**LA COLOMBIERE SCHOOL**

**NOTES OF ENGLISH**

**SENIOR TWO**

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**UNIT ONE: HEROES AND CITIZENSHIP**

**Gandhi, the Mahatma**

Mohandas Gandhi, the father of the nation of India, died in 1948. This was a few months after India became independent of Britain, after a long and bloody struggle. Gandhi was the leader of the struggle but he believed in love, peace and forgiveness. He wanted his country to become independent without violence.

Gandhi is known as the *Mahatma-* the Great Soul – by the people of India. He was born in 1869 in North-west India, the son of an important local politician. He was brought up as a Hindu which meant that he did not eat meat. At only 13 years of age he was married. He did well at school, though, and in 1888, he went to London to study law.

After three years in London, he qualified as a lawyer and returned to India. He could not find work and moved to South Africa two years later. He was to stay there for twenty years and develop many of the ideas that later made him famous in India. Gandhi led the fight for the rights of the Indian immigrant workers, who were treated very badly in South Africa. As his political work increased, his lifestyle changed. He started dressing in simple white clothes, eating only fruits and nuts, cutting his own hair, and cleaning his own toilet. He also started to develop the idea of non-violent civil disobedience – *Satyagraha-* as a way of bringing about political change.

Gandhi returned to India in 1914. He started a communal farm where everyone lived a simple life and shared all the work. He also travelled round the country calling for better conditions for the poorest workers and for Indian independence. As the independence movement grew, Gandhi worked tirelessly promoting the idea of non-violent civil disobedience. He spoke to huge crowds encouraging people not to pay their taxes or buy goods made in Britain. He went on hunger strike in order to stop violence between the two religious communities in India – the Hindu and Moslems. Another famous event was the Salt March of 1930. Gandhi and some of his followers walked to the coast to collect salt.

This was a criminal act as salt was taxed by the British government. The British did not know the what to do with this peace-loving freedom fighter who was the most famous man in India, loved and respected by the everyone. He was imprisoned several times, then in 1931 he went to London for talks with the British government. He was treated as hero by many ordinary British people who supported his struggle for Indian independence.

While Gandhi’s work for peace and independence continued throughout the 1930s and 40s, the divisions between Hindus and Moslems increased. When independence finally arrived in August 1947, the country was split in two: the larger part was Hindu India and the smaller part was Moslem Pakistan. This was a disappointment for Gandhi who had dreamed of a united India.

He continued to work for peace between the two sides but was shot dead by a Hindu extremist who thought he was giving away too much to Moslems. Prime Minister Nehru said “The light has gone out of our lives, and there is darkness everywhere. Our beloved leader, the Father of our Nation, is no more”.

Some have said that Gandhi’s work ended in failure as the fight for Indian independence became very violent. However, his philosophy of peace and forgiveness and his attempts to bring communities together have inspired people around the world, including many African leaders in their struggles for freedom.

**Comprehension questions**

1. What titles and qualifications were given to Gandhi? Why was he given such titles?
2. What was Gandhi’s main philosophy?
3. Where did Gandhi’s struggle start from?
4. Give and explain Gandhi’s heroic activities in India?
5. What did Gandhi do in South Africa? In India?
6. Give example of non-violent protests that Gandhi encouraged.
7. Why was the creation of Pakistan a disappointment for Gandhi?
8. In what ways was Gandhi’s activism: 1. a failure 2. Successful?
9. In what ways is Gandhi your role model and inspiration?
10. Which person do you admire the most and would like to copy? Why?

**PART TWO: Writing activity**

1. Write down a short text about the life story of one the following famous persons: Martin Luther King, King Rwabugiri, or Nelson Mandela

**PART THREE: CITIZENSHIP**

1. Discuss and write down adults’ and children’s responsibilities in the community.

Include the following concepts into your composition: ***responsibility, duties, rights, tax, obey/obedience, rule, patriotism, organize, hard work, conflict solution, respect, study, house works, bread winner, feed, cater for, protect, communicate, hygiene, paying school fees, provide, etc.***

**PART FOUR: SPEAKING ACTIVITY**

**In groups of 4 discuss about duties and responsibilities of:**

1. **Religious leaders 2. Political leaders**

**GRAMMAR AND LANGUAGE STRUCTURE**

Use of past simple tense

Look at these sentences. What do they have in common:

* We killed a snake yesterday
* We started studies weeks ago
* During the holidays I worked on my uncle’s farm

***These sentences above are all in talking about things in past and they all use the past simple from of the verb.***

**How many of these verb form can we find in this paragraph?**

**My first day at school**

On the first day of term I felt very nervous. I arrived early, but I didn’t know where to go, and nobody took any notice of me. suddenly, a big boy came and asked me if I was a new boy. When I told him that I was, he asked me to follow him and showed me where to go.

The verbs: “***felt, arrived, didn’t know, went, became, took, came, asked, was, told, shook, suggested, showed***” are in simple past tenses. **They are all talking about something in past.**

Pay attention with the pronunciation of the following verbs: *Work, want, live, stay, pass, end, call, hope, start, arrive.*

**EXERCISES**

**Put the verbs in (……...) into the correct form, past continuous or past simple**

1. ‘Jenny ………………………. (wait) for me when I …………………….… ( arrive).
2. ‘What ……………………………….….. (you/do) at this time yesterday?
3. ‘ ……………………………….….. (you/go) out last night? ‘No, I was too tired’.
4. How fast ……………………. (you/drive) when the accident …………………… (happen)?
5. Sam …………………… (take) a photograph of me while I ………………..……(not look).
6. We were in a very difficult position. We …………………………….. (not/know) what to do.
7. I haven’t seen Alan for ages. When I last ………… (see) him, he ………… (try) to find a job.
8. I ………………… (walk) along the street when suddenly I ………….…. (hear) footsteps behind me. Someone …………….. (follow) me. I was scared, and I …………………. (start) to run.
9. When I was young, I …………………….. (want) to be a pilot.
10. Last night I ……………. (drop) a plate when I ………………(do) the washing. Fortunately, it …………………….. (not/break).
11. I …………………… (meet) Tom and Jane at the airport a few week ago. They ……………..… (go) to Kinshasa and I ………………. (go) to Rome. We ……………. (have) a chat while we …………… (wait) for our flights.

12. How fast ……… (you/drive) when the accident ……………. (happen)?

**Use of modal and semi-modal verbs**

A modal is a type of [auxiliary (helping) verb](http://www.gingersoftware.com/content/grammar-rules/verbs/auxiliary-or-helping-verbs/" \o "Auxiliary Verbs) that is used to express: ***ability, possibility, permission or obligation***. Modal phrases (or semi-modals) are used to express the same things as modals, but are a combination of auxiliary verbs and the preposition to. The modals and semi-modals in English are:

1. **Can/could/be able to**
2. **May/might**
3. **Shall/should**
4. **Must/have to**
5. **Will/would**
6. **Ought to**
7. **Need/needn’t**

**Exercises**

**Fill in the gaps with Can/could/be able to, May/might, Shall/should, Must/have to, Will/would**

1. Ben ……………………. not help his little brother with his homework yesterday.
2. ……………………….. I call you later tonight?
3. \_\_\_\_\_\_\_ Tony run long distances when he was a boy?
4. \_\_\_\_\_\_ you please call a tow truck for me? My car broke down. (polite)
5. The students \_\_\_\_\_\_\_ to buy their textbooks today. The bookstore is all out of them.
6. \_\_\_\_\_\_ you teach me how to fix my computer? You’re so good at it.
7. \_\_\_\_\_\_ you \_\_\_\_\_\_ reach the customer if you call him at 4:00 his time?
8. \_\_\_\_\_\_\_ Tony run long distances when he was a boy?
9. \_\_\_\_\_\_ you please call a tow truck for me? My car broke down. (polite)
10. The students \_\_\_\_\_\_\_ to buy their textbooks today. The bookstore is all out of them.
11. \_\_\_\_\_\_ you teach me how to fix my computer? You’re so good at it.
12. \_\_\_\_\_\_ you \_\_\_\_\_\_ reach the customer if you call him at 4:00 his time?
13. You **……………………………** your car serviced before the winter.

## Fill in the gaps with: Must, have to, need to, don’t have to, needn’t

1. You \_\_\_\_\_\_ tell Anna about the party tomorrow night. It’s a surprise! (must not, need to, doesn’t have to)
2. Tina \_\_\_\_\_\_\_ register for her classes on Monday, otherwise she won’t get a place in them. (doesn’t have to, mustn’t, has to)
3. You \_\_\_\_\_\_\_\_ send that fax. I’ve already sent it. (must, will have to, don’t have to)
4. A dog \_\_\_\_\_\_ get special training in order to be a guide dog. (must, need to, don’t have to)
5. Jeremy \_\_\_\_\_\_\_ get up early tomorrow. His class was cancelled. (mustn’t, doesn’t have to, don’t need to)

## Fill in the blanks with the correct form of the following modals: can, could, be able to, may, might, shall, should, must, have to, don’t have to, need to

1. If you are sick, you \_\_\_\_\_\_\_\_ go to work. You’ll infect everyone there.
2. Drivers \_\_\_\_\_\_\_ stop at red lights.
3. You \_\_\_\_\_\_\_ finish the proposal today. You can finish it tomorrow.
4. She \_\_\_\_\_\_ hear much better with her new hearing aids.
5. \_\_\_\_\_\_ I order us a bottle of wine?
6. Sam \_\_\_\_\_\_ pick his daughter up from school. She’s taking the bus home.
7. You \_\_\_\_\_\_\_\_\_\_\_\_\_ smoke here. It’s a smoke-free building.
8. You \_\_\_\_\_\_\_\_ eat so many sweets. They are bad for you.
9. \_\_\_\_\_\_\_\_\_ you mind walking a little faster? We’re going to be late.
10. I’m sorry. I \_\_\_\_\_\_\_ help you. I don’t know how to do it.

**UNIT TWO: LEADERSHIP AND DEMOCRACY**

**Reading Comprehension: AFFAIRS OF THE NATION**

***Read the conversation below between Beatrice and her sister Margaret.***

**Beatrice**: Are you going to vote in the election?

**Margaret**: The election? What election?

**Beatrice**: You know, next week there is an election. We have to choose who is going to be our MP.

**Margaret:** Oh! I don’t have any ideas about that. It doesn’t interest me.

**Beatrice**: How can you say that? It’s the future of our country. It’s very important.

**Margaret**: But all politicians are the same. They make big promises and then when they are elected, they just look after themselves and nothing is done for the ordinary people. But what difference will it make if I don’t vote? Martha’s coming to plait my hair that day. That is really important.

**Beatrice**: Oh, that can wait! You’re always having your hair done! Can’t you see that if everyone felt like that our democracy would die? One of our teachers told us that democracy is government of the people, for the people, by the people. That means that it is our civic duty to play a part in our democracy. Voting and telling our candidates what we expect them to do for us is part of that. If they don’t do what they promised, then we shouldn’t vote for them next time. For example, you are always complaining that not enough buses come to our part of town. Our present MP is having a meeting on Friday. Why don’t you go to the meeting and say that we need more buses here?

**Margaret**: Everything you say is true. But does it matter much if I don’t vote?

**Beatrice**: Sometimes an election can be decided by just a few votes so your vote can be very important.

**Margaret**: Really?

**Beatrice**: Yes. Our teacher told us that in the last elections, in a place near here, I can’t remember where, they had to count the votes three times because the result was so close. In the end, the winning candidate won by about 20 votes!

**Margaret**: So if 21 people had decided not to vote that day, the candidate would have lost.

**Beatrice**: Exactly.

**Margaret**: Actually, I’m sure I know 21 people who don’t care much about elections. Also, they may be like me. I don’t really know what to do.

**Beatrice:** What do you mean?

**Margaret**: Well, when you go to vote, what do you have to do?

**Beatrice:** When you cast your vote you are given a ballot paper with the names of the candidates on it. you take it to a booth and in private you put a cross next to the name of the candidate you support, then you fold up the paper and put it in the ballot box. The paper doesn’t have your name on it so no one can ever know who you voted for. It’s a secret ballot.

**Margaret**: I didn’t know all that!

**Beatrice**: And another thing. When you have voted, your hand is stamped with some special ink that takes a long time to wear off, so you can’t vote twice.

**Margaret**: How do you know all this stuff?

**Beatrice**: Well, we’re studying democracy in Civics at the moment.

**Margaret**: Next thing we know; you’ll be standing as a candidate!

**Beatrice:** Why not? I might stand for our school council one day. But promise me that you’ll vote, Margaret?

**Margaret**: Ok, but we’d better have a conversation about the different candidates so I vote for right person.

**Beatrice**: Well, there are several candidates, some of them are local people……

**Margaret**: Not now, please! Maybe tomorrow.

**Questions**

**1. Which of Margaret and Beatrice thinks that voting is important and who doesn’t care?**

* 1. **True or false**

1. Next week there will be an election for a new president. …………………
2. Margaret doesn’t trust politicians. …………………
3. Beatrice says that democracy means that everyone has the same right. …………………
4. In a democracy people may be afraid to say what they think. ……………………
5. Their present MP is going to increase the number of buses in their area. ………………….
6. In some elections the winning candidate may win by a few votes. …………………
7. When you go to vote you are given a piece of paper. …………………
8. You give your ballot paper to an official who puts it in the ballot box. ……………
9. It is impossible for people to vote twice in an election. ………………………
10. At the end of the conversation, Margaret says she doesn’t want to talk about the election anymore. ….
    1. **Complete the sentences about elections using words from then dialogue.**
11. The people we can vote for in an election are called…….. These are the people who ………….in the election.
12. The person who wins an election for the National Assembly is called an ……. He or she is the ………of the people in the area where she or he was elected.
13. Elections take part in countries which are ………………….
14. It is important to vote. It is our ………………………. duty.
15. When someone ……….their vote in an election they put their …… paper in the …………… …………………….
16. The ………….ballot means that no one else knows how someone has voted.

**VOCABULARY**

**Democracy:** The political system in which everyone can vote to choose the government, or a country that has this system.

**Citizenship**: The legal right to belong to a particular country.

*Eg: She’s applied for French citizenship.*

**To look after: (***phrasal verb):* to take care of someone or something:

*Eg: Someone looks after Rodney’s kids until he gets home from work.*

**Valuable (opp: worthless):** worth a lot, very important/interesting.

*Eg: A valuable ring,* help, advice etc. that is valuable is very useful.

*Volunteers have made a valuable contribution to our work*

**Opinion:** What you think about something or someone.

*Eg: In my opinion, he made the right decision when he sent his daughter to school.*

**Plait**: to twist three long pieces of hair, rope etc over and under each other to make one long piece.

**MP** (**Member of Parliament**): someone who has been elected to a parliament to represent people from a particular area.

