never lies, lied to you yesterday.”

But the queen told him about the words of Mamad. And the king realised, that the wise man never lies and says only that which he saw with his own eyes.

 **Comprehension questions:**

1. Which test did the king give Mamad to prove that he never lied?
2. How did Mamad prove to the king that he doesn’t lie?
3. What was entertaining about this story?
4. How could you apply this story to your own life?
5. What did the story teach you about Rwandan cultural values?
6. In not more than 70 words, write a summary of the story.

### Writing practice: A personal recount

|  |
| --- |
| Recounts retell past events and focus on specific incidents. Recounts may be either personal, such as a report of a school trip, or impersonal, such as a newspaper report. All good recounts are written in the past tense and have:1. An introduction: An overview of the event introducing the participants, venue and time.
2. A series of key events detailed in chronological order.
3. An organised structure, using paragraphs describing a series of events that happened in the past.
4. The use of technical language relevant to the topic.
5. A closing statement that connects on or evaluates the event stating personal comments of the writer on the story.

**Language feature of a story*** + Introducing personal participant; I, my group, etc.
	+ Using chronological connection; then, first, next, finally etc.
	+ Using linking verb; was, were etc.
	+ Using action verb; look, go, change, run, stop, jump etc.
	+ Using simple past tense.
	+ Differences between direct and indirect speech.
 |

 **Follow the following guidelines:**

* Plan your story; you may use a mind map to arrange your events.
* Select specific events for significance /interest.
* Use details to make your recount lively to the reader.
* Use specific names to make the recount sound original and real.
* Use direct speech if you are quoting exact words of the speaker.
* Use indirect speech – no speech marks.
* Use linking words to connect your events and paragraphs.
* Use a good conclusion to finalise your recount.

# 3.5 LANGUAGE STRUCTURES: CONNECTORS

## Activity 1: Fill in the gaps in examples to make your own meaningful sentences

|  |
| --- |
| ***PURPOSE***   ***LINKING WORDS* *EXAMPLES*** |
| RESULT | It was late, so I decided to take a taxi home.So …………1…………. As a result, ………2…………….Consequently / As a result / The storm was so terrible that the roofs were Therefore, ripped off.So / Such (a)........... that ………3……. such a handsome man that ……4……….He didn’t listen to advice……5……..he died. |

|  |  |
| --- | --- |
| CAUSE AND REASON | Since we arrived late, all the best seats had been Because / Since / As taken.Because of / Due to We were un able to go …………… too much rain.We were unable to go ……………… it was raining. |
| CONTRAST | Although / Even though / But …………6……. the car is old, it is still reliable.Despite / In spite of …………7……………. the rain, I went for a walk.However / Nevertheless/ On the Buying a house is expensive. …………8…………, it is other hand a good investment. |
| TIME | When / While / After / Before / As soon as / Until / By the time | …………9……… I was driving home, I saw a terrible accident.He went out …………10……… he had finished work.………11……….he came, we had finished hunting. |
| ADDITION | And/ In addition / Furthermore / Moreover / Besides In addition to / As well asAlso / Too | I don´t feel like going out tonight. ………12………., there is a good film on.She writes novels. ........13........…... she ……14……… writes poetry.They robbed a bank ………15…………. a post office.They adore Indian food. I like Indian food…………… |
| PURPOSE | In order (not) to / So as (not) to + infSo that + subject + modal verb + inf | Anita phoned me………16…………..recommend a film she had just seen.I left early …………17…….. I would meet Kagabo at the cinema on time. |

## ***Example***

1. We decided to go near the antelope, **yet** he begged us not to because lions might attack us there.
2. **Although** lions look beautiful on the surface; they are the most dangerous animals in the park.
3. Our tour guide told us, “You can borrow my binoculars **as long as/but** you bring them back after the tour.
4. **Despite** his strict explanations and orders, some students went where they were not allowed to go.
5. We took our umbrellas **because** it was raining heavily early that morning.
6. To start with, we received a briefing on how to conduct ourselves **and** we entered the park.
7. The tour went on very well **despite** the bad weather.
8. We worked very hard **in order**  to pass the exam on field work after the tour.
9. We were told not to touch any animal **Unless** we were helped by one of the workers.
10. My brother bought the safari clothes **in order/ so as** to look like a real tourist.

## **Unit summary**

This unit is intended to help you know more about the traditional culture of Rwanda through stories about Ryangombe. These interesting stories are integrated with language skills and values of Rwandans, criticizing the mistakes of the characters and appreciating the good acts they performed. You will also learn to recount your own stories as well as stories of others (autobiography and biography). The unit is integrated with history and culture, thereby encouraging more research and analysis competences.

**UNIT 4: DEIT AND HEALTH**

**Health** isthe fact of being well or being free from any illness. The state of being free from physical or psychological disease, illness.

e.g.He has enjoyed the best of health for years. Smoking is bad for your health.

**Diet** is the food and beverage a person or animal consumes. A controlled regimen of food and drink, as to gain or lose weight or otherwise influence health. To start to eat less food or only some types of food in order to have good life. E.g. She went on a diet before going on holiday.

## **4.1 CLASSIFYING NUTRIENTS**

**Nutrient** is a source of nourishment, such as food, that can be metabolized by an organism to give energy and build tissue. A substance in food which encourages the growth of living things.

1. Are you eating a balanced diet at home? Why or why not?
2. Are you eating the same foods every day or do you sometimes change? Explain which ones.
3. List three things that you can do to improve your diet.

**Understanding carbohydrate, proteins, and fats: The energy nutrients**

All food provides energy in the form of carbohydrates, protein, and fat. These macro-nutrients are the building blocks for the body to use to make and repair cells and provide energy to function.

Carbohydrates (starch and sugar) breaks down into glucose, which the brain uses exclusively for fuel; it also serves as the primary energy source for muscles and organs. Because of its extensive use in the body, carbohydrates should be the primary energy source consumed in the diet. Grains, fruits, and vegetables are excellent sources of carbohydrates.

The foods above also come with fibre (especially whole grains) and lots of vitamins and minerals. Another place where we find carbohydrates is in milk and other dairy foods. They are rich in the sugar lactose, and also are good sources of proteins and calcium.

The body requires a smaller proportion of energy from fats and proteins. Therefore, foods that are high in proteins and

fats can be consumed in smaller quantities. Protein is necessary for making and repairing cells, such as muscle and skin cells. High-protein foods include meats, poultry, fish, eggs, nuts, beans, and vegetables. Fat is important for protecting organs, for nerve function, and for transporting the vitamins A, D, E and K. Keep in mind that some fats are healthier than other fats. Unsaturated fat

found in vegetable and fish oils is beneficial to health, whereas fat from animal sources (such as red meat and dairy) tends to be dangerous.

Adapted from: *www.planet-health.org/pdf/lesson-3.pdf*

####  **questions**

1. What is the importance of…?

1. Carbohydrates
2. Fats
3. Proteins
4. According to the passage, which foods can be dangerous?
5. Which natural foods found in Rwanda are healthy for families to eat?
6. Why do most people, despite studying biology and having knowledge of nutrition, still eat an unbalanced diet?
7. Many foods cause diseases these days. Mention at least three diseases caused by poor diet and describe their symptoms.

**Answer true or false for the statements below in your exercise book.**

1. Not all foods provide energy. Some are simply dangerous.
2. The function of food is to make and repair cells and provide energy.
3. The brain uses glucose produced from carbohydrates for fuel.
4. Milk does not produce fats and carbohydrates.
5. The body requires a lot of energy from fats and proteins.
6. Our skin cells are made and repaired by proteins.
7. The body does not need fat because it is dangerous to our health.
8. Fat from meat and pork is healthier than fat from vegetables and fish.
9. Red meat is meat eaten when it is not cooked.
10. Fats help to transport vitamins A, D, E and K.

 **meanings**

|  |
| --- |
| **Macronutrients:** Any of the food elements required in large amounts by living things. |
| **Exclusive:** Used or owned by only one person or group. |
| **Extensive:** Something that is extensive covers a large area.  |
| **Glucose:** It is a type of sugar and main source of energy for the cells. |
| **Primary:** Something that is of first importance. |
| **Consume:** It means to use it up or finish it. |
| **Calcium:** Is a soft white element found in bones and teeth. |
| **Poultry:** It refers to birds that are kept for their eggs and meat. |

**Listening and talking about nutrition**

**Nutrition** is the way in which food affects health.The study of food. The organic process by which an organism assimilates food and uses it for growth and maintenance.

Group 1: fruit and vegetables Group 2: meat, fish and alternatives

Group 3: food containing fat/sugar Group 4: milk and dairy foods

Group 5: bread, other cereals and potatoes

## 4.2 LANGUAGE STRUCTURES: COUNTABLE AND UNCOUNTABLE NOUNS

|  |
| --- |
| **Notes:*** Countable nouns are for things we can count by using numbers. They have a singular and a plural form. The singular form can use the determiner “**a**” or “**an**”.
* If you want to ask about the quantity of a countable noun, you ask “How many?”combined with the plural countable noun.
* Uncountable nouns are for the things that we cannot count with numbers. They may be the names for abstract ideas or qualities or for physical objects that are too small or too amorphous to be counted (liquids, powders, gases, etc.).
* Uncountable nouns are used with a singular verb. They usually do not have a plural form.

**Examples in questions and answers:** |
| **Questions*** Is there any milk in the fridge?
* Do you drink much water?
 | **Responses*** Yes, there is. There is some milk.
* Yes, I do. I drink water every day.
 |
| **Follow-up Questions*** How much milk is there?
* How much water do you drink every day?
 | **Response*** There is only a little milk.
* There are only a few biscuits.
 |

**Example of nouns:** apple, juice, fridge, potatoes, vegetable, box, bread, mushrooms, cupboard, chicken, freezer, eggs.

**The use of ‘*a little’ or ‘a few*’.**

1. I only had **a little** tofu.
2. They only brought **a little** meat for the party.
3. There are only **a few** oranges left to make juice.
4. I felt better after I ate **a little** mushroom soup.
5. She only drank **a little** wine but she was very drunk.
6. I’d like **a few** more beans please.

### **The use of**: ‘***much’ or ‘many***

* They didn’t have **much** beef stew.
1. I feel tired so I don’t want to drink **much** beer tonight.
2. There weren’t **many** vegetables left when I got to the farmer’s market.
3. She isn’t going to bake **many** biscuits today.
4. There isn’t **much** ice-cream in the freezer.
5. He never eats **many** for breakfast.

### **Plural forms**

If you’re dieting, there are certain (food) **Foods** you really have to avoid. (cake) **Cakes** and (biscuit) **Biscuits** are out for a start, but you can’t live forever on (tomato) **Tomatoes** and (orange) **oranges** There are (man) **Men** and (woman) **Women** who spend their entire (life) **Lives** counting the calories they take in each day. Some national (dish) **Cuisine** make you fat. The (Japanese) **Japanese** have a high protein diet, while the (swiss) **Swiss** eat a lot of milk (product) **Products** personally, I’m lucky not to have to diet, but my friend, John, can’t eat anything without looking it up in his calories chart.

 **Term synonyms**

|  |
| --- |
| 1**. love**: adore |
| 2 **damaging:** harming |
| 3**. limit**: level |
| 4. **overweight**: obese |
| 5. **accurate**: precise |
| 6. **warning**: caution |
| 7. **otherwise**: or else |
| 8. **predict**: forecast |
| 9. **rate**: pace |
| 10. **recommended**: suggested |

### **4.3 Talking about calories**

**Calorie** is a unit of measurement of energy in food

e.g.She’s counting calories to try to lose weight. There are 250 calories in a pint of beer.