Eg: *She’s been voted as MP for Kigali City.*

**Ballot:** a system of voting in secret, or an occasion when people vote in this way.

*Eg: Workers* ***held a ballot made their former spokesman resign.***

*A* ***ballot paper:*** piece of paper that you use to vote*.*

**GRAMMAR AND LANGUAGE STRUCTURE**

**PASSIVE AND ACTIVE VOICE**

Read the following passage and anlyze the use of verbs:

A: Where is Rocky?

B: Oh, he’s been arrested.

A: Why?

B: He was caught turning the City Council dustbin into braziers.

A: That’s terrible. What was he charged with?

B: He was charged with receiving stolen things, of course!

A: That’s serious, isn’t it? I wonder how police found out?

B: I’d say they were tipped off by someone, wouldn’t you?

A: You think he was betrayed? Who would do a thing like that?

B: You tell me! Just think: Rocky is recognized as one of the best technicians in Kigali. I can think a lot of people who would be glad if he’s taken out of circulation!

In the dialogue above, we see that the majority of the verbs are in Passive voice. Here the passive is used because ***The speakers*** ***do not know*** or ***do not wish to say who performed an action. (Eg: Rocky was betrayed).***

More Examples: *He* ***was caught*** *turning the City Council dustbin into braziers*

*What* ***was*** *he* ***charged*** *with?*

*He’****s been arrested***

*I’d say they* ***were tipped off*** *by someone*

*You think he* ***was betrayed****?*

The passive is particularly useful when:

* ***We want to explain how things are made or done.***
* ***The people who are speaking are interested in what is done, not who did it.***
* ***The person or thing that does the action (agent) is obvious and does not need to be stated because we want to focus on what happened, not who did it.***
* ***The person or thing that does the action (agent) is unknown.***

 When rewriting active sentences in passive voice, note the following:

* the object of the active sentence becomes the subject of the passive sentence
* the finite form of the verb is changed (to be + past participle)
* the subject of the active sentence becomes the object of the passive sentence (or is dropped).

## Examples of different Passive forms

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| TENSES | Voice | SUBJECT | VERB | OBJECT |
| Simple present | Active | Rita | Writes | a letter |
| Passive | A letter | is written | by Rita |
| Simple past | Active | Rita | Wrote | a letter |
| Passive | A letter | was written | by Rita |
| Present perfect | Active | Rita | has written | a letter |
| Passive | A letter | has been written | by Rita |
| Future | Active | Rita | will write | a letter |
| Passive | A letter | will be written | by Rita |
| Modal verbs | Active | Rita | can write | a letter |
|  | Passive | A letter | can be written | by Rita |
| Present progressive | Active | Rita | is writing | a letter |
| Passive | A letter | is being written | by Rita |
| Past progressive | Active | Rita | was writing | a letter |
| Passive | A letter | was being written | by Rita |
| Past perfect | Active | Rita | had written | a letter |
| Passive | A letter | had been written | by Rita |
| Future perfect | Active | Rita | will have written | a letter |
| Passive | A letter | will have been written | by Rita |
| Future progressive | Active | Rita | will be writing | a letter |
| Passive | A letter | Will be being written | by Rita |
| Conditional i | Active | Rita | would write | a letter |
| Passive | A letter | would be written | by Rita |
| Conditional ii | Active | Rita | would have written | a letter |
| Passive | A letter | would have been written | by Rita |

 We use an ***ACTIVE VERB*** when both ***WHO*** and ***WHAT*** are important and we want to know or state them.

**EXERCISES**

1. **Look at these sentences and identify which are active and which are passive and change them where necessary.**
2. All over Africa people wear pieces of decorated cloth. ……………..
3. The works of many Makonde sculptors are sold for high prices. ………………
4. Beads are strung together to make necklaces. …………….
5. Massai children start collecting beads at early age. ………………
6. How long has this unit been being studied? ………………
7. **Change into the passive. /20marks**
8. Did Real Madrid beat Paris Saint Germain last Wednesday?
9. I have forgotten the title of the poem.
10. Have they rebuilt their damaged house?
11. I think they should have offered the job to Tom.
12. People say that Jacob Zuma has stepped down.
13. By this time next year, Aisha will be building a big house in the heart of Kigali City.
14. The accident took place because the driver had breached the traffic law.
15. I hope the job will be offered to Aisha.
16. Steve hates anything keeping him waiting.
17. Everybody thought that the prisoner escaped by climbing over the wall. The prisoner ……

**COMPARATIVES AND SUPERLATIVES**

**Comparatives**

**Study the following examples:**

Ally: How shall we travel? By car or by train?

Kerry: Let’s go by car. It’s ***cheaper.***

Ally: Yeah! Going by train is ***more expensive.***

***Cheaper*** and ***more expensive*** are comparative forms.

1. **After comparatives, you can use *“than”***

* It is ***cheaper*** to go by car **than** by train.
* Going by train is ***more expensive*** ***than*** going by car.

1. The comparative form is **“*–er”*** or **“*more ……”***

* We use **“*–er”*** for shortwords [one syllable:

***cheap-cheaper, large-larger, long- longer, small-smaller,***

***short-shorter, cool-cooler, thin-thinner, etc.),***

 Two syllables words that end in “***-y”:***

***lucky-luckier, heavy-heavier, easy-easier, pretty-prettier.***]

* We use “***more”*** for longer words (two syllables or more):

***serious – more serious, expensive- more expensive, careful-more careful,***

***comfortable- more comfortable,***

Adverbs:

***often - more often, slowly - more slowly, quietly - more quietly,***

***carefully - more carefully, etc.***

**Compare the following sentences**

|  |  |
| --- | --- |
| She is ***older than*** me | I am ***more patient than*** her |
| The exam was fairly easy - ***easier than*** I expected | The exam was quite difficult-***more difficult than*** I expected |
| Can you walk ***a bit*** ***faster***? | Can you walk ***a bit*** ***more slowly*?** |
| I’d like to have a ***bigger*** car | I’d like to have a ***more reliable*** car |
| Last night I went to bed ***earlier than*** usual | I don’t play tennis much these days. I used to play ***more often*** |

You can use either **“–er”** or **“–more …..”** with a few two-syllable adjectives, especially: ***clever, clear, narrow, quiet, shallow, simple.***

**Example:** It’s too noisy here. Can we go somewhere ***quieter/more quiet***?

 A few adjectives and adverbs have irregular comparative forms:

**Good - better:** The garden looks **better** since you tied it up.

**Well – better:** I know him **well** - probably **better than** anybody else.

**Bad – worse:** My headache is **bad** today, even **worse than** yesterday.

**Badly- worse:** He did very **badly** in the exam- **worse than** expected.

**Far- farther /further:** It’s a long walk from here to the park -**further/farther than** I thought.

**EXERCISE**

**Complete the following sentences using a comparative form.**

1. It’s too **noisy** here. Can we go somewhere …………………………?
2. This coffee is very **strong**. I like it a bit …………………………….
3. The hotel was surprisingly **big**. I expected it to be ……………………
4. The weather is too **cold** here. I’d like to live somewhere ………………….
5. My job is a bit **boring** sometimes. I’d like to do something ………………..
6. I was surprised how **easy** it was to use the computer. I thought it would be …........
7. Your work isn’t very **good**. I’m sure you can do ………. if you put more efforts.
8. I was surprised we got here so **quickly**. I expected the journey to take ………………
9. You were a bit **depressed** yesterday. You look …………….. today.
10. You **hardly** ever phone me. Why don’t you phone me …………….?

 Before comparative, we can use: ***much, a lot, far (=a lot), a little, slightly (=a little)***

**Examples**:

* Let’s go by car. It’s ***much cheaper***. (or ***a lot cheaper***).
* ‘How do you feel?’ ‘***Much better***, thanks’
* Don’t go by train. It’s a lot ***more expensive***. (or ***much more expensive***)
* This bag is ***slightly heavier*** than the other one.
* Her illness was ***far more serious*** than we thought at first. (or ***much more serious***/ ***a lot more serious***).

 You can use **“*any” or “no” +comparative (any longer/ no bigger)***

* We’ve waited long enough. I’m not waiting ***any longer***. (= not even a little longer)
* We expected their house to be very big, but it’s no bigger than ours. or: it isn’t ***any bigger*** than ours. (= not even a little bigger)
* How do you feel now? Do you feel ***any better?***

 You can use***: better and better***/ ***more and more***

We repeat comparative (better and better etc.) to say that ***something changes continuously.***

* Your English is improving. It’s getting ***better and better.***
* The city is growing fast. It’s getting ***bigger and bigger.***
* Cathy got ***more and more bored*** in her job. In the end she left it.
* These days ***more and more*** people are learning English.

 The use of: ***the ……………the ………………….***

* You can say: ***the + comparative the better***
* ‘What time can we leave?’ ‘***The*** ***sooner the better’*** (=as soon as possible)
* A: What sort of box do you want? A big one?

B: Yes, ***the bigger the better***. (=as big as possible).

* When you’re travelling, ***the less*** luggage you take ***the better.***
* We also use ***the ……the …….t***o say that something depends on another thing.
* ***The*** ***warmer*** the weather, ***the better*** I feel. (if the weather is warmer, I feel better)
* ***The sooner*** we leave, ***the earlier*** we will arrive.
* ***The more*** you study, ***the more*** you succeed
* The ***more expensive*** the hotel, ***the better*** the services.
* ***The more time*** I spend in this class, ***the more*** I like its students.

**EXERCISES**

1. **Use the words in (….) to complete the sentences. Use *much/a bit, etc. + a comparative. Use than where necessary.***
2. Her illness was ………………………we thought at first. (much/serious)
3. This bag is too small. I need something …………………… (much/big)
4. I’m afraid the problem is ………………………it seems. (much/complicated)
5. Don’t worry at all! The problem is ………………………… (far/complicated).
6. It was very hot yesterday. Today it’s ………………………… (a bit/cool)
7. I enjoyed our visit to the zoo. It was …………………… I expected. (far/interesting).
8. I thought she was younger than me, but in fact she is ………………… (slightly/old).
9. **Complete the sentences using *any/no + comparative.* Use *than* where necessary.**
10. I’ve waited long enough. I’m not waiting …………………..
11. I’m sorry I’m a bit late, but I couldn’t get here ……………....
12. This shop isn’t expensive. The prices are …………..anywhere else.
13. I need to stop for a rest. I can’t walk ……………………..
14. The traffic isn’t particularly bad today. It’s ……………….….usual.
15. **Complete the sentences using the structure *…and …..comparative.…***
16. Cathy got …………………………..in her job. In the end she left. (bored)
17. That hole in your sweater is getting …………………. (big).
18. As I waited for my interview, I became …………………. (nervous).
19. As the day went on, the weather got ……………….. (bad)
20. Since Anna went to Canada, her English has become …………………. (good).
21. As the conversation went on, Paul became ………………….(talkative).
22. **Use the structure *the +comparative the +comparative***
23. I like warm weather. The warmer the weather, the better I feel (feel)
24. I didn’t really like him when we first met. But as I got to know him, I liked him.

The …………………………………………………………………………………………

1. If you’re in business, you get profit according to the goods you sell.

If you are in business, the …………………………………………………………………………

1. It’s hard to concentrate when you are tired. The …………………………………………. (hard)
2. Kate had to wait a very long time. The …………………………………………. (impatient/become).

 The use of “***as………….as………/ than”***

Study the following example situation:

***Sarah, Joe and David are all very rich. Sarah has $20milion, Joe has $15million and David has $10million.*** *So:*

* *Joe is richer* ***than*** *David.*
* *But he isn’t* ***as rich as*** *Sarah. (=Sarah is richer* ***than*** *David).*

**More examples:**

* Richard isn’t **as old as** he looks. (=he looks older than he is)
* The town center wasn’t **as crowded as** usual. (=it is usually more crowded)
* The weather is better today. It’s not **as warm as** yesterday. (yesterday was warmer)
* Carlos didn’t do **as well** in the exam **as** he had hoped. (he had hoped to do better).

 You can also say: ***not so……..(as):***

* It’s not warm, but it **isn’t so cold as** yesterday. (=it isn’t as cold as yesterday).

***“Not as ……”*** is similar to ***“less than…”***

* I spent **less** money **than** you. = I **didn’t** spend **as** much money **as** you.
* The city center was **less** crowded **than** usual. = it **wasn’t as** crowded **as** usual.

 We also use ***as……as*** in positive sentences and in questions.

* I’m sorry I’m late. I tried to get here ***as fast as*** I could.
* There is plenty of food. You can have **as much as you want.**
* Let’s walk. It’s just **as quick as** taking the bus.
* Can you send me the money **as soon as** possible?

 We also say: ***twice as ……….as***, ***three times as ………as,*** etc.

* Petrol is **twice as expensive as** it was a few years ago
* Their house is about **three times as big as** ours.

 We say the ***same as …..*** (not ***the same like***)

* Laura’s salary is the ***same as*** mine or Laura gets the ***same*** salary ***as*** me.
* David is the **same** age **as** James.

**EXERCISES**

1. **Complete the sentences using comparatives “*as …..as ……”***
2. I’m quite tall but you are taller. I’m not ……………………………….
3. My salary is high, but yours is higher. My salary ……………………………
4. You know a bit about cars, but I know more. You …………………………….
5. It’s still cold, but it was colder yesterday. It …………………………………
6. I still feel quite tired, but I felt a lot more tired yesterday. I don’t ………………………………..
7. Richard is younger than he looks. Richard ……………………………………..
8. I didn’t spend as much money as you. You ……………………………………
9. The station was nearer than I thought. The station …………………………….
10. **Write sentences using *the same as ………***
11. David and James are both 22 years old. David ………………………………………
12. You and I both have dark hair. Your hair …………………………………………
13. My birthday is 23rd December. Tom’s birthday is 23rd December too. My …………………….
14. **Complete the sentences with “*than ………….”* Or *“as ………………”***
15. I can’t reach as high as you. You are taller ……………………...
16. He doesn’t know much. I know more …………………………..
17. I don’t work particularly hard. Most people work hard. …………………………..
18. We were very surprised. Nobody was more surprised. …………………………..
19. She is not a very good player. I’m better player …………………………….
20. They’ve been very lucky. I wish we were as …………………………………

**SUPERLATIVES**

**Study the following examples:**

Kevin is very strong, but Aly is stronger. He is ***the strongest*** in the class.

Mary is very intelligent, but Zena is ***more intelligent***. She is ***the most intelligent*** in the class.

Our English Test was easy, but our Maths was ***easier***. It was ***the easiest*** test of all.

The floods this year are bad, but they were ***worse*** five years ago. They were ***the worst*** we have had for many years.

Tanzania is a big country but DRC is ***bigger***. It is ***the biggest*** country in Africa.

Africa has many long rivers. But what is ***the longest*** river in all?

The superlative form is: ***-est*** or ***most ……***

In general, we use **“*-est”*** for short words and “***most ……”*** for longer words. The rules are the same as those for the comparatives.

***Long – longest easy – easiest hard –hardest Hot – hottest***

***Famous – most famous boring – most boring difficult – most difficult***

 **A few adjectives are irregular:**

***Good- best bad- worst far- farthest/furthest***

We normally use *“****the****”* before a superlative: ***the longest/ the most famous***

* Yesterday was ***the hottest*** day of the year.
* The film was really boring. It was ***the*** ***most boring*** film I’ve ever watched.
* She is really nice person – one of ***the nicest*** people I know.
* Why does he always come to see me at the ***worst possible*** moment?

 **Compare *comparative* and *superlative*:**

* This hotel is ***the cheapest*** in town.

This hotel ***is cheaper than*** all the others in town.

* He is ***the most patient*** person I’ve ever met.

He’s much ***more patient than*** any other I’ve ever met.

 **After superlatives we normally use “*in” with places, organization or group of people (class/a company, etc.)***

* What is the longest river ***in the world? (not of the world).***
* We had a nice room. It was one of ***the best in the hotel. (not of the hotel)***
* Who is the youngest student ***in the class?* (not of the class).**

 For a period of time, we normally use “***of”:***

* What was ***the happiest day*** ***of your life?***
* Yesterday was ***the hottest day of the year.***

 We often use the Present perfect after a superlative:

* What was the most important decision ***you’ve ever had*** to make?
* That was the best holiday ***I’ve had*** for a long time.

Exercises

1. **Complete the sentences using a *superlative + a preposition (in/of)***
2. It is a very cheap restaurant. It’s ……………………………….……the town.
3. It was a very happy day. It was …………………………..……..…….. my life.
4. She’s a very intelligent student. She ……………………………………..the class.
5. It’s a very valuable painting. It ……………………………………..…….. the gallery.
6. Weekend is very busy for me. It ……………………………………..…….. the week.
7. **Complete the sentences. Use a superative or a comparative**
8. We stayed at the …………………….hotel in the town. (cheap)
9. Our hotel was …………….than all the others in the town. (expensive)
10. What’s …………………………………country in the world? (small)
11. The United States is very large, but canada is ……………………. (large).
12. I wasn’t feeling very well yesterday, but I feel a bit …………………….today. (good)
13. It was an awful day. It was …………………….day of my life. (bad).
14. What is ……………………. Sport in your country? (popular).
15. I prefer this chair to the other one. It’s ……………………. (comfortable).
16. What’s …………………….way of getting from here to the station? (quick)
17. I prefer this chair to all others. It’s …………………………….. (comfortable).
18. **What do you say in these situations? Use a superlative +ever. Use the words in brackets in the correct form.**
19. **You’ve beeen to the cinema. The film was extremely boring. You tell friend:**

**(boring/film/see). That’s the most boring film I’ve ever seen.**

1. Your friend has just told you a joke, which you think is very funny. You say:

(funny/joke/hear) That’s ……………………………………………………………………….

1. You’re drinking coffee with a friend. It’s really good coffee. You say:

(good/coffee/taste). This ………………………………………………………………………

1. You are talking to a friend about Mary. Mary is very generous. You say:

(generous/person/meet) ……………………………………………………………………….

1. You decide to leave your friend. Now you think this was a bad mistake. You say to your friend:

(bad/mistake/make). It ……………………………………………………………………….

1. You have just run ten kilometers. You’ve never run further than this. You say to your friend:

(far/run). That ………………………………………………………………………………….

**Adjectives: Comparative and superlative**

**3. Complete the sentences with a superlative:**

a. This building is very old. It’s the oldest building in the town.

b. It was a very happy day. It was …………………….. of my life.

c. It’s a very good film It’s …………………….. I’ve seen.

d. It was a very bad mistake. It was …………………….. in my life.

e. It was a very cold day. It was …………………… of the year.

f. She’s a popular singer. She’s …………………… in the country.

g. He’s a very boring person. He’s …………………….. I know.

h. This house is very big. It is …………………….. I’ve lived in.

i. My cousin is very tall. He is …………………….. in the familys.

j. Laura is a very pretty girl. She is …………………….. I know.

**4. Choose the correct answer:**

a. Tom’s car is ***as big as/ the biggest*** his friend’s.

b. Who is ***shorter than / the shortest*** person in your family?

c. Who is ***more independent than / the most independent*** person you know?

d. These sofas are ***more comfortable than / the most comfortable*** ours.

e. My brother is ***taller than / the tallest*** in the class.

f. Is Jason’s dog ***older than / the oldest*** yours?

g. Who is ***the best / better than*** singer in the world?

h. We are ***younger than / the youngest*** the rest of the class.

i. My hair is ***the straightest / straighter than*** your hair.

j. He is ***more popular / the most popular*** singer in the world.

**6. Complete the sentences with the correct form of the adjective in brackets:**

a. Carol is as ………..good…………… (good) as you at sport.

b. We like wearing the …….latest……… (late) fashion.

c. These trousers are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (comfortable) than those jeans.

d. She is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (happy) now than she was last year.

e. You are the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (pretty) girl in class.

f. My grandma is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (old) than my grandpa.

g. The red dress is the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (attractive) in the shop.

h. I always tell the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (fun) jokes.

i. Your hair is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (curly) than my hair.

j. My hair is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (short) than yours.

**5. Write the sentences in the correct order:**

a. taller / than / Gary / Rick/ is. Gary is taller than Rick.

b. trousers / John / got / has / new / light.

c. Mary / clothes / likes / bigger

d. an / expensive / Rick / wearing / coat / is

e. the / Carol / has / scarf / got / shortest

f. the / student / he / tallest / is

g. actress / Mary / the / was / popular / most

h. He / the / was / footballer/ best

i. plays / than / better / you/ Mary

j. father / is / your / than / stronger / mine

**USE OF “*WILL*” FOR INTENTION**

The future simple tense is used to express future intentions ***that are decided at the time of speaking*** (spontaneous offers, promises and decisions):

*Come on, I'****ll help*** *you with those bags.* (offer)  
*I* ***will*** *always* ***love*** *you.* (promise)  
*I'****ll have*** *a wiener schnitzel.* (decision)

In the first person, *shall* can be used instead of *will* to announce intentions. *Shall* is more formal than *will*:

*I* ***shall*** *definitely* ***give up*** *smoking this year.*

**EXERCISE**

**Complete the sentences with *will + a suitable verb***

1. I’m too tired to walk home. I think I …………….take a taxi.
2. A: ‘It’s cold in this room’.

B: ‘Is it?’………………………..on the heating then.

1. A: We haven’t got any milk.

B: Oh, I forgot to buy some. ……………………..and get some now.

1. A: ‘Shall I do the washing-up?

B: No it’s all right. …………………………..it later.

1. A: I don’t know how to use this computer.

B: Ok, ………………………..you.

1. A: Goodbye! Have a nice holiday.

B: Thanks, ………………………..you a postcard.

1. A: Thanks for letting me borrow your camera.

B: ………………………it back to you tomorrow.

1. A: Are you coming with us?

B: No, I think …………………………..here.

1. **Which is correct?**
2. A: ‘Did you phone Lucy?’

B: ‘Oh no, ***I phone/I’ll phone*** her now.’

1. I can’t meet you tomorrow. ***I’m playing/I’ll play*** tennis tomorrow.
2. **A: *‘I meet/I’ll meet*** you outside the hotel in half an hour, Ok?

B: ‘Yes, that’s fine.’

1. **A: *I’m having/I’ll have*** a party next Saturday. I hope you can come.
2. A: Remember to get a newspaper when you go out.’

B: ‘Ok. I ***don’t forget/I won’t forget.’***

1. What time ***does your train leave/will your train*** leave tomorrow?
2. I asked Sarah what happened, but she ***doesn’t tell/won’t*** tell me.
3. ***‘Are you doing/will you do*** anything tomorrow evening?
4. A: I need some money.’

B: ‘Ok, ***I’m lending/I’ll lend*** you some. How much do you need?

1. I don’t want to go out alone. ***Do you come/will you come*** with me?

**WRITING ACTIVITY**

Write about what you would do if you were the head of your Settlement (Mudugudu) in order to promote democracy and development.

**UNIT THREE: THE MEDIA**

**Introduction**

Media can be understood as ***Communication channels through which*** ***news, entertainment, education, data, or promotional messages are disseminated***. Media includes: ***every broadcasting and narrowcasting medium such as* Print media**: ***newspapers, magazines,* Television*, Radio, billboards, direct mail, telephone, fax, and internet.*** Each type of media involves both content, and also a device or object through which that content is delivered.

**How often do we read a newspaper? It is a good idea to look at one as often as we can. It will increase our general knowledge and help us reading skills. We don’t need to read the whole newspaper, just read the parts that interest you. Reading the headline can help us decide if an article is interesting or not. Here are the main parts of a newspaper:**

**1. PARTS OF NEWS PAPERS AND ITS MEANING**

1. **General News**: This contains the most important news both here and abroad. It is usually found on the front page of the newspaper. The title of the most important n\ews is printed in big bold letters. It is called banner headline.

2. **Local and Foreign News Section:** Part of this section contains news from the towns and cities of the nation. Another part contains news from abroad.

**3. Editorial Page:** Printed in this section are articles called editorials. An editorial gives views or opinions of the editor or publisher on certain issues or events.

4. **Sports Page:** This page contains news about sports events in and out of the country. It also contains people well-known in sports.

**5. Classified Ads Section:** This section contains advertisements which fall under headings like ***Help Wanted, For Lease or Sale, Wanted to Buy***. Also found in this section are personal and legal notices.

**6. Business and Finance Section:** This section provides businessmen and people interested in business with information on banking, foreign exchange rates, imports and exports, and prices of prime commodities.

**7. Entertainment Section**: This section contains information about movies, radio, television, and other activities for entertainment. It also includes ***games and puzzles, comic strips and cartoons, and the daily horoscope.***

**8. Home and Culture Section:** This section provides ideas about ***budgeting, food preparation, house improvement, proper plant care,*** and the like.

**9. Society Page:** This section contains news about important or well-known people who are celebrating special occasions or performing at a particular place.

**10. Travel and Tourism Section:** This section provides a guide to enjoyable travel. It directs tourists to scenic vacation spots and gives information on the activities in these places. Also found in this section are the schedules of the departure and arrival of ships and airplanes, both domestic and international.

**11. Announcements and Obituary Page:** This section provides news on the activities of the different religious sects, such as fellowships, seminars, prayer meetings, and the like. A list of people who died and the time and place of their burial is found in the obituary page.

**CLASSROOM ACTIVITY**

1. **Look at these headlines and talk about what the articles are about:**

HIV CLUB OPEN

1. b) c) d)

Salary taken

Boy dies

212 Pass

**f)**

LAUGHTER THE BEST MEDICINE

ISLAMIC COLLEGE WIN

1. **Now match the headlines to these newspaper articles**

A post-test club has been opened by the AIDS Information Center at City Hospital with support from some AIDS NGOs. ‘It’s a voluntary club for anyone who has been tested HIV positive. All are welcome to come for information and support in a friendly place’, said a spokes-woman.

For the fifth year the Provincial Volleyball Tournament has been won by Islamic College. ‘They are hard to beat’ said runners-up Southern High School captain Gloria, ‘But next year we will be in a better position to do it.’ Islamic College captain Fatima said all the team had worked hard and played their best. ‘I am proud of them’, she said.

Scientists in South Africa have proved that people who laugh for 15minutes every day have stronger hearts and live longer. They have also said that depressed people are more at risk of dying of heart failure.

Provincial Governor awarded 212 Certificates to successful students of the Provincial adult literacy program last Saturday City Hall.

Police have arrested a security guard whose 10years old son was killed accidentally on Thursday when he shot himself with his father’s gun. A police spokesman said it was the man’s responsibility to make sure his gun was kept in a safe place.

A salary clerk working for Africa Chemicals is missing after the theft of 30,000Rwf of staff salaries from the company. police are now looking for Kivumbi who has not been seen since the day before the theft was discovered.

**GRAMMAR AND LANGUAGE STRUCTURE**

**ADVERBS OF FREQUENCY**

Adverbs of frequency are words of phrases that tell us ***“how often something happens”***. These are words like: ***always, often – never – rarely – usually – seldom – sometimes – occasionally – ever – frequently – generally - once – thrice – twice – always – yearly – monthly – daily. etc.***

Adverbs of frequency are normally placed before the verbs they modify.

Eg: - He ***always*** works hard.

- She ***often*** leaves class without permission

- She ***rarely*** drinks beer

**EXERCISE**

**Use words below to complete the sentences that follow. Note that some words can be used more than once: *once – thrice – twice – always – never – yearly – monthly – daily.***

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

**PRESENT PERFECT TENSE**

**A. Present perfect tense: *have/has + past participle***

|  |  |  |
| --- | --- | --- |
| He/she/ it | **has** | **done** |
| I/you/we/they | **Worked** |
| **Have** | **Flown** |
| **Played** |

**B. Use of present perfect**

***Study the following situation***

Dan is looking for his key. He can’t find it. He ***has lost*** it.

He ***has lost*** it = he lost it recently, and still doesn’t have it now.

**More examples**

* Oh, ***I’ve cut my*** finger.
* The road is closed. There ***has been*** an accident
* The police ***has arrested*** two men in connection to the robbery. Investigation has started.

We use the present perfect when we talk about ***an action in the past but there is connection with now***.

* Where is your key? I don’t know. **I’ve lost** it. ***(I don’t have it now)***
* He told me his name yesterday, but **I have forgotten** it. ***(I can’t remember it now)***
* Sally isn’t here. **He’s gone** out. ***(He is out now)***
* I can’t find my bag. Have **you seen it?**

 **You can use the present perfect with words such as: *just, already, yet, ever, never***

* Are you hungry? ‘No, I**’ve just had** lunch (Just = a short time ago)
* Don’t forget to send the letter. ‘ I**’ve** already **sent** it’
* What time is Mark leaving? ‘He**’s** already **gone**”
* **Has** it **stopped** raining yet?
* I**’ve** already written the letter, but I **haven’t sent** it yet.

 Use “***Yet***” only in Questions and negative sentences.

You can use the present perfect when you talk about ***a period of time that continues from the past until now.***

**Examples**:

* **Have** you ever **eaten** strawberries? ***(in your whole life from past until now)***
* **Have you read** Hamlet? ‘No, I **haven’t read** any of Shakespeare’s plays. ***(in your whole life from past until now)***
* What a boring film! It’s the most boring film I**’ve ever seen. *(in my whole life from past until now).***

 We use the present perfect with expression of time such as: ***today, this evening, this week, this month, this year, when these periods*** are not finished at the time of speaking but the action is in past time.