There is good news for people whoLove their food. The advice about daily calories given by scientists for the past two decades may be wrong. A new report from BritainSuggests we could eat 16 per cent more without Damagingour health. This is the same as eating one cheeseburger, or anExtra 400 calories, every day.

For 18 years, dieticians have advised us that men shouldLimit their daily calorie intake to 2,500 and women to 2,000. The report from the Scientific Advisory Committee on Nutrition (SACN) means many healthy eating plans and Diet given to overweight people could be changed. The revised healthy calorieCount is because researchers found a more accurate way of assessing how the body burns fats.

The committee did offer a Warning in its report. It said people should only eat more if they exercise more,otherwise they will put on weight. Other experts disagreed with the SACN’s findings. They fear people might See the report as a “licence” or “green light” to eat more. Britain’s Food Standards Agency made it veryclear that people should eat less. It said most Britons needed to maintain a healthy bodyweight by Reducing calories and exercising more. Doctors predict a third of British adults will be obese by 2012. They worry the new report could increase the Rate of obesity. Tam Fry, a British HealthExpert reminded the public that most male adults have double or treble the recommended calorie intake. *Adapted from:* www.breakingnewsenglish.com/0911/091115-calories.html

##  **4.4 DETERMINERS**

**General determiners include:**

|  |  |
| --- | --- |
| Singular countable nouns | ***A / an; another; any; each; either; every; neither; no; whole***  |
| Plural countable nouns | ***All; any; both; enough; few; fewer; a lot of / lots of; many; more; most; no; other; several; some*** |
| Uncountable nouns | ***All; any; enough; less; little; a lot of / lots of; more; most; much; no; some***  |

**Remember:** These determiners can never be used with uncountable nouns:

**A; an; another; both; each; either; every; few; many; neither; several; whole**

**4.5 DESCRIBING A BALANCED DIET**

Food can be categorized into **grains, fruits, vegetables, diary and meat or beans.**

**Importance of a balanced diet.** It helps to keep us healthy, to improve intelligence, to fight against diseases, to maintain body weight and to make our bones strong.

####  **Restaurant vocabulary**

|  |  |  |
| --- | --- | --- |
| No  | Vocabulary/ part of speech | Meaning |
| 1 | à la carte | items ordered from the menu as extra. |
| 2 | à la mode | with ice cream |
| 3 | alcohol, liquor (noun) | a distilled liquid such as rum or whiskey |
| 4 | all you can eat | Customers pay one fee and can eat as much as they wish |
| 5 | Appetizer (noun) | small snack before a meal |
| 6 | Apron (noun) | a cloth covering worn over the clothes while cooking |
| 7 | Bar (noun) | place in an establishment where people go to get a drink (especially alcoholic drinks) |
| 8 | Bartender (noun) | staff member that mixes, pours and serves alcoholic beverages |
| 9 | Beverage (noun) | drink  |
| 10 | bill, cheque, (noun) | the slip of paper that shows the customer how much to pay |

###  **Words with short /u/**

* Those with just **‘u’** in the spelling form. E.g. Bush, push, pull, full, bull, butcher, true and truth etc.
* Those with “–ould” pattern in their spelling. E.g. would, could and should.
* Other words have ‘o’ spelling pronounced as short /u/. E.g. do, who, whose, whom.

## 4.6 **MODAL VERBS**

 **Modal verb** is a verb whose primary function is to express mood. A *verb which is used with another verb to express an idea such as possibility.*

These are examples of model verbs: **could, may, can,**

1. **Could** you have a meal please/ **may** you have a meal please!
2. **Can** you return the food you took/ You **mus**t return the food you took.
3. **Can** you keep quiet while eating/ **could** you keep quiet while eating?
4. Which table **can** I seat on?
5. I want food without salt so that I **may** not fall sick. Food with salt **could** cause me sickness/diseases

6. **Could** you please accompany me to a movie! **May** you go with me to a movie?

7. **May** I explain why I don’t have homework? I didn’t do homework because I **could** not mix it with work at home etc.

### **Unit summary**

In this unit, you have learnt about classifyingnutrients, classifying foods, countable and uncountable nouns, counting calories, determiners, describing a balanced diet, making a food table, modal verbs. The organization and language of this unit is intended to equip you with skills to be used to maintain a healthy lifestyle by knowing the right foods to eat and not eat. Your knowledge of Biology has been integrated in this unit. You will also learn what to say when you go to a public eating place or work in a restaurant or hotel. Review lessons in this unit to remember specific vocabulary and language skills used with food.

**UNIT 5: HUMAN RIGHTS**

**What do human rights mean?**

A basic right that all humans should be guaranteed. Rights which each member of society should enjoy, such as freedom of speech and freedom of movement.Human right is equal **to: respect, protection, freedom, liberty, …**

### **5.1 DESCRIBING RIGHTS**

The universal declaration of Human rights adapted by the general assembly of the united nations in 1948, the universal declaration states basic rights and fundamental freedoms to which all human beings entitled.

We are all born free and equal. Everyone is entitled to these rights. No matter your ***Race***, ***Religion*** or ***Nationality***.

**Examples of rights that we are supposed to have.**

 Everyone has the right to Life. Freedom and safety.

No one has the right to hold you in slavery.

No one has the right to torture you.

You have the right to recognition everywhere as a person before the law.

We are all equal before the law and are entitled to equal protection of the law.

We have the right to seek legal help if your rights are violated.

No one has the right to wrongly imprison you or force you to leave your country.

You have the right to own property.

Everyone has the right to belong to a religion.

Freedom expression: You have the right to free thought and to voice your opinions to others.

Everyone has the right to gather as a peaceful assemble.

Democracy: You have the right to help, choose and to take part in governing your country. Vote.

You have the right to social security and are entitled to economic, social and cultural help from your government.

Workers’ rights: Every adult has the right to a job, a fair wage and to join a trade union.

You have the right to leisure and rest from work.

Everyone has the right to education.

Your intellectual property as an artist or scientist should be protected.

Everyone is innocent until proven guilty.

You can travel wherever you want.

Everyone has the right to nationality.

All adults have the right to marriage and to raise family.

*You have the responsibility to respect the rights of others.*

*No one can take away any of your rights.*

######  5.2 Describing children’s rights with their importances

**Reading comprehension:**

|  |  |
| --- | --- |
| **Keza**My brothers and I love playing football very much. There is a playground near our home and other children come and play with us. One day my brother broke his leg as he was playing. At first I was too scared to inform our parents, but in the end, I had to do so. When I told my mother what had happened, she denied us food that day and stopped us from playing again. However, I am on the school team, which requires me to do a lot of practice. I would like to be a famous footballer, but I am starting to lose courage. | **Mugabo**I live with my father, my step-mother and my two siblings. I am the oldest child in the family. My step-mother keeps telling me I am stupid and will never succeed in life. She punishes me for every little thing I do but never punishes my siblings because they are her own children. Last year when I came from school and shared food with my siblings, she made me spend a night outside. She said the food was not mine because I had not peeled the bananas before going to school. I felt like running away from home, but my teacher told me to be patient. |
| **Bora**I am 14 years old. At home we are poor. My parents cannot afford to hire someone to do domestic work, so they ask me to do most of it. I have to fetch water from a long distance using a big heavy can. Immediately I come from school, I have to go to work in the field, bring home the goats and making sure all the dishes are clean. By the time I go to sleep, I am too tired to study my notes. When I explain to teachers, some of them tell me it is not their problem. If I complain at home they beat me. I don’t know what to do. | **Furaha**At school we have a human rights’ club. Many students have joined the club because we share and discuss problems each one has faced and we try to find solutions. Some problems are so serious that we have to inform the authorities. Last week we had a girl who told us she was asked to have sex with her teacher to get good marks and she refused. The teacher keeps mistreating her in class and her grades have fallen. This club is very important to us and we encourage other schools to do the same. We have decided to report the matter to the headmaster. |

####  Comprehension

1. What are some of the forms of children’s rights violations mentioned by teens above?
2. What should Keza do to achieve her goal of becoming a famous footballer?
3. If you were Mugabo, would you listen to your teacher’s advice? Give reasons.
4. What is the importance of the Furaha’s chilren’s rights club?
5. Should children be asked to do any kind of work at home or school? Why?/Why not?
6. In your opinion, how can children’s rights be protected in your community?

###  **Vocabulary**

Urged: **Requested** Shelter: **House** Discrimination: **Separate**  Trafficking: **Trading**

Upbringing: **childhood/ raising** Defilement:**Harm** Genocide: **Killing** corporal punishments: **Physical punishment**

 **A debate about corporal punishment**

Punishment should be totally stopped in the whole country including schools and homes”

**Possible points for proposers:**

1. It can result into hurting students It promotes violence among students
2. When they get used, punishment doesn’t help
3. It makes learner fear instead of respect the punisher
4. It is against the laws of Rwanda.

**positive**

I. It gives quick results to changing behaviour.

ii. Fearing makes learners respond

 iii.Students become aware that actions have consequences

 iv.It makes the one punishing get satisfied.

**Note:** emphasize that although there are those who support punishment, it is illegal and bad.

**5.3 COUNTERING ABUSES**

‘‘Non-violence in the Civil Rights struggle has meant not **relying** on arms and weapons. It has meant non-cooperation with **customs** and laws which are institutional aspects of a regime of discrimination and enslavement’’, said Martin Luther King in his 1965 speech. He added saying ‘‘Non-violence has also meant we do not want to instil fear to others or into the society of which we are part. It has meant that we don’t seek to win victory over anyone.

We seek to **liberate** our society and share in the self-liberation of all the people’’.

Violence often brings **momentary** results. Nations have frequently won their independence in battle. But in spite of **temporary** **victories**, violence never brings permanent peace. It solves no social problems: it merely creates new and more complicated ones. ‘‘Violence is **immoral**,’’ he said ‘‘It destroys community and makes brotherhood impossible.’’

According to Martin Luther King, practicing non-violence shows that we have reached a superior level, that we have escaped the blind fear that **arouse**s panic and violence. Non-violence, for him, requires **courage** and self-denial. Martin Luther King exposes how useless and harmful violence is. It is **impractical** and immoral because it develops hatred and ends in **destruction** for all.

He pointed out that violence has come to be taken for granted as a means of solving problems. There ensues looting, pillaging, killing and setting fire everywhere. They might feel happy and victorious. But this violence engenders violence and it will never bring permanent peace. He also declared that we have to exchange ideas and opinions in peaceful **dialogue**s. We have to set an **atmosphere** of understanding and tolerance, an atmosphere of goodwill and loves

**Questions**

1. Did Martin Luther King believe in non-violence to get one’s rights? Give evidence.
2. Why is violence useless and harmful?
3. What are the effects of using violent means to get one’s rights?
4. Give two example from your community of how people used non peaceful ways to solve problems.
5. What should we do to live in harmony with others?

 **Synonyms**

 **words synonmys**

|  |  |
| --- | --- |
| 1 | **Relying:** Depending on something  |
| 2 | **Customs:** Behaviours, habits, conduct... |
| 3 | **Liberate:** Set free, release etc. |
| 4 | **Momentary:** Short lived, brief |
| 5 | **Temporary:** Short term, not permanent, brief etc |
| 6 | **Victory**: Win, success, conquest etc. |
| 7 | **Immoral:** Morally wrong, wicked, deprived etc |
| 8 | **Arouse:** Provoke, stimulate, stir up etc |
| 9 | **Courage:** Bravery, guts, daring etc |
| 10 | **Impractical:** Not practical, not reasonable, un workable etc. |
| 11 | **Destruction:** Damage, ruin etc |
| 12 | **Dialogue:** Discussion, conversation, talk etc. |
| 13 | **Atmosphere:** Feeling, mood, impression etc |

####  **Pronunciation of /S/, /z/ and /iz/**

|  |  |  |
| --- | --- | --- |
| **/ s /**  | **/ z /**  | **/ iz /**  |
|  **Results** **Creates** **Makes Aspects** **develops**  | **Exposes Reaches** **Customs Brings** **Solves Shows** **Ensues Endangers** **Arms Others** **Requires**  | **Victories** **Destroys** **Arouses**  |

 **Synonyms and opposites**

i.committed

ii.punishments

iii. offences

iv.misbehave

v.responsibilities

|  |  |
| --- | --- |
| **Passive**  | **Active**  |
| ***Example: Most children were badly beaten...***  | ***They beat most children badly...***  |
| **I remember the countless number of offences we were beaten for**  | **I remember the number of countless offences they punished us for.**  |
| **One could be beaten for crying when you are beaten...**  | **They punished someone for crying when they beat them.**  |
| **You could be punished if you stood when elders were sitting...**  | **They could punish you if you stood when elders were sitting.**  |
| **We were beaten for almost everything and nothing we did.**  | **They beat us for almost everything and nothing we did.**  |
|  **Refusing to eat with visitors would lead to being punished too.**  | **They would punish us for refusing to eat with visitors.**  |

## **5.4 LANGUAGE STRUCTURES: PASSIVE VOICE**

## **Review of the passive voice present and past.**

**Form**

**Basic steps to form the passive voice:**

1. The object of the active becomes the subject of the passive sentence.
2. We add the auxiliary “to be” – “**is/are**” when the main verb of the active is present, and “**was/were**” when it is past.
3. In negative or interrogative sentences the auxiliary “to do” is replaced by “to be”: • ***do(n’t)*** */* ***does(n’t)*** *become* ***is(n’t) / are(n’t)****;*

 • ***did (n’t)*** *becomes* ***was(n’t) or were(n’t)****.*

1. We turn the main verb of the active into the past participle.
2. If we need or want to add the agent of the passive, we must use “by”.

**Example:**



### **Scenario**

***Rewrite the following passage in the Passive.***

Our school is organising a contest. The teachers will choose the best project about religion. The students must include pictures and drawings in their projects. The students will also have to do all the writing themselves. The school will give the winner a T-shirt as a reward. Experienced teachers will judge the project. Advanced students will help the teachers to judge.

**Answer**

***A contest is being organized by our school. The best project about religions will be chosen by the teachers. Pictures and drawings must be included in the project. students. All the writing will have to be done by students themselves. A T-shirt is going to be given to the winner as a reward. The project will be judged by experienced teachers. The teachers will be helped by in advanced students to judge.***

**Use**

* We use the passive voice when we are more interested in the action itself rather than in “**who**” or “**what**” did the action.

The agent can be:

* 1. **Unimportant** – “These shoes are made in Indonesia.” (the action is more important than who made the shoes)
	2. **Unknown** – “The windows were broken yesterday.” (somebody broke the windows and we don’t know who did it)
	3. **Implicit** – “He was arrested.” (most certainly by the police)

**Remember:**

Some verbs have no object. They are called intransitive verbs. We cannot use the passive voice with these verbs below:

|  |  |  |  |
| --- | --- | --- | --- |
| Agree | Die | Look | Seem |
| Arrive | Fall | Occur | Sleep |
| Be | Go | Rain | Stay |
| Become | Happen | Remain | Work |
| Come | Live |  |  |

**Language Note:**

* Some verbs that use two objects are:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| bring  | lend  |   | pay  | serve teach give offer sell  |
| show  | tell  |   | hand  | owe send take write |

* With these kinds of verbs, the indirect object comes first and we normally use the preposition “**to**”. However, it is also possible to use the direct object without using “to” and “for”.

###  **Two objects in passive voice**

Construct five active voice sentences containing two objects using the verbs in the language note above and change it into a passive voice sentence.

**Example:**

**Active**: Ms. Mukandoli is bringing my books from the library.

**Passive:** My books are being brought from the library by Ms. Mukandoli.

**5.5 DISCUSSING GENDER EQUALITY**

My mother does not eat eggs, pork, fish, goat meat and chicken or any other bird. She believes these are “dirty” foods not meant to be eaten by women. She always discouraged my sisters from sitting with legs stretched when peeling bananas. My sisters were often sung songs to discourage them from climbing trees, sitting on the pounding mortar and not allowing anyone to jump over a pregnant woman.

My sisters being educated have refused to accept everything my mother tells them. They eat all the foods my mother considers to be ‘dirty’. However, they have retained some of the taboos like not climbing trees, stretching their legs and sitting on the pounding mortar and grinding stone.

In contrast, the boys were allowed to eat all the above. My mother knows to cook them very well without any complaint. As a boy, I was taught not to sleep away from home because I had to protect my sisters. I would be seriously punished if I fought with my sisters but it was not the same case for my brother. When he was involved, they would give us sticks to cane each other.

In terms of work, my mother didn’t discriminate. Sometimes my sisters went to pray on Sunday and the boys would cook; that is when my father would not be around. My father never allowed girls to do any work that required physical energy. He also never punished girls seriously. I don’t know why but that is how it was.

####  Comprehension

1. List the differences between boys and girls in this case study.
2. Why do you think women were prohibited from eating certain foods or performing some actions?
3. Do you think the speaker’s mother knew her rights as a woman? Give reasons.
4. Which statement shows that the mother of the speaker has accepted her position created by society?
5. How does the mother differ from the father in terms of gender?
6. Give five things women were prohibited from doing in Rwandan culture.
7. In your opinion, do you think it was right to prohibit certain things from women? Give reasons for your answer.
8. If your rights were abused, what would you do? Make a list of steps.
9. Should a child be punished by anyone in the community even if they are not related? Give reasons.

***In case of abuse, do the following;***

**i**. Inform an older person about the abuse ii. Seek medical help where necessary iii. Immediately report the abuse iv. Teach others about abuses

 v. Forgive the person to avoid psychological problems.

**Should a child be punished by anyone in the community even if they are not related? Give reasons.**

No, not everyone should punish a child because some people don’t know about the rights of children and can end up hurting them. Punishment is not the only way of correcting a child; you can counsel or advise him/her.

##  5.6 **DESCRIBING MINORITY RIGHTS**

Minorities refer to a part of a population differing from others in some characteristics and often subjected to different treatment.

**Different colour-one people**

When I was young, I had never heard any other language except my mother tongue. I used to think all black people in the world spoke Kinyarwanda except whites. One day as I was walking to school, I met a man and woman speaking a language which up to today I do not know.

At first when I heard them, they sounded like they were calling my name. This drew my attention to them, only to realise they were talking to each other. When I listened further, they sounded like they were going to fight. To my surprise, they started laughing happily which made me laugh too. They came close to me and I ran very fast to tell my parents because they had told us some strangers were cannibals.

After reaching home, I told my parents that I had met two strange people who ran after me. My parents asked what the people I had met looked like and I described them. They told me those were our neighbours and were very nice people.

Today, it is not surprising to meet people from all walks of life in my village- Ugandans, Kenyans, Sudanese, Chinese, American; almost every country in the world is represented. Some people from

the same country cannot speak and understand each other. There are many religions as well some with just a few people. I wonder if they pray to the same God.

Despite all these differences, we are living together in peace. As the UN recommends, nations must create favourable conditions for minorities to practice their culture, religion, customs and language when it does not violate national law. In fact, knowledge about the rights of those minorities in our village have helped us to be united and respect each other.

**Comprehension.**

1. Why did the writer run when strangers came close to him/her?
2. Did the writer respect the minority rights? Explain.
3. What are the examples of minorities in this story?
4. In which ways can minority rights be violated by the majority in society?
5. If you were the writer, how would you make sure the rights of minorities in the story are protected? Give four points.

 **Meaning of words and phrases**

What do you understand by the following phrases in the context of minority

**i. indigenous people:** People who are born in a certain place and have ancestors in the same place.

 **ii. Marginalized:** People who are discriminated by others and treated as different from them.

 **Iii.** **Ethnic minorities:** These are people from an ethnic group that are considered of less value compared to others

 **Iv.** **Linguistic minorities:** are those whose language is spoken by few and considered undeveloped.

**V.** **Crime of Genocide:**

Killing a targeted group of people with the aim of eliminating them.

#### **Minutes of a meeting**

**Minutes:** notes taken of what has been said at a meeting. The official notes kept during a meeting.

**Minutes must have:**

a. A title containing the date and place where the meeting was held. b. Members who attended.

1. Agenda/ items to be discussed e.g. Previous minutes, speech from chairman, problems faced by survivors etc.
2. Body summarising ideas for each item on the agenda.
3. Conclusion and time for the next meeting.

##  5.7 **LANGUAGE STRUCTURES: DIRECT AND INDIRECT/REPORTED SPEECH**

**Reported or indirect speech** is usually used to talk about the past, so we normally change the tense of the words spoken. We use reporting verbs like ‘say’, ‘tell’, ‘ask’, and we may use the word ‘that’ to introduce the reported words.

**Question:** What will you do to make our city peaceful?

**Mayor:** I will get rid of crimes on our streets.

**Reporter:** In an exclusive interview, the mayor promised he would get rid of crime on our streets.

### **Unit summary**

This unit discussed about human rights and abuses. The content included; Describing Rights, Children’s Rights, countering abuses, child abuse, passive voice in the present tense, gender equality, minority rights, direct and indirect/reported speech. You should have seen that some of the human right abuses exist in your community. This lesson is intended to help you stop human rights abuse and equip you with the language and skills to do that. More about his topic will be studied in general studies and communication skills at advanced level.

**UNIT 6: RELIGION, CULTURE AND ARTS**

***6.1 RELIGIONS IN RWANDA***

**RELIGION:** A belief in gods or in one God. The believe in and worship of a supernatural controlling power, especially a personal God or gods.

E.g. My brother tends to value religion, but my sister not as much.

 It is against my religion to eat meat on Fridays.

**We have:** Muslims, Catholics, Pentecostals, Adventists

**What do you think are the causes of religious intolerance; a situation where people of a certain religion don’t associate with others of different religions?**

 ***Religious intolerance is caused by:***

* Different beliefs eg. God and Allah
* Church leaders who abuse other churches
* Practices that some people don’t agree with like not marrying.

**Importance of religion in society**

1. It unites members of the same belief.

2. It teaches morals.

3.Commandments keep law and order.