 We say: ***It’s the first/second time something has happened.***

**Example:** - Don is having his first driving lesson.It’s the first time ***he has driven*** a car. (not ***drives***).

- Sarah has lost her passport again. This is ***the second time this*** ***has happened***. (not ***happens***).

- David is phoning his girlfriend again. ***That’s the third time he’s phoned this evening.***

 Note the difference between: “***Have gone to …..”*** and ***“ have been to…..”***

Jim is on holiday. He ***has gone*** to Italy. (= he is there now or on his way there).

Jane is back home now. She ***has been to*** Italy. (= she has now come back. She is at home now).

EXERCISES

1. **Read the Situations and Write Sentences. Use the Following Verbs**

*Arrive, break, fall, go up, grow, improve, lose*

1. Tom is looking for his key. He can’t find it. …………………………………………………..
2. Margaret can’t walk and her leg is in plaster. She …………………………………………….
3. Last week the bus fare was 200Rwf. Now it is 250Rwf. The bus fare ……………………………
4. Maria’s English wasn’t very good. Now it is better. ……………………………………..……….
5. Dan didn’t have a beard before. Now he has a beard. He ………………………………….……..
6. This morning I was expecting a letter. Now I have it. The letter ……………………..…….…….
7. The temperature was 20degrees. Now it is only 15. The ……………………………..………..…
8. **Complete B’s sentences. Use the verbs in brackets + just/already/yet**

|  |  |
| --- | --- |
| A | B |
| Would you like something to eat? | No, thanks. …………………………….(I/have) lunch |
| Do you know where Julia is? | Yes, …………………………………… (I/see/her) |
| What is in the newspaper today? | I don’t know. ………………………... (I not/read/it |
| Is Susan coming to the cinema with us/ | No, ……………………………. (she/see/today’s film) |
| Are your friends here yet? | Yes, ………………………….. (they/just/arrive) |
| What does Tom think about your plan? | ……………………………… (he/not/tell) |

1. **Read the situations and write sentences with *just/already or yet***
2. After lunch you go to see a friend at her house. She says, “would you like something to eat?’

You say: No thank you. …………………………………………. (have lunch).

1. Joe goes out. Five minutes later, the phone rings and the caller says, ‘Can I speak to Joe?’

You say: I’m afraid ………………………………………………… (go out)

1. You are eating in a restaurant. The waiter thinks you have finished and starts to take your plate away. You say: Wait a minute! ……………………………. (not/finish)
2. You are going to a restaurant tonight. You phone to reserve a table. Later your friend says, ‘Shall I phone to reserve a table?’. You say: No, …………………………….. (do it).
3. Linda went to the bank, not a few minutes ago she returned. Somebody asks, ‘Is Linda still at the at the bank?’ You say: No, ……………………………….. (come back).
4. You are still thinking about where to go for holiday. A friend asks, ‘Where are you going for your holiday?’ You say: ………………………………………………… (not/decide).
5. **Put in ‘*been’* or ‘*gone’* accordingly**
6. Jim is on holiday. He’s …………………..to Italy
7. Hello! I’ve just …………….to the shops. I’ve bought lots of things.
8. Alice isn’t here at the moment. She’s ……….to the shop to get a newspaper.
9. Are you going to the bank? ‘No, I’ve already ……………….. at the bank.
10. Tom has …………..…out. He’ll be back in about an hour.
11. **Put the verbs in the right tense: present perfect or simple past.**
12. The town is very different now. it …………………………… a lot. (change).
13. I did German at school, but I …………………………… most of it now. (forget).
14. The police …………………………… three people, but later they let them go. (arrest)
15. What do you think of my English? Do you think it ……………………………? (improve).
16. A: Are you still reading the paper?’

B: No, I …………………………… with it. You can have it. (finish).

1. A: Have you heard about Ben? He …………………………… his arm. (break).

B: Really? How ……………………………..? (happen)

C: He …………………………… off a ladder. (fall).

**UNIT FOUR: EDUCATION**

**Reading about education**

**DIALOGUE: WHAT SHOULD ROSIE DO?**

***Rosie is at home with her mother, her aunt Betty and her brother Joseph. They are talking about her exam results.***

**Aunt Betty:** So, what about these exams results? Not very good, are they?

**Rosie:** No, I’ve failed some subjects and just go through the others.

**Aunt Betty:** That’s because you’re lazy. You are not stupid. If you’d work hard, you’d have passed all your exams.

**Mother**: I don’t think secondary school agrees with you. It’s not for girls, is it?

**Aunt Betty:** Now come on sister! That’s a bit old fashioned. Look at women today: they are in government, doctors, in business. All kinds of things. There’s no reason our Rosie shouldn’t end up with a really good job. If I had had the chance, I would have stayed at school and now I’d be living in a big house with a car.

**Mother:** Well, I think you’re better off as you are. I think we should start thinking of about a husband for Rosie.

**Rosie**: Oh not yet please! I know I am a good student. I could leave school now and get a job, I don’t know, in a shop or something.

**Joseph:** Yes, I agree you could leave now. But I think you should start thinking carefully about what you want and what you can do. What are your best subjects at school? What kind of work are you interested in?

**Aunt Betty:** Rosie, you should stay on at school. With “A” Level or a university degree you could a really good job.

**Joseph:** That’s true, Auntie, but I don’t think that will suit, will it Rosie?

**Rosie:** No, please. I can’t face all that studying. I don’t think I’m going to change.

**Aunt Betty:** Of course you can change. If you know what you want, you will be able to do it. you have brains.

**Joseph:** Maybe her brains are better suited to something more practical. Let’s have a look at these grades: English –fail, Maths –fail, Agriculture- Pass, Home economics – Pass. Now that’s interesting. You’ve always been a practical person. What sort work do you think you’d be interested in?

**Rosie:** I like being outside. I do well in Agriculture at school and I’m a member of Fam Club. I’m good at looking after animals.

**Joseph:** Well, that’s a start. I could help you look around to see if there are any jobs on a farm with animals.

**Aunt Betty:** But she’ll just end up milking cows and cleaning sheds. What kind of work is that? What money will she earn?

**Joseph:** In fact, it’s very important work. But Rosie is bright. If she spends a few years getting to know cows and showing some initiatives, she could become a manager one day.

**Mother:** But what about getting married? If she got married now, she wouldn’t have to worry about all this.

**Rosie:** Mother, many women marry and have jobs.

**Joseph:** If you stay at school and complete your O’ Levels, you could then do a practical diploma in agriculture. That would give you a better start.

**Rosie:** That’s something to think about. Maybe I can see how my exams go at the end of next year.

**Aunt Betty:** And if you do well, you can think about ‘A” Level.

**Joseph:** ‘A’ Level is useful, and maybe with it she could even earn more money, but it isn’t for everyone, Auntie. Look at the situation we have now. More and more students are doing ‘A’ Level and even going to university and that is good in many ways as our country develops. We need our own experts so we don’t have rely on foreigners. But you know, more than one of my classmates who did ‘A’ Level with me has not found a job to match. You know Samuel? He’s driving a taxi now. He said to me the other day that if he’d left school after “O” Level he could have bought his own taxi by now.

**Mother:** And all these young people going to the city, leaving their homes, that is not good. Life is so difficult and dangerous in the city. They are better off with their own people.

**Aunt Betty:** But parents want the best for their children. Good salaries are only found in the city for people with qualifications.

**Joseph:** The point I’m making, Auntie, is that other jobs are also important. It is time we recognized that academic qualifications and sitting at a desk are not the only thing our country needs. Producing food, building roads, working in a mine. Without these we would be in trouble.

**Aunt Betty:** But I’m thinking of Rosie. I can’t worry about the whole country! Shouldn’t we help her to get the best she can?

**Joseph:** What do you mean by the best jo? She could spend the next few years struggling to get qualifications and maybe fail. And if she succeeds, she may end up doing a job that she is not suited for. Or she could use the education she already has to find something she can do well and enjoy which will give her a reasonable living.

**Rosie:** You should be a politician! That’s a well-paid job! And as for me, oh dear! I have so much to think about! So many decisions to make!

**Reading comprehension: What should Rosie do?**

Comprehension questions

**A. Questions about the conversation**

i. 1. Who thinks Rosie should leave school now? why?

2. Who thinks she should definitely stay at school?

3. Who thinks she should start thinking about her future life?

4. Who doesn’t really know what she should do?

**ii. Now identify which of the four characters think the following.**

1. Rosie should get married. …………………….

2. Rosie is lazy. …………………….

3.Rosie is intelligent. …………………

4. She is good with animals. …………………….

5. Milking cows is important. …………………….

6. A woman can still have a job when she is married. …………………

7. If Rosie doesn’t do A level, she won’t get a good job. …………………….

8. She should stay at school another year. ……………………

9. If she completes O Level she can get a better job than if she leaves school now. ………………

10. It is a mistake for young people to leave their homes and go to the city. ……………………

11. The nation needs people with high qualifications. …………………….

12. Some people who do A Level don’t get good jobs. …………………….

13. The nation needs all kinds of workers.

14. Rosie should try hard to get a good job. …………………….

15. It is better to do what you can do well and enjoy it rather than try to do something you can’t do well and don’t like because the salary is better. …………………….

**B. General knowledge Questions**

1. Do you believe girls and boys should study the same things or different things?

2. Is there anything you would like to study at school, but which is not part of the curriculum?

3. What are your plans for your own future? Do you already think about what job you would like to do?

4. What do you think is a good job?

5. Do you think boys should worry about getting qualifications more than girls?

**GRAMMAR AND LANGUAGE STRUCTURE**

**Conditional/if-clause**

# Conditional Sentences are also known as ***Conditional Clauses or If Clauses***. They are used to express that the action in the main clause (without if) can only take place if a certain condition (in the clause with if) is fulfilled. There are three types of Conditional Sentences.

## Conditional Sentence Type 1

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

if + [Simple Present](https://www.ego4u.com/en/cram-up/grammar/simple-present)  Future Simple (will go)

**Form:**

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

***I will send*** her an invitation ***if I find*** her address.

***If I don’t see*** him this afternoon, ***I will phone*** him in the evening.

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

## Conditional Sentence Type 2

**→ It can be either *impossible or* *possible* but very unlikely, that the condition can be fulfilled.**

**Form:**

**if + [Simple Past](https://www.ego4u.com/en/cram-up/grammar/simple-past), Conditional present (= would + Infinitive).**

*Example*: ***If I found*** her address, ***I would send*** her an invitation. (possible but unlikely)

***If I had*** a lot of money, ***I wouldn’t*** stay here. (possible but very unlikely)

***If I was/were*** you, ***I would*** not ***do*** this. (impossible).

Conditional Sentences Type II refer to situations in the present. An action could happen if the present situation were different. I don't really expect the situation to change, however. I just imagine **“what would happen now if ………….”.**

*Example*: ***If John had*** a lot of money, he ***would buy*** a Ferrari.

I know John very well and I know that he doesn't have much money, but he loves Ferraris. He would like to own a Ferrari (in his dreams). But I think it is very unlikely that he will have money to buy one in the near future.

## Conditional Sentence Type 3

**→ It was impossible to fulfill the condition because something else didn’t take place in the past.**

**if + [Past Perfect](https://www.ego4u.com/en/cram-up/grammar/past-perfect-simple) Conditional past (= would + have + Past Participle)**

**Form:**

Example: ***If I had found*** her address, ***I would have sent*** her an invitation.

***If I hadn’t studied seriously,*** ***I wouldn’t have passed*** my exams.

John ***would have bought*** a Ferrari ***if he had had*** the money.

Conditional Sentences Type III refer to situations in the past. An action could have happened in the past if a certain condition had been fulfilled. Things were different then, however. We just imagine, what would have happened if the situation had been fulfilled.

**EXERCISE**

***Put the verbs in their right form.***

1. If he had dropped the vase, it ………………………. (break).

2. If you have to do the washing up, I …………………….. (help) you.

3. I ………………. (not/run) away if I saw a spider.

4. We'd have given you a lift if you …………………. (not/have) your bike with you.  
5. If you …………………. (listen) to me, the accident wouldn't have happened.

6. If we …………………… (not/get) tickets for the concert, we'll stay at home.

7. They'd go by bus if they ………………… (not/have) a car.

8. She'll hear us if you ………………….. (not/stop) laughing.  
9. He ……………………. (not/take) the bread if he hadn't been hungry.

10. If he dropped the vase, it …………………………………. (break).

The conditional can also be expressed by the use of inversion. This is used toput an emphasison the condition.

* Did Rosie invite me, I would attend her wedding. (= If Rosie invited, I would attend her wedding).
* Were I you, I wouldn’t make such a mistake. (If I were you, I wouldn’t make such a mistake).
* Had I known you were in hospital, I’d have come to see you. (If I had known you were in hospital, I would have come to see you).

**EXERCISE**

**ii. Rewrite the following sentences as instructed.**

1. I didn’t get the invitation. I would have attended her birthday party. (begin by: if ……………….).

2. She didn’t come to see you because she was not aware you were in hospital. (rewrite with: if …..)

3. If we could assist her financially, she would be happy. (Use inversion).

4. We won’t come to your party because we have another plan. (begin with: if ………………….)

5. Unless it rains, the crops will dry. (rewrite with: if ………………).

6. Dorah would have got married if she had stopped her studies in Primary. (Start with: Had …….).

7. If he hadn’t called the police, the house would have been totally damaged. (rewrite using: unless…..)

8. I’ve never gone to Dubai because I can’t afford to pay for such an expensive trip. (if ………………).

9. You can’t see my friend Jack if you don’t go to the cinema. (rewrite using: unless ………….).

10. We cannot swim comfortably unless the water is deep enough. (rewrite using: If ……..).

11. I don’t go out a lot because I don’t have a lot of friends here. (rewrite using: if ………).

12. Mary would arrive on time if she didn’t miss the first bus. (use inversion)

13. Did we go to the cinema now, we could see my friend Jacob. (use If ……………).

**Complete the Conditional Sentences (Type III) by putting the verbs into the correct form.**

1. If you (study) for the test, you (pass) it.
2. If you (ask) me, I (help) you.
3. If we (go) to the cinema, we (see) my friend Jacob.
4. If you (speak) English, she (understand) .
5. If they (listen) to me, we (be) home earlier.
6. I (write) you a postcard if I (have) your address.
7. If I (not / break) my leg, I (take part) in the contest.
8. If it (not/ start) to rain, we (walk) to the museum.
9. We (swim) in the sea if there (not / be) so many sharks there.
10. If she (take) the bus, she (not / arrive) on time.

**Wh- Clauses**

**WH-word clauses** get their name from the fact that most of the words that introduce them begin with the letters **“*wh”*.** There are ten WH-words. Six of them are [pronouns](http://grammar-once-and-for-all.com/reference" \l "pronouns); four are [adverbs](http://grammar-once-and-for-all.com/reference" \l "modifier):

The pronouns are: ***who, whose, whom, which, what (****that* is often used instead of *which* or *who*).