4. It makes people obedient to their leaders etc.

**What were the positive and negative contributions of the coming of the new religions?**

***Positive contributions of religion***

i. Stopped human sacrifices ii. Brought education and hospitals iii. United people of Rwanda and other countries.

 iv. Led to infrastructure development in some places

 v. Improved trade between Arabs and Rwandans

***Negative contributions of religion***

i. Religions brought conflicts in society and families ii. Destroyed Rwanda cultural values iii. Religion resulted into colonialism and all its negative consequences**.**

**What should be done to stop Christians from being misled by those who lead them?**

* 1. The government should punish any cult owners.
	2. Christians should be careful and follow God not people
	3. All new churches should be registered first in order to operate

 iv.Church leaders should be honest to their vows**.**

#####  **Religious stereotyping**

**Stereotypes** are beliefs or ideas that people have about different religions, cultures, or groups. There are good and bad stereotypes about every religion. Sometimes they are true, but usually stereotypes are untrue and unfair. Stereotypes can sound harsh, mean, or offensive in English.

**Examples:**

“All Catholics are rigid.” This sounds rude; you should therefore soften your language.

“I’ve heard that many have strict principles.” This sounds better.

## **6.2 TRADITIONAL BELIEFS**

**Do people’s beliefs influence their development positively or negatively?**

People’s beliefs can influence them both positively and negatively depending on how they are handled. Some beliefs encourage killing, sacrifice, polygamy, defilement and abuse of women’s rights. Other beliefs encourage unity, hard work, courage, patriotism and love and these can cause development.

Note: together with others, identify Rwanda beliefs that promote development.

**Rwandans’ traditional beliefs**

Rwandans traditionally have always believed in one Supreme Being, called Imana. Imana controls the entire world, but He comes back to Rwanda every night to rest, as Rwanda is His home. The name Imana is thought to have magical powers, and is invoked when naming children and when offering a blessing, comfort, or promise. Some of the names given to children include: Habimana - God is supreme Habarurema - the Creator is supreme Habiyakare - the One at origin is supreme Twagirimana - only God can save us.

Imana is inherently good, needs nothing, and rarely intervenes in people’s lives. He does, however determine a person’s destiny at birth. If a person becomes ill, acquires great debt, or has a failed marriage, you can determine that the person was created by Ruremakwaci, the name of Imana used to describe a time when He sets someone’s destiny in a negative fashion.

There are numerous folktales which describe Imana giving great gifts and then taking them away due to greediness or disloyalty. Other names for Imana include Rugira (the Supreme); Rurema (the Creator); Iyakare (the One at origin); and Rugaba (the Generous Provider).

Imana is the creator of all people. There are several creation myths which try to explain the creation of the world and people. Though the stories about who was created in heaven and on earth differ, the important thing is that all believe Imana created everything.

When a woman wanted to get pregnant, she would often put a few drops of water in a pitcher each night. This is so Imana, who is called the Potter, would use the water to mix it with the clay of a woman’s womb to create a baby.

**Answer according to the text**

1. What is the importance of Imana? Give at least four things.
2. What are the children’s names given in relation to Imana?
3. List the other names of Imana and their meanings.
4. Why are some people unlucky and others lucky? Relate to the role of Imana.
5. In your own words, what would a woman do to get a child?

###  **synonyms**

|  |  |  |  |
| --- | --- | --- | --- |
| 1 | Entire | a | highest, utmost, ultimate |
| 2 | Invoke | b | many, frequent, various, several |
| 3 | Supreme | c | materialism, meanness, stinginess |
| 4 | Destiny | d | water jug |
| 5 | Numerous | e | betrayal, untrustworthy |
| 6 | Greediness | f | call upon |
| 7 | Disloyalty | g | luck, fortune, fate |
| 8 | Myth | h | molder, maker  |
| 9 | Pitcher | i | whole, complete, total |
| 10 | Potter | j | falsehood, fairy story, legend |

## **6.3 LANGUAGE STRUCTURES: THE PASSIVE VOICE PRESENT SIMPLE**

|  |
| --- |
| **The passive voice is used mostly in three ways;**1. When we don’t want to take responsibility for something. E.g. The forest is burnt.
2. When we want to focus on what happened but not the one who did the action. E.g.The laws protecting the environment are broken every day. (We don’t know by who)
3. When we want to avoid subjects which would make the meaning confusing. E.g. Kinyarwanda is spoken by everyone in Rwanda.

**Note:** we use “by” when we want to say who did the action with verbs like build, discover, destroy, invent, wash, cut, make, design, compose etc. (action verbs) |

EX: John buys the food. The food *is bought* by John.

1. God created Heaven and Earth. **Heaven and Earth were created by God.**
2. Africans also believed in the supreme God. **The supreme God was also believed by Africans.**
3. Some communities worship animals. **Animals are worshiped by some communities.**

 **4.** In India they believe in Buddha. **Buddha is believed in India or Buddha is believed by Indians.**

 **5.** Our ancestors build shrines to worship from. **Shrines are built by our ancestors to worship from.**

## **6.4 TALKING ABOUT DANCES AND ARTS**

### **Rwandan music and dance**

Traditionally, family members gathered together in the evening. They danced, sang, and boasted about what they had accomplished during the day. Special troupe of dancers called “Intore” danced at the royal court to cheer up the king.

All events in Rwanda are embellished with traditional songs and dance: e.g. weddings, birth celebrations, traditional baptisms anniversaries, launching of new projects, political parties or the welcoming of important visitors.

Rwandan music and dance are unique. What mostly distinguishes Rwandan music from other

African music is the use of 5/8 rhythm. In addition, while dancers dance, members of the chorus clap their hands to give rhythm and to cheer, encourage, and support the dancers.

Rwandan dance comprises different categories, which include; a sort of war dance (Intore), which encourages those who wage war or hunt. Those who are part of this troupe are selected for their exceptional physical and moral qualities. During their training, not only do they learn to dance but they also receive education on moral values. These dancers are characterised by elegance, patience and humility. Another category is for farmers. This dance is a symbol of strength and stamina, specifically for cattle farmers, and is used to celebrate the harvest. The last dance is a soft one used to entertain spectators.

Rwandan instruments use materials available in the area to create music unique to the country.

There is a traditional instrument similar to a guitar. It has 9 or 12 strings made from cowhide (*Inanga*). The drums and drumheads are made of cowhide. Another instrument is a single-string traditional instrument (*Umuduli*) and the Rwandan horn (*Amakondera*).

**Comprehension:**

1. Why did people gather in the evenings and what did they used to do?
2. Which musical instruments were used in Rwanda and how are they similar to modern ones?
3. Name the functions where music played an important role?
4. What makes Rwandan music different from other African music?
5. Describe each kind of dance and its purpose.
6. What character traits were expected of *Intore* dancers.

**Improve your vocabulary**

|  |
| --- |
| **Unique:** Something or someone special and different from others. |
| **Choreography**: Sequences of movement or steps in a dance. |
| **Elite:** People who are educated in a certain knowledge. |
| **Rhythm:** Regular beats like in music and poetry. |
| **Troupe**: A dance group.**Anniversaries:** Celebrations of an event like a birthday. |
| **Cowhide** The skin of a cow removed after slaughtering it. |
|  **Elegance** Something done with style or beautifully. |
|  **Launching**: Officially opening or starting something like a project. |
|  **Stamina:** Having energy or strength to accomplish a task. |

**Talking about ceremonies.**

 1.Traditional music in Rwanda.

 2.Kinds of ceremonies in Rwanda such as weddings and first fruit sharing*.*

 3.Suggestions of what should be done to promote evening parties.

##  6.5 **DESCRIBING TRADITIONS**

### **Stages of culture shock**

Culture shock. You are lost, standing confused in a new place, unable to tell left from right, up from down, phone booths from waste bins or con-artists from friends. But this image of sudden shock isn’t quite right. In reality, culture shock is a phenomenon that can take months to develop. Culture shock tends to move through four different phases: **WONDER, FRUSTRATION, DEPRESSION, AND ACCEPTANCE.**

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

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

The worst stage of culture shock is **depression**. You are homesick and sad all of the time. It’s hard to be so far away, **especially** if you’re all by yourself. It feels like nothing will ever be fine again until you return home.

The forth is acceptance and comes after weeks and months of **struggling** through a thousand different emotions, **acceptance** finally arrives like a warm bath at the end of a hard day. Acceptance does not mean total understanding – it’s almost impossible to ever completely understand another culture – but involves the **realisation** that you don’t have to “get” it all. You find what makes you happy and **content** in your new **surroundings**.

 **Comprehension**

1. What is this article about?
2. Give at least four reasons why people leave their countries.
3. How many stages of culture shock are there? In two sentences, describe each stage in your own words.
4. How would you help a friend or family member who was experiencing culture shock? What would you say or do to make him/her feel better?
5. Write a paragraph of about fifty words about your experience or any other persons of these stages of culture shock.

 **Improve your vocabulary**

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

## **6.6 DESCRIBING CRAFTS**

**Craft**: The skills of making something by hand.

Each community has its form or arts and crafts that symbolizes the culture of the people. Arts and crafts not only bring beauty in the society but also communicates messages and attracts tourists who might have never seen such art.

In Rwanda house decoration is a popular art form traditionally made by women using local materials. It is in the black, white, green and red colours. Popular themes used include spiraling and geometric designs that are painted on walls, pottery, and works of art.

The images are produced using local materials which are put onto wooden boards in spiral and geometric designs. The materials are left to harden and are then decorated using colours made from other natural materials. The traditional colours are black, white, red, grey and beige yellow but increasingly other colours are used. Traditionally geometric designs are produced but as

the women artists have grown in confidence they have begun to experiment with more modern, innovative images that convey the spirit of the Rwandan landscape, its flora and fauna and its people.

The patterned art images were originally found in the Eastern Province inside the walls of huts as “magical” decorations during the 18th century.

Internal decoration has become popular both within the country and with tourists – its bright colours grace many hotels, restaurants and lodges and are in the homes of many visitors to Rwanda from around the world.

**Comprehension**

1. What is the importance of arts and crafts to the community?
2. In your own words, describe how internal decoration is made?
3. How does the use of patterns in decorations express the idea of nationalism and patriotism in Rwanda?
4. Where is this form of art used today and for what purpose?

###  **Synonyms and antonyms**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Vocabulary** |  | **Synonym** | **Opposite** |
| 1 | Symbolise  | A | Orderly |  |
| 2 | Popular | B | Curved |  |
| 3 | Geometric  | C | Vegetation |  |
| 4 | Spiral  | D | Wildlife |  |
| 5 | Flora | E | Represent |  |
| 6 | Fauna | F | Beautifications |  |
| 7 | Decorations | G | Common |  |

**6.7 Use of imperative**

The imperative form is made by using the infinitive of the verb (the infinitive without ‘to’).

**e.g. Complete** the process by putting designs on a finished basket.

1. Let him try it again

2. Do not let him use my umbrella

3. Take the first turning on the right

4. Let us not make a mistake

**Linking or sequence words**

Linking or sequence words normally used to describe a process include:

**First, second, next, then, after, before, finally** etc. **e.g.** check **and** remove activity here.

### **Unit summary**

This unit covers religions in Rwanda, traditional beliefs, passive voice present simple, talking about dances and art, describing traditions, describing crafts, Imperative and linking words. In this unit, you gain attitudes and values which will help you to live a meaningful life.

**UNIT 7: TOURISM AND ENVIRONMENT IN RWANDA**

**7.1 TOURISM IN RWANDA**

**Tourism:** Is the business of providing travel, accommodation, food and entertainment for tourists.

**Tourist**: A person who goes on holiday to visit places away from their home

**A national park** is a place protected by government because of its natural beauty containing animals and special plants or other wildlife species.

**The national parks found in Rwanda are:** Akagera National Park has giraffes, elephant, buffalo, baboons, gazelles, zebra and Lions, Volcanoes National Park has Mountain Gorillas and Nyungwe National Park has Chimpanzees and other monkeys.

 **National parks are important**

because they are a source of revenue from tourism, protect climate, serve as homes of animals etc.

 **Past simple of regular verbs:**

1. If a regular verb ends in **consonant** + **y** change **y** to **i** and add **-ed**:

 **Example:** carr**y** - carr**ied**, stud**y** - stud**ied**, fr**y** - fr**ied**, tr**y** – tr**ied**

1. If a one syllable regular verb ends in **consonant** + **vowel** + **consonant** double the final consonant and add **-ed**.
2. **Example:** Stop - sto**pp**ed, pla**n** - pla**nn**ed, ro**b** - ro**bb**ed, be**g** – be**gg**ed
3. If a regular verb has more than one syllable and ends in **consonant** + **vowel** + **consonant**, we double the final consonant only if **the final syllable is stressed.** **Example:** preFE**R** - prefe**rr**ed, regRE**T** – regre**tt**ed
4. **Exception:** In British English verbs ending in **-l** have **-ll** before **-ed** whether the final syllable is stressed or not -trave**l** – trave**ll**ed

**Pronunciation of final “-ed” (regular verbs):**

1. **After an unvoiced consonant sound (sh/ s / ch / p / k / f ) we pronounce /t/**: wash (/ sh/) - washed (/t/); kiss (/s/) - kissed (/t/); work (/k/) - worked (/t/); hope (/p/) - hoped

(/t/); laugh (/f/) - laughed (/t/)

1. **After a vowel and voiced consonant sounds we pronounce /d/**: phone (/n/) - phoned (/d/); judge (/dg/) - judged (/d/); turn (/n/) - turned (/d/); play (/ei/) - played (/d/); follow (/ou/) - followed (/d/)
2. **After /t/ and /d/ sounds we pronounce /-id/**: visit (/t/) - visited (/id/); start (/t/) - started (/id/); need (/d/) - needed (/id/)

 **Pronunciation of (-ed)**

|  |  |  |
| --- | --- | --- |
| /d/  | /t/  | /Id/  |
| Listened Arrived Travelled Paid Lived Waded chatted   | Liked Walked Looked Talked Washed Danced Picked Watched Jumped Touched Borrowed  | Played Tried Painted Studied Enjoyed Fainted   |

## **7.2 LANGUAGE STRUCTURES: THE PAST SIMPLE TENSE**

 **When to use the simple past**

|  |
| --- |
| **USE 1 Completed Action in the Past** Use the Simple Past to express the idea that an action started and finished at a specific time in the past. E.g. I **saw** a movie yesterday.**USE 2 A Series of Completed Actions** We use the Simple Past to list a series of completed actions in the past.E.g. He **arrived** from the airport at 8:00, **checked** into the hotel at 9:00, and **met** the others at 10:00.**USE 3 Duration in Past** The Simple Past can be used with a duration which starts and stops in the past**.** E.g. The man **lived** in the house for four years since 1990. |

Example: It was a nice day in town yesterday.

## **7.3 TALKING ABOUT PROBLEMS IN OUR NATIONAL PARKS**

**The effects of climate change on wildlife are:**

Death of animals, drying up of vegetation, drying up of sources of water for creatures, completion for the food and fights etc**.**

### **Reading comprehension**

If Earth’s climate continues to change as scientists **predict** it will, the national parks will be impacted like the rest of the planet. Glaciers may melt away, as indeed they are at Glacier National Park in Montana. Fire seasons may grow in length and **severity**, and the landscapes may affect parks’ wild residents. If nothing is done, the same **calamity** will befall other National Parks of many countries.

Changes in temperature and rainfall can push species away from their previous natural habitats. When they move, they end up heading to places that are not protected and face the risk of being killed for various purposes.

Some parks are already feeling drier these days, due to increasing human demand for water supply on which **aquatic** species depend. Animals lack **sufficien**t supply of water and migrate to neighboring places with water.

**Pollution** of both air and water are another danger to our national parks. When human beings pollute the environment, animals end up becoming **victims**. The water drunk by animals will be contaminated hence causing diseases to animals.

Finally, human activities like cultivating, hunting, mining and road construction greatly affect National Parks. All these activities mean destroying part of the natural **habitat** for animals **inhabiting** them causing some to die and others to **migrate**.

####  Comprehension

1. Outline the problems faced by National Parks.
2. Give two examples of National Parks in Rwanda already affected by these problems.
3. In your own words explain how human actions have affected the climate and National Parks?
4. How will Rwanda be affected in case animals like Gorillas migrate to neighbouring countries?
5. What should be done to stop the problems faced by national parks?

###   ***synonyms***

|  |  |  |
| --- | --- | --- |
| **Vocabulary** |  | **Synonyms** |
| 1 | PredictSeverityCalamityAquaticSufficientPollutionVictimsHabitatInhabitingMigrate | a.b.c.d.e. f.g.h.i.j. | HarshnessWaterGuessContaminationHomeTransferDisasterLive inSufferersEnough |
| 2 |
| 3 |
| 4 |
| 5 |
| 6 |
| 7 |
| 8 |
|  |
|  |

#### **7.4 LANGUAGE STRUCTURES: MODAL VERBS**

Modal verbs are used for various purposes. In this lesson, modal verbs are used for deductions and predictions of people’s visit to the national park. The structure of modal verbs differs depending on the tense.

**FORMAT**

|  |  |
| --- | --- |
| ***Rule***  | ***Examples*** |
| **Present** Simple: subject + modal auxiliary verb + verb bare infinitiveContinuous: subject + modal auxiliary verb + be + verb-ing | It must be one of the most popular national parks.She might be having fun at Akagera.If Earth’s climate continues to change, most animals might die. |
| **Past**Simple: subject + modal auxiliary verb + have + verb past participleContinuous: subject + modal auxiliary verb + have + been + verb-ing | They could have got in through the window when they saw a lion.They would have got a lot of money from tourism.They would have been tracking animals by now. |

###### Activity 3: Function of modal verbs

**Read the paragraph below, then answer the questions that follow.**

I borrowed a video game from a friend last week. He told me I **needn’t** give it back right away. I started playing it immediately, and I just **couldn’t** stop! I’m still playing it now, although I really **should** be doing other things. I **can’t** stop playing. My friends tell me that I **must** stop and study for a chemistry exam. I’m not so good at chemistry and I **might** fail the exam if I don’t study. **Would** somebody please give me some advice? I **mustn’t** fail my exam, or I **will** fail the course entirely, but I don’t know how to control myself!

##  7.5 ANIMALS IN THE PARK

“Animals should not have rights. They should be killed and eaten.” Given reasons to support and disagree with this statement.

**Read the passage below and answer the questions that follow:**

When the buffalo herd first started crossing the road in front of him, Moses couldn’t believe his good luck. They looked charming and peaceful. Moses was on his vacation with his friend and his teacher Juliet. They were taking a long road trip through Akagera national park, eastern province. The trip had frankly been feeling boring and monotonous lately. Moses thought that getting the opportunity to observe wild buffaloes up close might be just what was needed to rescue today’s drive from the unhappiness.

Watching the herd wander slowly across the road was breath-taking and a lot of fun for Moses and his company. None of them had ever seen a hairy, majestic beast up close before. They’d seen a few sad, moping specimens in a zoo once, but they’d been forced to observe those awkward animals from the far side of a massive paddock. There was more of a sense of immediacy today, more of a feeling of excitement.

After a few minutes, however, Moses had had enough. He was ready to get going once again. Unfortunately, the buffalo had other plans. They continued to walk across the road as slowly as snails.

By the time the last of them had moved away from the road an hour later, Moses had seen enough buffaloes to last him a lifetime.

####  **Comprehension questions**

1. Moses and his friends see the buffalo while
	1. Driving to visit Moses’ grand parents
	2. On a road trip
	3. Driving to the zoo
2. Why is Moses sick of the buffalo by the end of the story?
	1. He has been forced to watch them for too long
	2. He decides that they aren’t so majestic after all.
	3. He realizes that buffalo don’t smell very good.
3. If something is monotonous, it is
	1. Exciting and fast-paced
	2. Tedious and boring
	3. Overly long.
4. The first time Moses saw a buffalo he was
	1. On a road trip with his family
	2. At a buffalo farm
	3. At a zoo
5. Based on the story, Moses seems to be the type of person who
	1. Likes excitement
	2. Prefers calm and relaxing activities.
	3. Does not like animals.
6. Discuss how the encounter with buffaloes made Moses’ journey bad.
7. Why do you think Moses and the friends were bored before meeting the buffaloes?

###   ***synonyms***

|  |  |  |
| --- | --- | --- |
| **Words** |  | **Synonyms**  |
| 1 | Bleak | a | Wonderful, awesome, amazing |
| 2 | Serene | b | Beautiful, attractive, amiable |
| 3 | Charming | c | Unwelcoming, miserable, uninviting |
| 4 | Boring | d | Take away, eliminate, eradicate |
| 5 | Remove | e | Quiet, non-violent, peaceful |
| 6 | Breath-taking | f | Countryside or village |
| 7 | Rural | g | Uninteresting, dull, tiresome |
| 8 | Unpolluted | h | Extraordinary, amazing, outstanding |
| 9 | Remarkable | i | Clean, pure, clear, |

1. **What is the importance of Akagera National Park to the development of the country?**

The importance of Akagera National Park is;

* 1. It brings revenue to the country through tourism. ii. It provides employment to the people.

iii. It created market for the products of local people near it. iv. iv. It leads to development of infrastructure in the area

v. Tourists bring dollars, which makes the national currency stable.

1. **Do you think the government should spend a lot of money on the National Park or use the land for industries?**

This is an opinion question. Those who think the government should finance parks will give the same reasons given above. Those who support industries are likely to say;

* 1. Industries employ more people than parks.
	2. Manufactured goods can be consumed directly.

iii. Promotion of exports. iv. Encouraging entrepreneurship in the country. v. Technological improvement. Etc.

**3. What should be done to stop people from killing animals?**

For people to stop killing animals;

1. They should be sensitized
2. Government should encourage them to start economic activities for them to get money to buy meat
3. Those who persist should be punished.
4. Game rangers should be hired to protect animals/parks.
5. Fences should be made so that animals do not come out of the parks etc.

**7.6 LANGUAGE STRUCTURES: DIRECT AND INDIRECT SPEECH**

**General points**

There are two common ways to tell somebody (report) people’s words, thoughts etc.

These are **direct speech and reported speech**. Direct speech is when we use the exact words that were said. Indirect speech is used when restating what another person said using one’s own words.