The adverbs are: ***where, when, why, how*.**

There are two kinds of ***WH-word clauses***. - ***WH-word dependent*** (or subordinate) clauses.

- ***WH-word question clauses***.

The two kinds function quite differently, but they’re almost identical in construction.

1. **WH-Word Questions**

We can ask three different types of questions. There are:

1. **“yes-or-no” questions:**

* Are you still engaged to that playboy?
* Is it possible to whistle while eating pancakes?

1. **“alternative” or “choice” questions**:

- Should we send the letter to the Mayor or Minister?

- Which exam are we going to start with- Maths or Physics?

But when we’re looking for “new” information, as opposed to choosing between things that are already identified, we have to ask

1. **WH-word questions**:

It’s said that apprentice reporters are taught to ask: ***“who? what? where? How? when? and why?”*** in every situation. Here are some WH-word questions:

1. ***Who*** let the cat out of the bag?

2. **Whose** bag was it?

3. **Who (or whom)** did the Minister nominate for Migration Director?

4. **What** happened to that list of elephant jokes?

5. **What** good is a listless shopper?

6. **Which** birds have applied to molt?

7. **Why** did you give Fang all the hors d’oeuvres?

8. Exactly **when** and **where** will the next hissing conference be held?

9. **How** did you manage to put a howdah on a flea?

10. **How many** yuppies can dance on the hood of a BMW?

**2. The Functioning of WH-Word Dependent Clauses**

**WH-Word Adjective Clauses**

A WH-word adjective clause almost always follows immediately after the noun or pronoun it modifies:

Any duck ***which refuses to migrate*** will be fired from the flock. [The “***which” clause*** modifies ***duck***.]

I pity the young girl ***who will marry you****.* [The ***“who” clause*** modifies ***the young girl***.]

Maestro Koffi, ***who(m) we invited to speak at our culture rally***, is willing to appear for peanuts.

Anyone ***whose car was parked before the main gate*** should go and give path to others. [The “whose” clause modifies *anyone*.]

**Relative Pronouns and Relative Clauses**

There are only a few relative pronouns in the English language. The most common are: ***who, whom which, whose, whoever, whomever.*** In some situations, the words ***what, when****,* and ***where*** can also function as relative pronouns. Because there are only a few of them, there are also just a few rules for using relative pronouns.

Relative clause is the part of the sentence that tells us ***what person or what thing the speaker is talking about***. Relative clause is introduced by a relative pronoun. ***The word that the pronoun replaces/stands for*** is called its ***anteceden****t.*

**Examples:**

I bought a new car. The car is very fast.  
**→ The car *which/that I bought* is very fast. (that replaces “**The car” is the antecedent of “**that”** )

She will get married to the boy. You see **the boy** over there.

**→ She will get married to the boy *whom/who/that* you see over there. (**the antecedent of “***whom/who/that”*** is “**the boy”).**

**3. WH-Word Noun Clauses**

**“WH-word noun clauses”** are like noun phrases in that they function as subjects or objects.

**a) WH-Word Noun Clauses as Subjects**

**What Carlos can do with one thousand** will amaze you. [The “what” clause is the subject of ***will******amaze***.].

**Why Salma suddenly burst into tears** no longer remains a mystery. [The “why” clause is the subject of the verb ***remains***.]

**When the rainy season begins** depends on where you are. [When the rainy season begins is the subject of *depends].*

**WH-Word Noun Clauses as objects of verbs**

The neighbors finally realized **what we had told them,** too late.

The neighbors finally realized **why we had told them to rehabilitate the fence.**

**Where, When**

***Where, when*,** can both introduce subordinating.

* ***When Frank phoned***, I was having lunch with Mr. Haben.
* I simply don’t know ***when Khaled phoned.***
* A buzzard like him always knows ***where the best carrion is.***
* Intelligent buzzards spend the winter ***where the best carrion is.***

**EXERCISE**

**i. Complete the following sentences as in the examples below using a wh-clause**

1.  Example: Ann brought **(a new dictionary).** Question: **What did Ann buy?**

**Noun Clause:** Do you know **what Ann bought?**

1. It is **(2500km)** to Nairobi from here. Question**:** ………………………………………………………………………………………………

I need to know ………………………………………………………………………………………………………………………………………………….

2. Jack was late to class **(because he missed the bus).** Question: ……………………………………………………………………….

The teacher wants to know …………………………………………………..…………………………………………………………………………..

3. That is **(Ann’s)** pen. Question: ……………………….……………………………..………………………………………………………………

Tom wants to know …………………………………………………..…………………………………………………………………………………….

4. Alex saw **(Ms. Frost)** at the meeting. Question: …………………………………………………..…………………………………………..

I don’t know ……………………………………………………………………………………………………………………………………………………..

**ii. Complete the following sentences with a suitable “wh- word”**

1. ………………………………………… you need most is a good rest.
2. ………………………………. he's done is (to) spoil the whole thing.
3. It’s a very nice bicycle. …………………….. did you buy it?
4. We can’t understand ……………… he says it is dangerous to swim in that lake.
5. I’d like to know ……………………. your brother rides a bicycle without pedaling.
6. …………………….. John did to his suit was (to) soak it.
7. …………………….. I'm going to do to him is teach him a lesson.

**Use of “*would like…”***

We use **“*would like…”*** to say politely what we want, especially when ***making offers and requests***.

- Would you like a biscuit with your coffee?

- Can you order for Ellie? She’d like a pizza, please.

 Verbs that follow **“*would like…”*** are in ***infinitive form.***

- I’d like to become a doctor in the future.

- I’d like to get a return ticket for tomorrow.

- Would you like to listen to that song again?

We use **“*like…”*** with ***“–ing”*** or **“noun/noun phrase”** in declarative sentences to say or ask about our preferences and likes in general. We don’t use **“*like…”*** to express *“****offers”*** or ***“request”.***

Example: - Do you like dancing? (general like)

* Do you like rice? (general like).
* Would you like some rice? (offer)
* Would you like to dance? (offer/invitation to dance).

**Exercises**

***Complete the sentences below with “would like” or “like” in their right form.***

1. I …………………………. playing basketball in my spare time.

2. My sister …………………………. to go to Venice.

3. …………………………. Tea? If so, you should really try *Earl Grey*.

4. …………………………. a cup of tea? I can brew some for you.

5. …………………………. your new teacher?

6. …………………………. your new teacher for next semester also?

7. …………………………. some cheese with your wine?

8. I …………………………. some cheese with my wine, please.

9. I …………………………. blue cheese with wine.

10. I …………………………. jogging every morning before I go to work.

11. What …………………………. to do today?

12. James …………………………. the snow.

13. Carol …………………………. to study physics.

14. Carol …………………………. studying physics.

*END OF FIRST TERM*

***SECOND TERM***

**UNIT FIVE: RWANDA AND EAST AFRICA**

The globalization of the world economy is propelling a world-wide trend in regional economic integration as nation-states consider regional economic arrangements as imperative to facing the challenges and harnessing the opportunities of economic globalization.

It is in this context that Rwanda has decided to join the East African Community (EAC). The EAC came into existence in 1999, with Kenya, Tanzania and Uganda as the three original members.

Rwanda, along with Burundi, became a member of the EAC on July 01, 2007, following the signing of the treaty of ascension in June, 2007. The East African Common Market Protocol was adopted in March 2004 and came into effect in January 2005.

The main elements of the Protocol are: removal of internal tariffs and all non-tariff barriers on intra-EAC trade; introduction of common external tariffs (CET); and agreement on a list of products classified as sensitive and therefore requiring additional protection.

The treaty also stipulates deeper integration leading to a single regional currency and political federation. This ambitious project requires the support of the publics of member states to succeed.

Some of the member states have already carried out surveys to gauge public support for fast tracking integration. This exercise is currently being conducted in Rwanda.

For the exercise to be of the utmost value, it is important for the Rwandan public to understand the benefits and costs of membership in the EAC. For Rwanda, the benefits of membership in the EAC are many.

**First** is trade facilitation. Because Rwanda is land-locked, our international trade depends on the transit of imports and exports through our neighbours and thus subject to non-tariffs barriers.

For instance, the cost of transportation of goods from and to Rwanda is about 41 per cent higher than the regional average. This situation obviously reduces our competitiveness in the international market.

The cooperation of member states in the development of transportation infrastructure, energy and other crucial sectors will benefit the Rwanda economy by improving our competitiveness in international trade.

**Second** is Foreign Direct Investment (FDI), the increased attraction of which is one of the goals of regional integration.

Inflows of FDI tend to increase under regional integration arrangements because of the creation of larger markets and economies of scale. Certain conditions are necessary to attract higher levels of FDI to a region and to particular states. These include: liberalization of economy, macroeconomic stability, well-functioning infrastructure, good governance etc.

Rwanda has emerged as a positive model in the region, and continent as a whole, with respect to these and other important factors and is therefore well positioned to be a favoured destination for foreign investments targeting the East African market.

**Third** is improvement of the welfare of the population. Rwanda has embarked on two ambitious programs, Vision 2020 and EDPRS, whose intent is to transform the country into a middle income country by 2020. To achieve the goals of vision 2020, six pillars and three cross-cutting areas have been identified as priorities.

The pillars are: good governance and a capable state, human resource development and a knowledge based economy, a private sector-led economy, infrastructure development, productive and market oriented agriculture, regional and international economic integration.

The cross-cutting areas are: gender equality, protection of environment and sustainable natural resource exploitation, science and technology, including ICT.

The EAC offers good prospects for realizing Rwanda’s development ambitions and the betterment of the welfare of our population. In a small and protected market, consumers are limited in their choice of goods and services and obligated to pay higher prices. By joining the EAC, the welfare of the population will be improved because, thanks to diversification of supply sources, consumers will have access to cheaper and better quality goods and services.

**Fourth** is enhancing economic innovation through increased competition. Because of limited competition, our small national market does not encourage innovative behaviour on the part of our business leaders.

An enlarged and open East African regional market will increase the level of business competition and thus oblige Rwandan businesses to become more innovative to survive and grow. To do this, they will have to understand and take advantage of our comparative advantage in the region.

**Fifth** is cooperation in the development of critical infrastructure. Most infrastructure projects are beyond the capacity of individual states and hence joint efforts within regional integration are an obvious answer to this problem.

As a landlocked country, Rwanda will benefit from regional infrastructure projects such as roads, railways, air transport, pipelines etc, which are necessary to lower the transactions costs of international trade arising from our dependence on the Mombassa and Dar es Salaam seaports.

**Sixth** and last, is the free movement of capital, services, goods and labour and associated rights of establishment and residence. The relevant provisions of the EAC common market protocol on free movements will enable the economies and consumers of member states to benefit from their different comparative advantages.

**Comprehension questions**

1. Where is Rwanda located geographically relatively to its neighboring countries?
2. When was the EAC created and when did Rwanda become its effective member?
3. What do you know about the East African Common Market Protocol?
4. What are the deepest projects envisaged by the EAC State members?
5. List and discuss in your own words the benefits that Rwanda is expected to get from its integration into the EAC.
6. Give any examples of benefits that Rwanda has so far benefited from its integration in EAC.

**GRAMMAR AND LANGUAGE STRUCTURE**

**Sentences Connectors of contrast and similarity**

Sentence connectors are used to express relationships between ideas and to combine sentences. The use of these connectors will add beauty and sophistication to your writing style. Sentence connectors are also referred to as [linking language](https://www.thoughtco.com/sentence-connectors-and-sentences-1212369). There are a number of forms of sentence connectors such as:

1. [Conjunctions](https://www.thoughtco.com/what-are-conjunctions-1210722), which connect two simple ideas:

The teacher discussed French and German history.

1. [Coordinating conjunctions](https://www.thoughtco.com/compound-sentence-worksheet-1210449) which connect two phrases or simple sentences:

Jennifer would like to visit Kigali, and she would like to spend some time in Nyamata.

1. ***Subordinating conjunctions*** connect a ***dependent and an independent clause***:

Just as it's important to win, it's important to play the game.

1. **Conjunctive adverbs** are used to connect one sentence to another:

Children get plenty of exercise at our school. Similarly, they enjoy extensive art programs.

Prepositions must be used with nouns rather than full phrases:

Like Ruhango, Gitarama is located in the South of Rwanda in Southern Province.

Generally, sentence connectors can indicate ***opposition*** between ideas, ***cause and effect***, ***similarity*** and ***contrasting ideas*** and setting conditions.

 In comparison-contrast essays, connectors help create coherence by indicating the relationship between ideas in sentences.

**SENTENCE CONNECTORS**

**1. Similarity**

***Likewise, similarly, correspondingly, by the same token, in the same way, both,*** not only… but also

* Men must wear a jacket and a tie; ***similarly***, women must wear a skirt or a dress, not trousers.
* She was late and I ***similarly***was delayed.
* You can't teach navigation in the middle of a storm. ***Likewise***, you can't build a system of values in an unsecured educational climate.

**2. Contrast:**

***Although, even though, though, even so, whereas, while, despite, in spite of, but, yet, still, however, nevertheless, nonetheless, on the one hand……... on the other hand, in contrast, contrary on, unlike, by contrast, on the contrary, etc.***

**a. Direct Opposition:**

* Ali worked hard. ***On the other hand/In contrast/ However*,** Okan hardly did any work at all.
* Metin is lazy. ***However***, his brother is quite diligent (=hard working).
* George is an optimist. ***In contrast/However***/, Bill is a pessimist.
* Extroverts love crowds. ***In contrast***, introverts prefer solitude.
* Six is more than five; ***conversely***, five is less than six.

**b. Denial of Expectation (Unexpected result)**

* She studied diligently for several months. **Nevertheless/However/Yet/Nonetheless**, she failed.
* George is very handsome. **Yet**, he is not popular with girls.
* My uncle is 70 years old now. **Nonetheless**, he maintains his interest in legal matters.
* It's raining. **Even so**, we must go out.
* **In spite of** having a headache, I enjoyed the film.
* **Despite** working hard, she failed the exam.
* His rope was thin **but** it was strong.

**EXERCISE**

**Fill in the blanks with a suitable contrast connector (whereas, but, although, however, despite, in spite of, on the other hand).**

1. \_\_\_\_\_\_\_\_\_\_\_\_\_ Andrew was warned of the risks, he decided to travel alone to South America.