**Form of indirect speech**

|  |  |
| --- | --- |
| **Statements**1. Subject + reporting verb + direct object + (that) + clause
2. Subject + reporting verb + (that) + clause
3. Subject + reporting verb + to-infinitive
4. Subject + reporting verb + verb-ing (gerund)
 | **Questions**1. Subject + reporting verb + (direct object) + if / whether + clause ?
2. Subject + reporting verb + (direct object) + question word + clause ?
 |
| **Remember:** 1. We can’t use direct speech for thoughts.
2. We need to put a comma after the verb say.
3. The words that someone used are put in inverted commas, ‘... ‘ or “.... “. Double or single can be used. Single quotes are more common in British English; double quotes are preferred in American English.
4. Direct speech is not very common in spoken English. It is more common to use reported speech.
5. There is no comma after said.
6. Changes in tense called one tense back rule.
7. The word that is optional.
 |

When changing sentences from direct to reported speech, tenses are usually back-shifted. Answer

the complete sentences in the table.

|  |  |
| --- | --- |
| Direct Speech  | Reported Speech |
| Simple present He said: “I am happy to visit Rubavu.” Simple Past He said… |
| Present Progressive He said… | Past Progressive He said that he was looking for his keys.  |
| Simple Past He said: “I visited Kigali last year.” | Past perfect simple He said…  |
| Present Perfect He said… | Past Perfect He said that he had lived there for a long time.  |
| Past Perfect He said: “They had finished the work when I arrived from the tour.”. | Past perfect He said… |
| Past Progressive He said… | Past Perfect Progressive He said that he had been playing football when the accident had occurred.  |
| Present Perfect Progressive He said: “I have been playing football for two hours.”  | Past Perfect Progressive He said …  |
| Past Perfect Progressive He said… | Past Perfect Progressive He said that he had been reading a newspaper when the light had gone off. |
| Future Simple (will +verb) He said: “I will open the door.”  | Conditional (would + verb) He said…  |
| Conditional (would+verb) He said…  | Conditional (would+verb) He said that he would buy a Mercedes if he had been rich.  |

**Place, demonstratives and time expressions**

|  |  |  |  |
| --- | --- | --- | --- |
| Direct Speech  | Reported Speech | Direct speech  | Reported speech  |
| Time Expressions  | **Place** |  |
| Today | that day | Here | There |
| Now | Then | **Demonstratives** |  |
| Yesterday | the day before | This | That |
| … days ago | … days before | These | Those |
| last week | the week before |  |  |
| next year | the following year |  |  |
| Tomorrow | the next day / the following day |  |  |

#### **Unit summary**

This unit talks about the environment and tourism in Rwanda. The lessons in this unit are intended to help you appreciate the beauty of your country and how you can protect its environment. The effects of environmental damage are becoming a major concern in the world and require the effort of all of us. This unit also handled language expressions that will help you in subjects like geography and in the world of work related to tourism and environment.

**UNIT 8: THE INTERNET AND THE MEDIA**

**8.1 USING MEDIA**

**Reading comprehension**

1. **What is Internet?**

 **Internet** is a network which connects computers and phones to send and receive information.An international network allowing people to exchange information on computers using telephone lines.

**What is the importance of the internet to a student?**

The internet has many advantages such as;

 i. It helps people to connect with each other.

ii. It helps with send and receiving documents

iii. Internet has made work easy where people can coordinate work on internet.

 iv. It provides people with jobs related to computer like in internet cafes.

v. Internet has made it easy to carryout research using Google, ask.com and other search engines.

**Sometimes, the internet has negative effects on the community The negative effects of internet include;**

1. Hacking people’s information.
2. Creating insecurity by sharing wrong information.
3. Being idle especially on social media instead of doing work
4. Exposure to pornography and other immorality

v. Taking a lot of people’s money.

**Internet at school**

Twenty years ago, students in school had never even heard of the internet. Now, I’ll bet you can’t find a single person in your school who hasn’t at least heard of it. In fact, many of us use it on a regular basis and even have access to it from our homes! The ‘net’ in internet really stands for network. A network is two or more computers connected together so that information can be shared, or sent from one computer to another.

The internet is a vast resource for all types of information. You may enjoy using it to do research for a school project, downloading your favorite songs or communicating with friends and family. Information is accessed through web pages that companies, organizations, and individuals create and post.

It’s like a place where the whole world meets! But since anyone can put anything on the internet, you also have to be careful and use your best judgment and a little common sense. Just because you read something on a piece of paper someone sticks on a notice board doesn’t mean it is good information, or even correct, for that matter. So you have to be sure that whoever posted the information knows what they’re talking about, especially if you’re doing research! But what if you’re just emailing people? You still have to be very careful. If you’ve never met the person that you’re communicating with online, you could be on dangerous ground! You should never give out any personal information to someone you don’t know, not even your name!

And just as you can’t believe the information on every website out there, you can’t rely on what strangers you ‘meet’ on the internet tell you either. Just like, you could make up things about yourself to tell someone else could do the same to you!

###  **Comprehension**

1. What does the term ‘net’ in the word internet stand for?
2. What is a network according to the passage?
3. What can students use the internet for?
4. What can music lovers use the internet for?
5. How is information accessed on the internet?
6. Why should you not trust everything you find on the internet?
7. How can you decide if the information on the internet can be trusted?
8. What is ONE thing you should not do when communicating with someone you don’t know online?

 **Improve your vocabulary**

|  |  |
| --- | --- |
| a | **Believe**: Accept |
| b | **Downloading:** Moving data from one computer to another. |
| c | **Information:** A collection of facts or data |
| d | **Vast:** Enormous or huge |
| e | **Access:** To get information |
| f | **Research:** To examine / investigate |
| g | **Personal:** Private |
| h | **Online:** Connected while on the computer |

####  **Writing a poster**

 **Poster:** a large notice, picture or advertisement stuck on a wall. A picture of a celebrity, an event etc, intended to be attached to a wall.

**If you write a poster, you have to follow the following step:**

* The title of the notice.
* The key points about the topic.
* A picture talking about the topic.

**Writing a good question**

**Remember the correct formats of questions:**

* Auxiliary + subject + (main verb) + predicate. E.g. Do you call friends every day?
* “Wh” word +auxiliary +subject/ predicate. E.g. What is a network?

|  |  |
| --- | --- |
| **Q.1**  | **Which social media is the best?**  |
| **Q.2**  | **Can one use** **WhatsApp to call?**  |
| **Q.3**  | **Are there risks of using Facebook?**  |
| **Q.4**  | **Are all those social media found on all phones?**  |

## **8.2 WHAT YOU CAN DO WITH THE INTERNE**

**Discuss how the internet makes work easy and the dangers of using the internet.** Dangers of using the internet include: addiction, taking much money, depending on it and not thinking, watching pornographic content, losing information (hacked) etc.

***Read the story below and answer the questions about it***

Mukandayisenga Peace is a journalist. She works for The Newtimes, a daily newspaper. It has internet and print versions in Rwanda published locally and is one of the most widely read newspaper in the country. Peace writes on the gender page of the newspaper. She is studying her master’s degree, so she doesn’t work in the newspaper office every day. She works at home using her computer. Every morning she checks her e-mail messages. She switches on her computer and her modem and opens her Gmail. This is the e-mail program that Peace uses.

She downloads her e-mail messages. She usually receives about twenty messages every day. Most of the messages come from the ministry of Gender office, but she also gets messages from friends and colleagues around the world. They send messages to her e-mail address. Sometimes they send messages with attachments.

Peace can open these attachments and see the texts, pictures or listen to the recordings. Peace’s e-mail address is peacemuka@gmail.com. If you have a good story on gender, which you want to publish, or anything you want to know, you can use her email address.

###  **Comprehension**

1. What are the things one can do with the internet according to the passage?
2. In your opinion, how is the internet contributing to Peace’s personal development?
3. Which problems would Peace face if she didn’t know how to use the internet?
4. What are the social benefits of using the internet according to the text?
5. Many mothers are affected during maternity; how can the internet solve some of their problems?

 **Improve your vocabulary**

|  |  |
| --- | --- |
| a | **Gender:** Sociocultural division of people as male or female. |
| b | **Attachments**: Files sent along with an e-mail. |
| c | **Journalist**: Someone who writes in the press, both print and online. |
| d | **Publish**: To write in a publication like a newspaper. |
| e | **Recordings**: Reproductions of sound or video stored in a permanent medium. |
| f | **Modem**: A device that encodes digital computer signals into analogue telephone signals and vice versa. |
| g | **E-mail:** A system of transferring messages from one computer to another. |

## **8.3 LANGUAGE STRUCTURES: MODAL VERBS IN REPORTED SPEECH**

|  |  |  |
| --- | --- | --- |
| **Modal** | **Direct speech** | **Reported speech**  |
| Can | “I can do it.”  | He said he could do it.  |
| May | “May I go out?” | He wanted to know if he could go out.  |
| Must | “She must apply for a tourist visa.”  | He said that she must/had to apply for a tourist visa.  |
| Will | “They will call you.”  | He told her that they would call her.  |

#### **Unit summary**

In this unit you have seen the use of information technology such as mobile phones and the internet for various purposes such as studying and doing business. The language used will help you have basic vocabulary used with ICT in everyday situations. In this unit you have also been cautioned on how to use the internet to avoid hackers and other bad things.

**UNIT 9: TRADITIONAL BELIEFS AND PRACTICES**

## **9.1 DESCRIBING CREATION STORIES**

**Traditional Africans believed in God**

How the world and its people came into existence is a myth that Africans have not solved up to today. Every community has its own creation story which they strongly believe to be true. However, in most of the stories, there are similarities to Christianity which makes one conclude that maybe despite the differences, they are all talking about the same creator.

To begin with, in many communities the name given to their gods has a relationship with creation; an indicator that god created the universe and human beings. For example, one of the names of god in Rwanda is Gihanga- the creator, among western Uganda communities; god is called Ruhanga also meaning the creator.

The Boshongo, a Bantu tribe of Central Africa believes, in the beginning there was only darkness, water, and the great god Bumba.

One day Bumba, in pain from a stomach ache, vomited up the sun. The sun dried up some of the water, leaving land. Still in pain, Bumba vomited up the moon, the stars, and then some animals: the leopard, the crocodile, the turtle, and, finally, some men, one of whom, Yoko Lima was white like Bumba.

According to the Zulu people, The Ancient One, known as Unkulunkulu, is the Zulu creator. He came from the reeds and from them he brought forth the people and the cattle. He created everything that is: mountains, streams, snakes, etc. He taught the Zulu how to hunt, how to make fire, and how to grow food. He is considered to be the First Man and is in everything that he created.

It is therefore clear that Africans believe there is a creator of everything here on earth. Although as we have said they have different names for the creator, this could be simply because of different languages but the idea of a creator is the same. When Christianity came to Africa, all these beliefs were considered to be wrong and only the Almighty God is the creator.

####  **Comprehension**

1. What is the similarity between African traditional creation stories and the Christian creation story?
2. How do the names given to God in many African communities relate to the creation?
3. Explain three things God created in different communities and how he created them?
4. Do you agree with the Zulu people that the creator was the first man and is in everything that he created?
5. Mention three things which make the creation stories above from different communities hard to believe.

###  **Improve your vocabulary**

**Belief, civilisation, culture, folktale, icon, law, norm, religion, tradition, technology, value.**

## **9.2 LANGUAGE STRUCTURES: MIXED TENSES**

**Past simple or progressive**

1. They **Were having** tea when the doorbell **rang**.
2. Father **Was smoking** (smoke) his pipe while mother **was reading** (read) a magazine.
3. While he **Was mowing** (mow) the lawn, it **stared** (start) to rain.
4. He **Was having** (have) breakfast when the toaster **blew** (blow) up.
5. When I **came** (come) into the office, my boss **was waiting** (wait) for me.
6. When we **Saw** (see) Brian, he **was driving** (drive) a taxi.

## **9.3 SPIRITS AND ANCESTORS**

***Some don’t believe spirits and demons exist and others strongly believes they exist.***

**a.Where spirits of the dead go.**

 There are many beliefs about where spirits of the dead go. Christians say will go to heaven or hell after judgement, others believe the go into animals while others believe they come back to disturb people.

**b.People’s testimonies of spirits.**

Some people believe they have seen spirits but others don’t believe one can see a spirit.

**c.Christian belief in the Holy Spirit.**

Christians believe the Holy Spirit is our teacher and directs us to do the right things.

**d.Sacrifices carried out in old traditional families.**

In old traditional families, the old person in the family sacrificed to keep the evil spirits away.

***Note:* you can have different answers.**

**Read the story below and answer the questions below it**

**Spirits and hero spirits**

When most people hear the word “spirit” their minds immediately think of evil spirits. However, spirits can be evil or holy. In traditional Rwandan religion, spirits were always evil and people never wanted to be associated with them.

In Rwanda there are evil spirits. Evil spirits keep the name and personality of the person who has died, and live near where they lived when they were alive. It is believed that bad people left behind very bad spirits. In some families, a hut could be found behind their houses, for sacrificing to the spirits.

As earlier said, spirits are considered to be bad and can bring illness, poor harvests, and poverty, because they cannot enjoy the pleasures of life. They can only exercise this power over family members; therefore, family members worship the evil spirits in order to please them.

Worship of evil spirits consists of offering gifts or sacrifices. These gifts could be small, such as a few drops of milk, beer, or beans. For more important times sacrifices are more serious, such as a goat or a bull. These larger sacrifices were accompanied with singing because evil spirits can hear but not see. Sacrifices were made by the head of the family unless the spirit would not go away. In those cases, a diviner was called.

In addition to evil spirits, there are also spirits of dead heroes called hero spirits. Hero spirits are very powerful and require special worship. The chief hero spirits is Ryangombe. More about this spirit is in unit 3 sub unit 1.

Another famous hero spirit is Nyabingi. Nyabingi was an unmarried woman who was murdered and made immortal by god. She is a rebellious spirit worshiped primarily by people in the north and north-western areas of Rwanda and Uganda. Nyabingi is served by priests, as opposed to god who has no rites performed for him, who act as intermediaries between her and her worshippers.

The priest and priestesses receive sacrifices on behalf of Nyabingi.

####  **Comprehension**

1. How are evil spirits named in Rwanda?
2. Which problems would be caused by evil spirits?
3. Describe in your own words how evil spirits were worshipped in traditional Rwanda.
4. What is the difference between hero spirits and evil spirits? Give at least three.
5. Describe the character of Nyabingi and how she was worshipped.

####  **True or false questions**

1. Rwandan evil spirits were both good and bad.
2. Evil spirits can be both living and dead people who are generally bad.
3. Evil spirits were worshipped because of fear of family members from being attacked.
4. Sacrifices were offered according to seriousness of the matter.
5. Only the family heads would make sacrifices in order for the spirits to go.

## **9.4 DESCRIBING PRACTICES**

***Discuss the importance of one of the following cultural practices and how it is carried out:***

**i.Naming ceremony of the newly born baby.**

 Remembering ancestors, family gathering and thanking God.

**ii.Initiation ceremony (circumcision in some communities).**

 welcome new members, learn culture, becoming an adult/mature.

**iii.Traditional marriage ceremony.**

 Traditional marriage ceremony: Thanking parents, officially giving away a daughter, families knowing each other, sign of respect etc.

**iv.Last funeral right.**

 Last funeral right: mourning the deceased, comforting the grieved, sign of love and support.

**v.Traditional worshipping.**

 Traditional worshiping: asking for blessing, solving problems, thanking gods, etc.

**Importance of cultural and civic training centre *(Itorero)* in Rwanda**

One of the most important traditional practices was cultural and civic training. The cultural and civic training centre was a cultural school where Rwandans would learn language, patriotism, social relations, sports, dancing, songs and defence. This system was created so that young people could grow with an understanding of their culture. Participants were encouraged to discuss and explore Rwandan cultural values.

Cultural and civic trainers planned daily activities according to different priorities and every newcomer in training had to undergo initiation, known as orientation*.* The common belief was that Youth trainees were different from the rest of the community, especially in matters of expression and behaviour because they were expected to be experts in social relations, quick thinkers and knowledgeable. Each cultural and civic training centre included 40 to 100 participants of various age groups and had its own unique name. The best graduates would receive cows or land as rewards.

The cultural and civic training centres provided formative training for future leaders. These community leaders and fighters were selected from youth trainees(individuals who took part in traditional school) and were trained in military tactics, hand to hand combat, jumping, racing, javelin, shooting and endurance. They were also taught concepts of patriotism, the Rwandan spirit, wisdom, heroism, unity, taboos, eloquence, hunting and loyalty to the army.

Cultural and civic training centres were found at three levels of traditional governance, family, chief, and the king’s court. At the family level, both girls and boys would be educated on how to fulfil their responsibilities as defined by the expectations of their communities. For example, the man was expected to protect his family and the country, while the woman was expected to provide a good home and environment for her family. Adults were also asked to treat every child as their own in order to promote good behaviour among children.

At the chief level, a teenage boy was selected by either his father or head of the extended family to be introduced to the chief so he could join his cultural and civic training centre. Selection was based on good behaviour among the rest of his family and his community.

At the king’s court level, the person selected to join this highest level of traditional school could either be the son of a man who went through the king’s traditional school or a young man who distinguished himself while in the chief’s traditional school. The king could also select the young man who would join his traditional school based on his own observations of the candidate in action.

####  **Comprehension**

1. What was the purpose of the traditional school?
2. Which personality characteristics did people expect from school participants?
3. Which skills were learnt by the young men and women who attended traditional school?
4. How were candidates selected to join the three levels of traditional school?
5. Which lessons have you learnt from this story that you would wish to practice?

###  **Improve your vocabulary**

What do the following words and phrases mean according to the context of the passage above?

 **i. patriotism:** Love for the nation and defending it.

 **ii. explore:** Finding something new or travel for adventure

 **iii.** **priorities:** Something given more importance than others.

1. **military tactics:** Skills related to war of fighting
2. **javelin:** a light spear thrown as a weapon of war or in hunting**.**
3. **Endurance:** the ability to sustain a prolonged stressful effort or activity
4. **Taboos:** not allowed to do, eat or practice

**viii. Eloquence:** Speaking in a convincing manner.

## **9.5 TRADITIONAL HEALERS**

**Healers or killers!**

In Rwanda, there are two kinds of traditional **healers**: the herbalist and the diviner. The **diviners** are called the traditional healers. They receive their special powers from the ancestral spirits. Their power is **hereditary** and runs in families through **initiation** or dreams.

The traditional healers try to heal people by working with their spiritual, mental and physical aspects whereas a western doctor simply aims to cure the physical body. Diviners can often **foresee** the problem by contacting the **ancestors**. To

contact the ancestors, the traditional healers may cast stones. He may dance, play drums or smoke a pipe or blow a horn. He may also throw bones, seeds or sticks and read the patterns formed. He has special powers to interpret the patterns. The traditional healers may also prescribe herbal **remedies**.

The herbalist is similar to the western ones. The herbalist gives medicine made from natural things like herbs and plants. However, the herbalist does not have any special powers like the traditional healers. He has no relationship with the spirits of the ancestors and only makes herbal medicine.

Today, as a result of modern medicine and religion, many people fear to visit traditional healers because they associate them with evil spirits. They also consider them to be **harmful** people who cause sickness so that they can get money. However, some people still believe in herbalists and sometimes even doctors privately recommend herbal medicine.

#### **Comprehension**

1. Who are the two kinds of traditional healers in Rwanda and what does each do?
2. Should both modern doctors and traditional healers be accepted? Give two reasons.
3. Find the opposite of the following words in the passage:

Traditional, problem, special, natural, sickness

1. Using a dictionary, find out what part of the body the following specialists work with:

a Cardiologist, a Dermatologist, a Pediatrician, An Optometric, a Chiropractor

1. What can the government of Rwanda do to promote traditional medicine so that people stop seeing it as evil?

 **synonyms**

|  |  |
| --- | --- |
| **Term Synonym** |  |
| 12 | **Healer:** Curer |
| **Diviner:** Spiritualist |
| 3 | **Hereditary:** Inborn |
| 4 | **Initiation:** Introduce |
| 5 | **Foresee:** Prophesy |
| 6 | **Ancestors:** Relatives |
| 7 | **Remedy:** Medication |  |
| 8 | **Harmful:** Dangerous |  |

**: 1=H 2=D 3=A 4=F 5=B 6=E 7=C 8=G**

**9.6 LANGUAGE STRUCTURES: IT IS SAID... (passive voice)**

**Study these examples:**

* + They say that in India it is the girl who pays the dowry.
	+ It is said that in India the girl is the one who pays the dowry.

This type of passive is called **impersonal** because we use the impersonal form “it is...” This is only possible with verbs of perception (e. g. say, think, know, claim, understand, suppose, expect, report, acknowledge, assume, estimate, consider ...)

**Examples:**

* + It is said that...
	+ It is thought that...
	+ It is believed that...
	+ It is known that...etc.

It is also common that we start the passive form of these sentences with the subject of the “that clause”

**Examples:**

* + They say that virgins were paid a lot of cows. **The virgins were said to be paid a lot of cows.**
	+ They think that women suffer more than men. **Women are thought to suffer more than men.**
* ry such as similes, metaphors and personification.

### **Unit summary**

In this unit, you have learnt about traditional Rwandan culture and the English vocabulary related to culture. The language has been used in context that is why you have found some Kinyarwanda words we couldn’t translate for cultural purposes. All the language skills are developed in this unit with a special focus on the culture of Rwanda.

**UNIT 10: PREHISTORY**

**10.1 *ACHIEVEMENTS OF AFRICAN CIVILISATIONS***

**Questions**

1. Where were the first human skulls found? **Olduvai Gorge**
2. Two of these kingdoms/empires were found in West Africa? **Ghana and Mali**
3. In which country can pyramids be found? **Egypt**
4. Mansa Musa was the ruler of……? **Songhai**
5. The first ancient West Africa Empire and the name of a modern day country, as well is. **Ghana**
6. Who was the last king of Rwanda? **Kigeli V Ndahindurwa**
7. What were the main items traded in West Africa? Choose all that apply. **Gold and salt.**
8. Barter trade is the exchange of goods for money or other goods? **false**
9. The leader of Mali who travelled to Mecca giving gold out all along the way was?

 **Mansa Musa**

* 1. ***Read the story below and answer the questions that follow:***

**Civilisations in Africa**

Civilisation is not something new to Africa. There is a lot of evidence to show that African civilisation started a long time ago. The very first human skulls to be discovered in world history were in Tanzania in a place called Olduvai Gorge. Many empires and kingdoms were very civilised and successful before the coming of colonialism.

One of the greatest empires was Axum/Aksum Empire (Ethiopia, in present time). They developed a trade route that stretched from Asia to Africa and back. People in the trade route travelled along the Red Sea. This affected the Axum Empire in many ways. It helped them to gain wealth because it was a great trade point and from it, religions were introduced; that is Christianity and Islam.

Another great empire was called the Kingdom/Empire of Ghana in Western Africa. This kingdom became one of the richest civilisations due to commerce. It is said gold was worn by the people and silver by the dogs.

There was also a kingdom called Mali that broke off from the Ghana Empire. At this time they had embraced the religion of Islam and had been under the great rule of Mansa Musa. This Empire became very rich through trade and gold. Their leader was a very generous man and it is believed everyone received a sum of gold. The kingdom had enough food for the people, a well-equipped army and an organised taxation system.