2. Maria did not get a promotion \_\_\_\_\_\_\_\_\_\_\_\_\_\_ her qualifications.

3. Zambia is a land-locked country, \_\_\_\_\_\_\_\_\_\_\_\_ Kenya has a coastline.

4. On the one hand, you could rent a flat instead of buying one. \_\_you are always at the mercy of landlords.

5. This restaurant has a good reputation, \_\_\_\_\_\_\_\_\_\_\_\_\_\_ that one does not.

6. The city has a 50 kph limit. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, people are often caught speeding.

7. You won’t be forgiven \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ your apology.

8. We couldn’t find a house to buy \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_we looked at quite a few.

9. He always looks so lonely and sad \_\_\_\_\_\_\_\_\_\_\_\_ his popularity.

10. He is quiet and shy, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ his sister is lively and talkative

**Exercise 2: Join each pair of sentences. be careful where you put the words in brackets. (although, in spite of, despite).**

1. Dave smokes. He seems to be in good health **(although)**

2. I couldn’t sleep. I was tired. **(despite)**

3. Max didn’t notice the sign. It was right in front of him **(even though)**

4. Kate never learnt Spanish. She lived in Spain for many years **(although)**

5. Joe is a millionaire. He hates spending money. **(despite)**

**Exercise 3: Rewrite these sentences as instructed**

1. I couldn’t sleep although I was tired. **(in spite of)**

2. Although he has got an English name, he is in fact German. **(despite)**

3. In spite of her injured foot, she managed to walk to the village. **(although)**

4. I decided to accept the job although the salary was low. **(in spite of)**

5. We lost the match although we were the better team. **(despite)**

6. In spite of not having eaten for 24 hours, I didn’t feel hungry. **(even though)**

7. Although she was tired, she went to work **(but).**

8. They went out for a walk, even though the weather was bad. **(despite)**

9. She managed to write in spite of her injured hand **(although)**

10. She has plenty of money, but she is very mean **(although)**.

**UNIT6: ENVIRONMENT**



**Reading comprehension: Pollution and Natural disasters**

We hear about every day at school, college and read about it in newspapers. So what is it? Pollution occurs when pollutants contaminate the natural surroundings; which brings about changes that affect our normal lifestyles adversely. Pollutants are the key elements or components of pollution which are generally waste materials of different forms. Pollution disturbs our ecosystem and the balance in the environment. With modernization and development in our lives pollution has reached its peak; giving rise to global warming and human illness.

Pollution occurs in different forms: ***air, water, soil, radioactive, noise, heat/ thermal and light.*** Every form of pollution has two sources of occurrence; the **point and the non-point sources**. The point sources are easy to identify, monitor and control, whereas the non-point sources are hard to control.  Let us discuss the different types of pollutions, their causes and effects on mankind and the nature as a whole.

**Air pollution** is the most prominent and dangerous form of pollution. It occurs due to many reasons. Excessive burning of fuel which is a necessity of our daily lives for cooking, driving and other industrial activities; releases a huge amount of chemical substances in the air every day; these pollute the air.

Smoke from chimneys, factories, vehicles or burning of wood basically occurs due to coal burning; this releases sulphur dioxide into the air making it toxic. The effects of air pollution are evident too. Release of sulphur dioxide and hazardous gases into the air causes global warming and acid rain; which in turn have increased temperatures, erratic rains and droughts worldwide; making it tough for the animals to survive. We breathe in every polluted particle from the air; result is increase in asthma and cancer in the lungs.

**Water pollution** has taken toll of all the surviving species of the earth. Almost 60% of the species live in water bodies. It occurs due to several factors; the industrial wastes dumped into the rivers and other water bodies cause an imbalance in the water leading to its severe contamination and death of aquatic species. If you suspect that nearby water sources have been contaminated by a corporation then it might be a good idea to hire an expert to see your options.

Also spraying insecticides, pesticides like DDT on plants pollutes the ground water system and oil spills in the oceans have caused irreparable damage to the water bodies. Eutrophication is another big source; it occurs due to daily activities like washing clothes, utensils near lakes, ponds or rivers; this forces detergents to go into water which blocks sunlight from penetrating, thus reducing oxygen and making it inhabitable.

Water pollution not only harms the aquatic beings but it also contaminates the entire food chain by severely affecting humans, dependent on these. Water-borne diseases like cholera, diarrhoea have also increased in all places.

**Soil pollution** occurs due to incorporation of unwanted chemicals in the soil due to human activities. Use of insecticides and pesticides absorbs the nitrogen compounds from the soil making it unfit for plants to derive nutrition from. Release of industrial wastes, mining and deforestation also exploits the soil. Since plants can’t grow properly, they can’t hold the soil and this leads to soil erosion.

**Noise pollution** is caused when noise which is an unpleasant sound affects our ears and leads to psychological problems like stress, hypertension, hearing impairment, etc. It is caused by machines in industries, loud music, etc.

**Radioactive pollution** is highly dangerous when it occurs. It can occur due to nuclear plant malfunctions, improper nuclear waste disposal, accidents, etc. It causes cancer, infertility, blindness, defects at the time of birth; can sterilize soil and affect air and water.

**Thermal/heat pollution** is due to the excess heat in the environment creating unwanted changes over long time periods; due to huge number of industrial plants, deforestation and air pollution. It increases the earth’s temperature, causing drastic climatic changes and extinction of wildlife.

**Light pollution** occurs due to prominent excess illumination of an area. It is largely visible in big cities, on advertising boards and billboards, in sports or entertainment events at the night. In residential areas, the lives of the inhabitants are greatly affected by this. It also affects the astronomical observations and activities by making the stars almost invisible.

**Comprehension questions**

**Read the text carefully and answer the following questions**

1. When do we talk of pollution?
2. What has increased pollution?
3. What are the main types of source of pollution according to the text? Explain them.
4. What are main types of pollution you know? Briefly explain their causes.
5. List all types of pollution-related diseases mentioned in the text and their cause.

**Make your research and find the meaning of the following environment related words. Use them in full sentences.**

Ocean, hurricane, cyclone, earthquake, fault lines, tornado, harmattan, trade wind, monsoon, typhoon, whirlwind, weather, weather warning, torrent, torrential rain, global warming, thunderstorm, hailstorm, tsunami, devastation, dormant, erupt, magma chamber, forest fires, lightning, electrical fire, hazard, internally displaced people (IDPs), disaster, man-made, preparedness.

**Make your research and find the meaning of the following Energy Sources related words. Use them in full sentences.**

Alternative energy, nuclear power, radioactive, waste disposal, destruction, sustainable, eco-friendly, eco-sanitation, environmentally friendly, solar panels, wind, wave, hydroelectric, dams, renewable, non-renewable, supply, fossil fuels, transport, light, communications, electricity, replace, reuse, recycle, coal, oil, kerosene, natural gas, firewood, charcoal, energy crisis, overconsumption, conservation, load-shedding schedule.

**LANGUAGE STRUCTURE**

**Determiners**

The **determiner** is an important noun modifier which introduces and provides context to a noun, often in terms of ***quantity and possession***. A determiner can take on a number of different meanings and roles in a sentence. The determiner is used in every case to clarify the noun.

Determiners in English precede a noun or noun phrase and include: ***articles, [demonstratives](http://www.yourdictionary.com/demonstrative), [quantifiers](http://www.yourdictionary.com/quantifier) and possessives.***

* **Article**: Articles are among the most common of the determiners. ***A, an,*** and ***the*** all express the definiteness and specificity of a noun:
* ***The*** dog is barking too loudly.
* ***A*** student returned the book.
* **Demonstrative:** wordssuch as: ***this, that, these*** and ***those*** may be used to demonstrate, point out the entities referred to by a speaker or a writer.
* Would you like to read ***this*** book too?
* I don’t want to go to ***that*** movie.
* **Possessives:** When referring to an entity that belongs to another, you can use possessives such as: ***My, your, her, his, our, their*** and ***its***.
* Is this ***your*** car?
* The dog growled and showed ***its*** teeth.
* **General determiners:** The general determiners are: ***a; an; any; another; other; what***
* Would you mind if we met ***another*** day?

**Determiners of quantity**

**Determiners of quantity** are words which determine or point out ***how much or how little*** of something is being indicated. These words such as: ***numerals*** *(one, two, ten, etc****.), a couple of, half of,*** ***both*, *many*, *each*, *a lot of/lots of, plenty of,*** ***every*, *most of****,* ***majority of,******several*, *few*, *enough, none of, remainder of, all, few, many, part of, a great deal of+ non-count nouns, etc.***

 For determiners with prepositions “***of”,*** if the object of the preposition is singular, use a singular verb. If the object of the preposition is plural, use a plural verb.

* The ***majority/a great part of/a high percentage of/most of/a number of, etc.”*** the **Congress has voted** for the bill.

But: The ***majority/a great part of/a big percentage of/most of/a number of, etc.”*** **Senators have voted** favorably.

* A ***high percentage/ majority/a great part of/a high percentage of/most of/a number of, etc.*** of the **population in third world countries is** nowadays educated.

But: A ***high percentage/the majority/a great part of/a high percentage of/most of/a number of, etc.*** **the people are** happy.

 When majority/minority mean an **unspecified number, use a singular verb:**

**Eg:** A small minority **supports the Manager** while the majority **is** against him.

 With a **collective** noun, use either a singular or a plural verb, depending on whether you want to emphasize the single group or its individual members:

Eg: Half of *my family* **lives/live** in Canada

 Expressions of ***time, money,*** and ***distance*** usually take a singular verb:

Eg: ***Three months*** of holidays ***is*** enough.

 Adjectives preceded by ***the*** and ***used as plural nouns*** take ***a plural verb***.

Eg: Nowadays, ***the rich are*** getting richer while ***the poor are getting*** poorer.

**EXERCISE**

* + 1. **Choose the correct determiner to complete the following sentences**

1. Could you bring me ………………. books I left in the garden? (this/that/those/these)
2. ……………….sun rises from the east. (a/the/an)
3. The doctor advised me to eat ……………… apple every morning. (a/the/an)
4. There aren't ………………. students in the library. (many/ a lot/ any).
5. I haven't got ………………… pictures in my bedroom. (some/many/any)
6. She gave a cookie to ……………………….child. (any/all/each).
7. I've got to solve ………………….. math problems before I go to sleep. (any/some/all).
8. (With a bowl of cherries on your lap). ………. cherries are delicious! (this/these/those/that).
9. My mother doesn't drink …………………… coffee. (much/many/a lot).
10. I always keep ……………………… money in my wallet for emergencies. (any/every/some).
    * 1. **Choose the right words to complete the sentences**
11. I don’t like ……………………..of our team players. (some/all/)
12. ……………………..people don’t trust politicians (most of/most).
13. Neither ……………………….the door. (keys open/key open/key opens).
14. Neither of ……………………valid. (this argument is/these arguments is/these arguments are)
15. …………………the shops are closed on Sunday. (most/most of/either could be used here).
16. They spend …………………….their income in movie. (half/half of/either can be used).
17. ………………………my friends wished me on my birth day. (no one of/none of/none).
18. …………….child was given a present. (each/each of/each could be used here).
19. …………………..his ideas are quite interesting. (all/all of/either could be used here).
20. …………………..my children are engineers. (both/both of/either could be used here).
21. His ideas are ………………different from those of his peers. (little/less/least).
22. The new job isn’t ………………………. different from the old one. (many/much/most).
    * 1. **Choose the appropriate quantifiers to complete the sentences.**

Top of Form

1. He is an expert on languages, but he knows ……….…about mathematics. (few/little/ a lot of/several)

2. I don't think there will be a severe shortage of usable water because there was … rain fall yesterday. (little/few/any/a lot of).

3. Unfortunately, I have ………… talent for music although I have always wanted to be a famous singer. (little/few/a few/plenty of).

4. There were ……people at the meeting earlier but most of them left early so there aren't many left now. (little/a few/much/several).

5. Although she thought she knew ……of the subject, the teacher asked a few details she hardly remembered. (several/much/many/any).

6. …… people enjoy the performance of the theater company but I don't think it is a successful one. (much/several/every/no).  
7. I had to live in Paris and Madrid for many years because of my business but I don't like ……of the cities much. (all/whole/either/neither).

8. Both players in the tennis match have been warned by the referee but ……of them seems to take it seriously. (none/either/every/neither).

9. In my country, ………… universities offer a wide range of courses. That's why they are preferred by foreign students as well. (every/each/a great deal of/most).

10. The vocabulary list had been memorized by ----…. the students and each one scored over 80 percent on the exam. (every/all/a little/the whole).

* + 1. **Use the following words with the structure: *used for +ing form***

Example: This device is used to solve the problem of internet connection.

***This device is used for solving the problem of internet connection.***

1. Alternative energy:
2. solar panels:
3. wind wave:
4. hydroelectric dams:
5. kerosene:
6. natural gas:
7. firewood:
8. charcoal:
   * 1. **Use words relating environment in full sentences with the structure: *avoid + ing***

*Example:* ***Avoid cutting*** trees to preserve the environment

1. Poaching 2. forest fires etc…
   * 1. **Put the verbs in the right tense**
2. If we meet at 9:30, we …………………….. (to have) plenty of time to chat.
3. Lisa would find the milk if she ..................…. (to look) in the fridge.
4. The zookeeper would have punished her with a fine if she ….............. …(to feed) the animals.
5. If you spoke louder, your classmates ………………….(to understand) you.
6. Dan …………..……….(to arrive) safe if he drives slowly.
7. You..................…... (to have) no trouble at school if you had done your homework.
8. If you .......................... …….. (to swim) in this lake, you'll shiver from cold.
9. The door will unlock if you ……….………(to press) the green button.
10. If Mel ……….. …….. (to ask) her teacher, he'd have answered her questions.
11. I ………………….(to call) the office if I was/were you.
    * 1. **Choose the right modal verb to complete the sentences**
12. There are plenty of tomatoes in the fridge. You ………………….. buy any. ***(needn’t, mustn’t, shouldn’t, may not).***
13. It's a hospital. You ………….. smoke. ***(needn’t, mustn’t, may not, don’t have to).***
14. He had been working for more than 11 hours. He …………..***(must/need/had better/mustn’t)*** be tired after such hard work. He ………………. ***(may/should/must/had better)*** prefer to get some rest.
15. I ………. ***(could/might/can/must***) speak Arabic fluently when I was a child and we lived in Morocco. But after we moved back to Canada, I had very little exposure to the language and forgot almost everything I knew as a child. Now, I …… ***(could/might/can/must***) just say a few things in the language.
16. The teacher said we ………………….. ***(can/needn’t/must/should)*** read this book for our own pleasure as it is optional. But we ………… ***(could/needn’t/must/need)*** read it if we don't want to.
17. ……………………………… ***(may/need/can/may)*** you stand on your head for more than a minute? No, I ……………… ***(needn’t/may not/can’t).***
18. If you want to learn to speak English fluently, you …………….. to work hard. ***(could/need/mustn’t/needn’t).***
19. Take an umbrella. It …………………. rain later. ***(need/should/mustn’t/ might).***
20. You ………………………… ***(need/needn’t/may not/shouldn’t)*** leave small objects lying around. Such objects …………………. ***(must/may/need/mustn’t)*** be swallowed by children.
21. People ………….. walk on grass. ***(couldn’t/mustn’t/may not/).***
22. Drivers …………………..***(could/must/may***) stop when the traffic lights are red.
23. …………………….. ***(May/must/should/will)*** I ask a question? Yes, of course.
24. You …………………… ***(couldn’t/mustn’t/may not/needn’t)*** take your umbrella. It is not raining.
25. …………………. ***(can/need/may/should)*** you speak Italian? No, I …………….. ***(can’t/mustn’t/may not/shouldn’t).***

Bottom of Form

**Writing activity**

**Write down an article on the following topic:**

***For a better future of generations to come, present generation should adopt a sensible use of natural resources.***

**UNIT SEVEN: COMMUNITY SERVICES**

**Definition**

**[Community](https://en.wikipedia.org/wiki/Community" \o "Community) service** is a non-paying job performed by one person or a group of people for the benefit of the community or its institutions. Community service is distinct from [volunteering](https://en.wikipedia.org/wiki/Volunteering" \o "Volunteering), since it is not always performed on a voluntary basis. Personal benefits may be realized, but it may be performed for a variety of reasons including: ***citizenship requirements, a substitution of criminal justice sanctions, requirements of a school or class, and requisites for receipt of certain benefits.***

**Reading Text: Umuganda**

The word Umuganda can be translated as ‘coming together in common purpose to achieve an outcome’. In traditional Rwandan culture, members of the community would call upon their family, friends and neighbours to help them complete a difficult task.

As part of efforts to reconstruct Rwanda and nurture a shared national identity, the Government of Rwanda drew on aspects of Rwandan culture and traditional practices to enrich and adapt its development programs to the country’s needs and context. The result is a set of Home Grown Solutions -- culturally owned practices translated into sustainable development programs. One of these Home Grown Solutions is Umuganda.

Modern day Umuganda can be described as community work. On the last Saturday of each month, communities come together to do a variety of public works. This often includes infrastructure development and environmental protection. Rwandans between 18 and 65 are obliged to participate in Umuganda. Expatriates living in Rwanda are encouraged to take part.

Today close to 80% of Rwandans take part in monthly community work. Successful projects include the building of schools, medical centres and hydroelectric plants as well as rehabilitating wetlands and creating highly productive agricultural plots. The value of Umuganda to the country’s development since 2007 has been estimated at more than US $60 million.

**Comprehension questions**

1. What do you understand by community services in this context?

2. Describe how Umuganda could help the community in traditional Rwanda?

3. Compare the traditional form of Umuganda and the modern one.

4. When is modern Umuganda carried out?

5. What are some of achievements that Rwandan communities have achieved due to Umuganda?

**LANGUAGE STRUCTURE**

**DETERMINERS OF QUANTITY**

* 1. **Complete the sentences with proposed determiners of quantity**



* 1. **Put the verbs in the right Present simple form respectively with the determiners of quantity**

1. The majority ……………………. (**hold)** no strong views.
2. A small minority ……………………. (**indicate)** it supports the proposal.
3. One-third of this article ……………………. **(be)** taken up with statistical analysis.
4. Much of the book ……………………. (**seem)** relevant to this study.
5. Half of what he writes ……………………. (be) undocumented.
6. Fifty percent of the job ……………………. (be) routine.
7. All the information ……………………. (be) current.
8. The number of students registered in the class ……………………. (be) 20.
9. A number of students ……………………. (be) late.
10. A majority of Canadians ……………………. (**have)** voted for change.
11. A minority of the students ……………………. (be **willing)** to pay more.
12. One-third of the students ……………………. (**have**) graduate degrees.
13. Many researchers ……………………. (**depend)** on grants from industry.
14. Half of his articles ……………………. (be) peer-reviewed.
15. Fifty percent of the computers ……………………. (**have)** CD-ROM drives.
16. Ten dollars ……………………. (be) a great deal of money to a child.
17. Ten kilometres ……………………. (be) too far to walk.
18. Six weeks ……………………. (be) not long enough.
19. All the studies ……………………. (be) current.
20. Half of my family ……………………. (**live**) in Canada.
21. All of the class …………………… (be) here.
22. Ten percent of the population ……………………. (be) bilingual.
23. A 75% majority ……………………. (**have)** voted against the measure.
24. A 10% minority ……………………. (be) opposed to the measure.

**Complete the sentences below with superlatives or comparatives accordingly**

1. My sister thinks she's……………………….. (intelligent) than me, but I don't agree!score
2. *Avatar* is probably……………………….. (bad) film I've seen!score
3. What is……………………….. (wet) month of the year in England?score
4. Do you think the *Harry Potter* films are……………………….. (good) than the books?score
5. Who is……………………….. (powerful) person in your country?score
6. I think *Men in Black 1* was……………………….. (funny) than *Men in Black 3*.score
7. Is Angelina Jolie……………………….. (old) than Sandra Bullock?score
8. John is ……………………….. (nice) person that I know.
9. Aisha is …………………….. (smart) girl of our school.
10. Aisha is the …………. (successful) business woman in my area.

**Writing and Speaking activity**

1. What type of transport means do you like the most and why?
2. Do you think children should be or not taught traffic rules? Explain your views.

**UNIT EIGHT: MEASUREMENTS**

**Measurement** is the assignment of a number to a characteristic of an object or event, which can be compared with other objects or events. The scope and application of a measurement is dependent on the context and discipline. Measurement is a cornerstone of trade, science, technology, and quantitative research in many disciplines. Historically, many measurement systems existed for the varied fields of human existence to facilitate comparisons in these fields. Often these were achieved by local agreements between trading partners or collaborators. Measurement is a process that uses numbers to describe a physical quantity based on what we can observe.

We can measure ***how big*** things are, ***how warm*** they are, ***how heavy*** they are, and lots of other features as well. For example, the ***metre*** is a standard unit to measure ***length***. There are units of measurement of different sizes. There are small units of measurement to measure small things. There are big units of measurement to measure big things. Science, medicine and engineering use smaller units of measurement to measure small things with less error. Large measurements like the width of a galaxy and small measurements like the mass of an atom use special units of measurement.

 **Metric System**

The metric system is a system of measurement used in most of the world. It is also called the International System of Units, or SI.

**Units of measure in the metric system include:**

* The units of **LENGTH** or linear size are based on the **Metre**. They include the **Kilometre** (*km*) which is 1000 meters, the **Centimetre** (*cm*), and the **Millimetre** (*mm*) which is 1/1000th of a meter.
* The unit of **VOLUME** is the **Litre**. It is used for measuring an amount of **Liquid**. A **Millilitre** (abbreviated as *ml*) is the amount of liquid that would fill up a cube that measures 1 centimetre on each side. One l litre of liquid would fill up a cube that is 10 cm on each side.
* The unit of **MASS** is the **Kilogram**. A Kilogram (*kg*) weighs the same as a litre of water (at normal temperature, and pressure). **1 Gram** (*g*) is the weight of 1 **Millilitre** of water at 0 degrees Celsius. The metric **Tonne** is 1000 kilograms or a **Million** grams.
* The unit of **TIME** is the **Second**. The minute (60 seconds) and **Hour** (60 minutes or 3600 seconds) are larger units. A **Day** is usually said to be 24 hours, but is actually a little bit longer than that.
* A unit of measurement that applies to **MONEY** is called a **Unit of account**. This is normally a **Currency** issued by a country. For instance, the United States, Canada, and Australia use Dollars, The United Kingdom uses **Pounds**, Uganda, Kenya and Tanzania use **Shillings***,* Burundi, Rwanda, DRC use **Francs**, etc.
* A unit of **AREA** is **Square Metre (m2).** The Unit is **meters × meters**, which is written **m2** (square meters).

**Exercise**

**Grammar**

* 1. Use either **as … as** or **not as … as** in the sentences below.

1. The white car is ……………………… the green car. (fast)
2. Sean is ……………………….. Jake. (not/tall)
3. The piano is ……………………… the flute. (not/easy)
4. This copy is ………………………. the other one. (bad)
5. Clare is ……………………… … Peter. (happy)
6. Today it's ……………………… yesterday. (not/sunny)
7. The chicken soup was ……………………… ….. the vegetable soup. (delicious)
8. Lemons are ……………………… oranges. (not/sweet)
9. Andrew is ……………………… Mick. (strong)
10. Silver is ……………………… gold. (not/valuable

**ii. Choose the best alternative of comparatives to complete the sentences**

1. The ……………………… you study for these exams, the ……………………… you will do.  
    hard - better  
   harder - more successfully  
    much - better  
    more - good

2. She doesn't really like vodka, so the ………… a bottle you find, the …………it will be for us!  
    small - cheaper  
    smaller - cheap  
    smaller - good  
    smaller - cheaper

3. My neighbor is driving me mad! It seems that the …………it is at night, the ….he plays his music!  
    later - more loud  
    late - louder  
    later - louder  
    more late - loud

4. He spent a year in India and loves spicy food. The …… the food is, the ……… he likes it.  
    hotter - more  
    hot - much  
    hotter - much  
    hot - more

5. Of course you can come to the party! The ……the ………….  
    more - merrier  
    more - good  
    many - better

6. She will be really angry about that vase being broken! The ….. she knows about it, the …………   
    more - better  
    less - better  
    worse - worse  
    worse - better

7. He has 6 large dogs to protect his house. The ……the dog, the ……he feels.  
    big - safer  
    biger - safer  
    bigger - safer  
    more big - more safe

8. Earning money has always been the thing that pleases him most. The ……he becomes, the ……he is.  
    more rich - happyer  
    richer - happyer  
    richer - happier

9. You must drive slower in built up areas. The ……you drive in the city, the …..it is that you will have an accident.  
    faster - probable  
    quicker - probably  
    faster - more probably  
    quicker - more probable

**Asking the right WH- QUESTIONS in every situation**

In everyday business and social situations, it is necessary to ask and answer questions.  When participating in a conversation we need to know what information is being discussed in order to ask appropriate questions using the correct 'question words' and to provide correctly structured responses.

In order to have an **effective** conversation, we need to know what information is being **sought** in the questions that are asked. The questioner needs to use the correct 'question words' that point towards what he/she wishes to know.

## Question Words

1. **Who**...? - asking about **a person**  
2. **Where**...? - asking about **a place**  
3. **What**...? - asking about **a thing**  
4. **When**...? - asking about **a time of an event or activity**  
5. **Why**...? - asking for **a reason**  
6. **How**...? - asking about **a procedure or method**  
7. **Which**...? - asking about **an option or choice**  
8. **How many**...? - asking about **a number**  
9. **How much**...? - asking about **an amount or price**  
10. **How long**...? - asking about **a length of time or size**  
11. **How far**...? - asking about **a distance.**

**12. How high ……? Asking** about **the height in position**

**13. How wide……? Asking** about **the width**

**14. How tall ……? Asking about height**

**15. How deep…..? asking about the depth.**

**Exercise**

1. **Write down questions whose answers are the underlined words or phrases**
   1. Michael weighs 72 kilos. ………………………………………………………………………………………………………………..
   2. Erica’s new house is 10m high. ………………………………………………………………………………………………………
   3. Beware children! That lake is more than 5m deep. ……………………………………………………………………
   4. Remember to fuel up your car. It is more than 250km from Kigali to Bukavu. ………………………………
   5. The room is 3 m wide. The bed can fit there. ………………………………………………………………………………..
   6. Can she carry that luggage? It is 86kg ……………………………..
   7. This garage is 5m by 7m. …………………………………………………………………………..........…………………………..

**Writing and Speaking activity**

***Inspired by the question words above, describe someone/something focusing on measurement language.***

**UNIT NINE: HEALTH**

**Activity One: READING COMPREHENSION**

Acquired Immune Deficiency Syndrome (AIDS) is a communicable disease caused by the Human Deficiency Virus (HIV). HIV is spread mainly through sexual contact without protection between men and women. In addition, around one third of babies born to HIV infected women will be infected at birth or through breast feeding. The risk of transmission of the virus from mother to baby is reduced by antiretroviral drugs.

Infection through contact with HIV-infected blood, intravenous drugs use and homosexual sex does occur, but constitutes a very small proportion of all infections. Blood transfusion is thoroughly screened and the chances of infection from transfusion are extremely low.

People do not develop AIDS as soon as they get infected with HIV. Most experience a long period of around five to eight years during which they feel well and remain productive members of families and work forces. In this asymptomatic period, they can pass their infection on to other people without realizing that they are HIV infected.

During the asymptomatic period, the virus gradually weakens the infected person’s immune system, making it increasingly difficult to fight off other infections. Symptoms start to occur and people develop conditions such as skin rashes, chronic diarrhea, weight loss, fevers, swollen lymph gland and certain cancers. Many of these problems can be prevented or treated effectively. Although these infections can be treated, the underlying HIV infection cannot be cured.

Once HIV-infected people have severe infection or cancer (a condition known as symptomatic AIDS), they usually die within 1-2 years. The estimated average time from HIV infection to death in Sub-Saharan Africa is six to ten years. Many HIV-infected people progress to AIDS and death in much shorter periods. Some live for ten years or more with minimal health problems, but virtually will eventually die of AIDS.

HIV-infected babies generally survive for shorter periods than HIV-infected adults. Many die within two years of birth, and most die before they turn five. However, a significant number can survive even into their teenage years before they develop AIDS.

No cure for HIV-infection is available at present. Any cure, if discovered, may be well expensive for many.

**COMPREHENSION AND VOCABURALY (20 marks)**

**i. Answer the following questions by writing down the correct answer /10marks**

1. **In how many ways is HIV transmitted according to the story?**
2. Four b. Five c. Six d. Seven
3. **What is the most common medium of HIV transmission?**
4. Unprotected sex b. Intravenous drug c. Homosexuality d. Blood transfusion
5. **The following are precautions of avoiding HIV infection except:**

a) Abstaining from sexual intercourse till marriage b) Avoiding shaking a hand with someone with HIV

1. Keeping faithful to one’s partner d) Avoiding befriending someone whose parents live with HIV
2. **When is the HIV-infected person likely to develop AIDS symptoms?**
3. As soon as that person is infected b) During the asymptomatic period

c. Before the asymptomatic period d) After the asymptomatic period

1. **What is the difference between HIV and AIDS?**
2. AIDS is the asymptomatic stage of HIV b) HIV is the Human Immunodeficiency Virus

c. HIV is the cause and AIDS is the effect d) HIV can be cured but AIDS cannot

1. **Which of the following is not an AIDS symptom?**
2. Dehydration b) Malaria c) Skin rashes d) Growing thin
3. **What is true about HIV/AIDS?**
4. AIDS symptoms can be treated b) An infected person cannot live after ten years
5. A mosquito will spread HIV after biting an infected person
6. Sharing sheet, towels or clothes with an infected person will spread HIV
7. **An HIV-infected person is susceptible to various illness because she or he**
8. Has reached the asymptomatic period b) Had sexual intercourse with an infected person
9. Has developed a weak immune system d) Cannot control his/her sexual behavior
10. **The most important message from the story is:**
11. Pregnant women should take antiretroviral drugs b) An HIV-infected person will eventually die
12. People do not develop AIDS as soon as they are infected with HIV
13. The cure for HIV is very expensive
14. **What is the most suitable title for the story?**
15. AIDS is a serial killer disease b) The cause and effects of HIV/AIDS
16. c) No cure for HIV: Be on guards! d) Prevention of HIV

**Activity two**

Make a research about malaria: **causes, symptoms, ways of prevention and treatments** and present your findings to the rest of the class.