In the present Mozambique, there was a great city of Sofala. It was a great trade point and one of the largest. It became one of the greatest trade centres because it was easy to travel to and from that city.

This achievement of the Empires can be attributed to good leadership of great Kings of the time who did not think of themselves but of the good of their people. As a result of these civilisations, communities were socially, politically and religiously organised. Morals were very high in that, despite the wealth they had, corruption was not as it is today.

####  **Comprehension**

1. What shows that possibly Africans were the first human beings to exist?
2. Outline achievements of African empires and kingdoms.
3. What made the kingdom of Mali successful? Give two factors.
4. Which values did the people of ancient kingdoms have that we miss today?
5. If you became a leader today, which traditional practices from ancient kingdoms would you bring back? Why?

####  **Essay writing**

***Five-paragraph essay rubric***

|  |  |  |
| --- | --- | --- |
| Part  | Attributes | Rating (1-5) |
| Introduction | Has at least three sentences. Has three separate main ideas. Contains a thesis statement.  |  |
| Main Idea 1 | Expresses a main idea that is mentioned in the introduction and that supports the thesis statement.  |  |
| Main Idea 2 | Expresses another main idea that is mentioned in the introduction and that supports the thesis statement.  |  |
| Main Idea 3 | Expresses the last main idea that is mentioned in the introduction and that supports the thesis statement.  |  |
| Conclusion | Sums up the most important elements of the main argument, without just repeating what’s already been stated. Overall argument is clear, well-reasoned, and convincing.  |  |

## **10.2 LANGUAGE STRUCTURES: COULD**

**Modal verb could**

|  |
| --- |
| “Could”, as a modal verb, is used to express possibility or past ability as well as to make suggestions and requests. It is also commonly used in conditional sentences as the conditional form of “can.”**Examples:*** Ghanaians could trade with other West Africans. **PAST ABILITY**
* Malians could still achieve great things. **POSSIBILITY**
* Africans could choose to work hard or remain poor. **SUGGESTION**
* If Mansa Musa lived today, Malians could become the richest in the world. **CONDITIONAL**
* Could I borrow your history book to read about achievements of Africans? **RE-**

**QUEST** |

## **10.3 WHAT THE MALIANS COULD Do**

Read the poem and answer the questions that follow

Mali, such a beautiful city that thrived.

Sometimes it seems like it was before its time.

Mali, a place where gold was abundant and the Mansa ruled.

Camel caravans transported goods.

Mali, customs were to throw dirt upon one’s self When the Mansa spoke to you.

Mali, such a peaceful nation. There was no racial hating.

Mali, so fascinating, so calm.

I hope that you will never fall.

By Aisha Taylor on 14th Century Mali

**Questions**

1. List four things which characterised Mali you find in this poem?
2. What evidence does the author have about the beauty of Mali?
3. Compare the beauty of Mali to that of Rwanda.
4. Who is Mansa Musa in the poem above?
5. Do you think the speaker loves Mali? Explain.

6.Discuss the similarities and differences between Rwanda during the time of Kingdoms and the Mali Empire.

## 10.4 DESCRIBING AN INDUSTRIAL, ARTISTIC OR CONSTRUCTION PROCESS

### comprehension

There are houses all over the world. Some houses are large. Some are small. Some are made of wood. Some are made of rock. Some are made of mud. Some are made of cloth. In cold places, some houses are made of ***ice*** – frozen water! People usually build their houses with something that is easy to find. For example, there are many trees in a forest. So people who live there might build a house made of logs.

Some houses have one room. Some houses have many rooms. There is usually a bedroom for sleeping. There is often a ***kitchen*** for cooking. There is usually a bathroom. There is often a living room for sitting and talking. Some houses have basements. The basement is under the main part of the house. Some houses have attics.

The ***attic*** is above the main part of the house. Most houses have a door so people can enter and exit the house. Most houses have windows so the people can look outside. Windows also let air into the house from outdoors. Some houses are ***fancy***. They are painted bright colours, and are very decorative. Some houses are not fancy –– they are plain and simple. Houses look very different in different parts of the world. But, people who live in a house probably all ***agree*** that there is no place like home!

####  **Comprehension**

|  |  |
| --- | --- |
| 1) Why are many forest houses made of logs?  |  |
| A. There are many logs in the forest.  |   |  B. Trees are easy to find in the forest.  |
| C. There is a lot of wood in the forest. 2) Why do houses have bedrooms?  |   |  D. All of the above |
| A. For sleeping  |   |   | B. For cooking  |
| C. For relaxing 3) Where is the basement of a house?  |   |   | D. For building things |
| A. Beside the house  |   |   | B. Above the house  |
| C. Under the house 4) Houses have doors…  |   |   | D. None of the above |
| A. so people can enter and exit.  |   |   | B. so people can sleep.  |
| C. so people can cook and eat. 5) Houses have windows to…  |   |   | D. Both A and B are correct. |
| A. let people go outside.  |   |   | B. let people look outside.  |
| C. let air into the house from outdoors.  |   |   | D. Both B and C are correct. |

###

### **10.5** LANGUAGE STRUCTURES: THE IMPERATIVE, LINKING WORDS AND PASSIVE VOICE

### **Simple Past passive voice**

|  |  |  |  |
| --- | --- | --- | --- |
| Type of sentence |  Subject |  Verb |  Object |
| Active example : |  Egyptians |  Built |  the great pyramids. |
|  |  |  |  |
| Passive example: |  The great pyramids |  were built |  by Egyptians. |

As you can see above the subject changes to an object and “were” is used as a helping verb.

**Simple past passive voice “yes/no” questions**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Form of be | Subject | past participle | Rest | Yes/No | Subject | Auxiliary (+ n’t) |
| Was | the gold | taken | to Mecca by Mansa Musa? | Yes, No, No, | it it it | was. was not. wasn’t. |
| Were | all the Malians | rich  | with gold? | Yes, No, No, | they they they | were. were not. weren’t. |

**Simple past passive voice “wh” questions**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Question word** | **Form of be** | **Subject** | **past participle** | **Rest** | **Answer** |
| Where | was | the gold | taken? |   | The gold was taken to all places Mansa Musa passed. |
| Why | were | all the Malians | taught | at home? | The Malians were rich with gold because of their leader’s kindness. |

#### **Unit summary**

Did you know that up to this day the oldest skulls of human beings are found at oduvai Gorge in Tanzania? You should have heard about the pyramids of Egypt and great empires like Mali, Songhai and Ghana. The Kingdom of Rwanda was another.

It was highly organised in terms of administration, agriculture, the military and entertainment. This unit shows you that Africa was civilised before the coming of the colonialists. You have learnt all the language skills incorporated with African, civilisation which will help you in understanding history.

**Glossary of commonly confused words**

|  |  |  |  |
| --- | --- | --- | --- |
| *Confusable* | *Meanings* | *Confusable* | *Meanings* |
| accept except | to agree to receive or do not including | exercise exorcise | physical activity; to do physical activity to drive out an evil spirit |
| adverse averse | unfavourable, harmful strongly disliking; opposed | fawn faun | a young deer; light brown a mythical being, part man, part goat |
| advice advise | recommendations about what to do to recommend something | flaunt flout | to display ostentatiously to disregard a rule |
| affect effect | to change or make a difference to a result; to bring about a result | flounder founder | to move clumsily; to have difficulty doing something to fail |
| aisle isle | a passage between rows of seats an island | forbear forebear | To refrain an ancestor |
| all together altogether | all in one place, all at once completely; on the whole | foreword forward | an introduction to a book onwards, ahead |
| along a long | moving or extending horizontally something of great length | freeze frieze | to turn to ice a decoration along a wall |
| aloud allowed | out loud permitted | grisly grizzly | Grue some, revolting a type of bear |
| altar alter | a sacred table in a church to change | hoard horde | a store a large crowd of people |

|  |  |  |  |
| --- | --- | --- | --- |
| amoral immoral | not concerned with right or wrong not following accepted moral standards | imply infer | to suggest indirectly to draw a conclusion |
| appraise apprise | to assess to inform someone | loath loathe | reluctant, unwilling to hate |
| assent ascent | agreement, approval the action of rising or climbing up | loose lose | to unfasten; to set free to be unable to find |
| aural oral | relating to the ears or hearing relating to the mouth; spoken | meter metre | a measuring device a metric unit; rhythm in verse |
| balmy barmy | pleasantly warm foolish, crazy | militate mitigate | to be a powerful factor against to make less severe |
| bare bear | naked; to uncover to carry; to put up with | palate palette | the roof of the mouth a board for mixing colours |
| bated baited | in phrase ‘with bated breath’ bait attached or inserted | pedal peddle | a foot-operated lever to sell goods |
| bazaar bizarre | a Middle Eastern market strange | pole poll | a long, slender piece of wood voting in an election |
| berth birth | a bunk in a ship, train, etc.  a baby coming from the womb | pour pore | to flow or cause to flow a tiny opening;  |
| born borne | having started life carried | practice practise | the use of an idea or method to do something repeatedly to gain skill;  |
| bough bow | a branch of a tree to bend the head; the front of a ship | prescribe proscribe | to authorise use of medicine; to officially forbid something |
| brake break | a device for stopping a vehicle; to stop a vehicle to separate into pieces; a pause | principal principle | most important; the head of a school a fundamental rule or belief |
| breach breech | to break through, or break a rule; a gap the back part of a gun barrel | sceptic septic | a person inclined to doubt infected with bacteria |
| broach brooch | to raise a subject for discussion a piece of jewellery | sight site | the ability to see a location |
| canvas canvass | a type of strong cloth to seek people’s votes | stationary stationery | not moving writing materials |
| censure censor | to criticise strongly to ban parts of a book or film; a person who does this | storey story | a level of a building a tale or account |
| cereal serial | a grass producing an edible grain; a breakfast food made from grains happening in a series | titillate titivate | to arouse interest to make more attractive |

|  |  |  |  |
| --- | --- | --- | --- |
| chord cord | a group of musical notes a length of string; a cord-like body part | tortuous torturous | full of twists; complex full of pain or suffering |
| climactic climatic | forming a climax relating to climate | wreath wreathe | a ring-shaped arrangement of flowers etc. to surround or encircle |
| coarse course | rough a direction; a school subject; part of a meal | yoke yolk | a wooden crosspiece for harnessing a pair of oxen the yellow center of an egg |
| Complacent complaisant | smug and self-satisfied willing to please | discreet discrete | careful not to attract attention separate and distinct |
| complement compliment | to add to so as to improve to praise or express approval; an admiring remark | disinterested uninterested | impartial not interested |
| council counsel |  people who manage or advise advice; to advise | draught draft | a current of air a first version of a piece of writing |
| cue queue | a signal for action; a wooden rod a line of people or vehicles | draw drawer | an even score at the end of a game a sliding storage compartment |
| curb kerb | a control or limit (in British English) the stone edge of a pavement | dual duel | having two parts a fight or contest between two people |
| currant current | a dried grape happening now; a flow of water, air, or electricity | elicit illicit | to draw out a reply or reaction not allowed by law or rules |
| defuse diffuse | to make a situation less tense to spread over a wide area | ensure insure | certain that something will happen to provide compensation if a person dies or property is damaged |
| desert dessert | a waterless, empty area; to abandon someone the sweet course of a meal | envelop envelope | to cover or surround a paper container for a letter |

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