**Language Use**

**Activity three.**

* + - 1. **Write down 5 sentences about prevention and treatments of any illness, paying attention to the use of: *If clauses.***

Example: ***If******someone is sexually active*** *without any protection****, they are in high risks*** *of being HIV contaminated.*

**2. Write down a brochure with advice about healthy living, focusing on the use of: *should.***

Example: *We* ***should sleep*** *under mosquito net every night to avoid Malaria.*

**3. Write down 5 sentences about prevention and treatment of diseases, focusing on the use of: *can* and *by + ing form.***

Example: *We* ***can prevent*** *a lot of diseases* ***by eating*** *a regular balanced diet.*

**UNIT TEN: GENDER**

Read the text below and answer the questions that follow.

**Women’s Low Status and Power.**

Worldwide, females are generally lower in status and power, relative to males. This is sometimes referred to as gender inequality, sexism, patriarchy, and female disadvantage.

Many feminists view men’s greater economic power and, correspondingly, women’s economic dependence on men, to be at the heath of women’s lower status and power. Once societies based on money evolved, men’s

labor appeared to have greater value because it was done for money or the exchange of goods. The important economic contributions that women make collecting fuel, taking care of animals, growing vegetables, doing laundry, preparing food, taking care of children, and so on are frequently forgotten or devalued as “natural”.

Thus, women’s ability to make money has been constrained by their household responsibilities and by the designation of higher paying jobs as for men.

Worldwide, men control economies and resources, own more property, and occupy more positions of power in business and banking. This is true in virtually every country, including industrialized nations such as the United States. Men make more money than women, and even when they work the same jobs as women, this tends to be true. On average, women have less leisure time than men do and they do more of the world’s work than men. But because their labor is more likely to be unpaid or underpaid, women typically have less economic power. Women’s lack of economic power is related to their strong presence among the ranks of the poor.

Politics is another arena in which women’s low power and status are apparent. In the twentieth century, activists worked to gain women the rights to vote (called women’s suffrage). In most countries, voting rights have only been awarded to women in the last thirty years.

Women’s presence in formal politics is important because male lawmakers are less likely to make laws that serve women and children’s interests. Without the activism of women, most male lawmakers are not inclined to think about rape, domestic violence, women’s health issues, and childcare.

Not only is women’s work typically unpaid or underpaid, it is undervalued relative to men’s work.

In many societies, it is striking that male activities, as opposed to female activities, are always recognized as predominantly important, and cultures bestow authority and value on the activities of men. For examples in parts of New Guinea where women grow sweet potatoes and men grow yams, yams are the prestige food distributed at feasts.

Not only are male activities valued over female ones, but in most countries, families value male children over female children, in what is known as son preference. All over the world, people greet the birth of boys and girls differently. For example, among the Turkana people of northern Kenya, great feasting accompanies the birth of a boy, but there is no feasting if the baby is a girl.

Although son preference is not as obvious in the West, great value is still placed upon producing a male heir to carry on the family name. Girls are expected to grow up, marry, take their husband’s name, and have babies. In the United States, most Americans express the wish that their first child be a boy and that if they have more than two children, that there be more boys than girls. In some countries, son preference means that girls are disadvantaged from birth, receiving less care and fewer resources than sons do.

Femicide (female infanticide) is also a contributing factor in some cases. In extreme cases, son preference may even lead to discrimination prior to birth in the form of sex-selective abortion.

In mainland China, Taiwan, South Korea, and India, some parents use amniocentesis and sonography (ultrasound) to determine fetal sex so that female fetuses can be aborted.

Femicide has significantly affected the sex ratio of the population in some parts of the world. Worldwide it is estimated that more than 100 million girls are “missing” as the result of sex-selective abortion, infanticide, and neglect. India now has one of the most distorted sex ratios in the world; there are 927 females for every 1000 males when globally the average is 1060 females for every 1000 males.

Despite legislation and government directives, son preference continues in India and women’s activists continue their work to stop it.

In many patrilineal landowning communities in Asian regions, sons are the source of family income and have to provide for parents in their old age. Sons are the holders of political power positions and high status jobs. They are the soldiers that protect the community. In contrast, daughters are expected to marry, leave the family, and have children.

For instance, an Indian proverb says, “Raising a daughter is like watering a shady tree in someone else’s courtyard.”

In India, and other countries where it is expected that parents of daughters will pay a dowry, son preference is aggravated. Dowry inflation is a problem in many countries because it costs more and more to marry off one’s daughter while son’s families look at dowries as a way to increase family wealth and acquire material things. This makes daughters expensive, especially for those who are poor. In contrast, when a son marries, the family accrues wealth of the new daughter-in-law’s dowry.

**Answer the following comprehension questions according to the excerpt above. (20marks).**

1. What does men’s greater economic power imply?

2. How did women’s status start to worsen in the history?

3. List at least 3 main activities that are socially attributed to women?

4. Why is poverty said “female”?

5. How is female work treated compared to male’s?

6. What is the fate of women according to the text?

7. Explain how dowry is one of the causes women’s rights are broken in some societies. Give evidence from the text.

8. Explain with examples how females are undermined socially, economically and politically according to the text.

**Traditional gender roles in Rwanda**

Decades ago, several practices defined gender roles in Rwanda and some of them included division of labor, types of food eaten as well as behavior.

Cultivation was divided between women and men. While men cleared the land for nurturing, the women would plough the land. However, in some communities, women would stay home taking control of matters there while men went hunting or cattle rearing, assisted by the youth to watch over the livestock.

Construction of houses was the men’s role while the women were responsible for maintaining the household, raising children and preparing food.

In this era, women have been empowered. For instance, the percentage of women in the Rwandan parliament is higher than the percentage of men.

According to Alphonse Umulisa, Director at the Institute of National Museums Rwanda, traditions change but there are gender roles that simply do not.

“In traditional times a man had a drink that was always placed near his bed side. In earlier times, men would not eat in public. As a matter of fact, their wives would serve them and they would share the meal with the first born regardless of the gender,” Umulisa said.

He further adds that some Rwandan men would prefer drinking in public than eating despite the changing times.

“Specific food defined gender as well. For instance, bananas were considered food for the children and it was an abomination for a man to eat a banana in public. In addition, there were various sayings to discourage the eating of some kinds of food,” he said.

According to Umulisa, the common saying, ***‘Ntamugore Urya ihene idahenuye’*** literally meaning ‘women are not supposed to eat goats’ meat before a ritual is performed on the goat’ prevented women from eating the delicacy before a ritual was performed, lest she suffered from allergic reactions.

“But those were just sayings and not traditions to portray men as greedy. It was the woman who cooked and served the husband and the children,” Umulisa said. ***“Currently, both men and women eat everything without any abominations.”***

Other situations that defined gender were issues such as inheritance. When a father died in the family, his land and property was traditionally divided between his sons. The heir would look after the widow and the unmarried sisters until he found husbands for them. This has since changed given that the current Rwandan inheritance law has been revised to allow women to inherit property fairly.

**Comprehension questions**

* + - 1. As illustrated in the passage above, distinguish roles that were attributed to men and women.
      2. Are there still roles attributed to men not to men today? Give and explain them.
      3. What are positive traits of the traditional gender roles?
      4. What are the negative traits of traditional gender roles?
      5. What are the negative traits of the modern gender roles?
      6. What are the positive traits of the modern gender roles?

**Writing and Speaking activity**

Comparison of traditional and modern gender roles in Rwanda or Africa**.**

Lives of famous women

**Louise Mushikiwabo** (born 22 May 1961) is a Rwandan politician who has served as the [Minister of Foreign Affairs and Cooperation](https://en.wikipedia.org/wiki/Minister_of_Foreign_Affairs_(Rwanda)" \o "Minister of Foreign Affairs (Rwanda)) of [Rwanda](https://en.wikipedia.org/wiki/Rwanda" \o "Rwanda) since 2009. She also serves as Government Spokesperson. She was previously Minister of Information.

Louise Mushikiwabo was born on 22 May 1961 in [Kigali](https://en.wikipedia.org/wiki/Kigali" \o "Kigali), the Rwandan capital. Her father was Bitsindinkumi, who worked as a farmer, managing the family's smallholding as well as working as [bookkeeper](https://en.wikipedia.org/wiki/Bookkeeper" \o "Bookkeeper) for a colonial [coffee plantation](https://en.wikipedia.org/wiki/Coffee_plantation" \o "Coffee plantation). Her mother was Nyiratulira, she spent her childhood in Kigali. The youngest of nine children, her siblings included [Lando Ndasingwa](https://en.wikipedia.org/wiki/Lando_Ndasingwa" \o "Lando Ndasingwa), who became a notable businessman and politician in Rwanda before being killed in 1994 during the [Genocide](https://en.wikipedia.org/wiki/Rwandan_Genocide" \o "Rwandan Genocide), and [Anne-Marie Kantengwa](https://en.wikipedia.org/wiki/Anne-Marie_Kantengwa" \o "Anne-Marie Kantengwa), who took over Lando's hotel [Chez Lando](https://en.wikipedia.org/wiki/Chez_Lando" \o "Chez Lando) after his death and served in the [Parliament of Rwanda](https://en.wikipedia.org/wiki/Parliament_of_Rwanda" \o "Parliament of Rwanda) from 2003 to 2008.

After completing primary and secondary school in Kigali, Mushikiwabo went to study at the [National University of Rwanda](https://en.wikipedia.org/wiki/National_University_of_Rwanda" \o "National University of Rwanda)(Currently,The University of Rwanda), in the southern city of [Butare](https://en.wikipedia.org/wiki/Butare" \o "Butare), in 1981. She graduated from university in 1984, with a bachelor's degree in English, and then worked briefly as a secondary school teacher. In 1986, she emigrated from Rwanda to the [United States](https://en.wikipedia.org/wiki/United_States" \o "United States), where she began studying for a [master's degree](https://en.wikipedia.org/wiki/Master%27s_degree" \o "Master's degree) in Languages and Interpretation at the [University of Delaware](https://en.wikipedia.org/wiki/University_of_Delaware" \o "University of Delaware), with [French](https://en.wikipedia.org/wiki/French_language" \o "French language) as her specialist language. Upon finishing her studies in 1988, she remained in the United States, settling in the [Washington, D.C.](https://en.wikipedia.org/wiki/Washington,_D.C." \o "Washington, D.C.) area.[[11]](https://en.wikipedia.org/wiki/Louise_Mushikiwabo" \l "cite_note-CrisafulliRedmond-11) She started her career working for lobbying organisations, before taking a position with the [African Development Bank](https://en.wikipedia.org/wiki/African_Development_Bank" \o "African Development Bank) (ADB); as part of her role with the ADB she lived in Tunisia for a short time,[[11]](https://en.wikipedia.org/wiki/Louise_Mushikiwabo" \l "cite_note-CrisafulliRedmond-11) and eventually became the bank's Communications Director.

In 2006, Mushikiwabo wrote a book, *Rwanda Means the Universe*, which was co-authored by Jack Kramer, an American journalist and ex-[marine](https://en.wikipedia.org/wiki/United_States_Marine_Corps" \o "United States Marine Corps). The book is semi-autobiographical, describing Mushikiwabo's family history, her early life in Rwanda, and her experiences upon emigrating to the United States. It also describes the [Rwandan genocide](https://en.wikipedia.org/wiki/Rwandan_genocide" \o "Rwandan genocide) in detail, from a historical perspective as well as from Mushikwabo's own point of view living in Washington, as she received the news that many of her family members had been killed.

In March 2008, Mushikiwabo was invited by Rwandan President [Paul Kagame](https://en.wikipedia.org/wiki/Paul_Kagame" \o "Paul Kagame) to return to her homeland Rwanda and take up a position in his government. She was appointed to the post of [Minister of Information](https://en.wikipedia.org/w/index.php?title=Ministry_of_Information_(Rwanda)&action=edit&redlink=1" \o "Ministry of Information (Rwanda) (page does not exist)),[[7]](https://en.wikipedia.org/wiki/Louise_Mushikiwabo" \l "cite_note-NewTimes2008-7) replacing [Laurent Nkusi](https://en.wikipedia.org/w/index.php?title=Laurent_Nkusi&action=edit&redlink=1" \o "Laurent Nkusi (page does not exist)).[[14]](https://en.wikipedia.org/wiki/Louise_Mushikiwabo" \l "cite_note-14) Early in her tenure, Mushikiwabo was responsible for deciding whether to take action against several local media organisations that had run defamatory stories about Kagame.[[15]](https://en.wikipedia.org/wiki/Louise_Mushikiwabo" \l "cite_note-GovernmentPrintingOffice-15) One newspaper, the [Kinyarwanda](https://en.wikipedia.org/wiki/Kinyarwanda" \o "Kinyarwanda)-language daily *[Umuco](https://en.wikipedia.org/w/index.php?title=Umuco&action=edit&redlink=1" \o "Umuco (page does not exist))*, had published an article comparing the president to [Adolf Hitler](https://en.wikipedia.org/wiki/Adolf_Hitler" \o "Adolf Hitler), and the [High Council of the Press](https://en.wikipedia.org/w/index.php?title=High_Council_of_the_Press&action=edit&redlink=1" \o "High Council of the Press (page does not exist)) (HCP) had requested the government to suspend the newspaper's licence.[[16]](https://en.wikipedia.org/wiki/Louise_Mushikiwabo" \l "cite_note-16) Nkusi had refused this request, and while Mushikiwabo did not officially suspend the paper, it nonetheless stopped printing in October 2008.[[15]](https://en.wikipedia.org/wiki/Louise_Mushikiwabo" \l "cite_note-GovernmentPrintingOffice-15) Mushikiwabo generally encouraged her colleagues to support [freedom of the press](https://en.wikipedia.org/wiki/Freedom_of_the_press" \o "Freedom of the press),[[17]](https://en.wikipedia.org/wiki/Louise_Mushikiwabo" \l "cite_note-17) but was also firm in ensuring that the media complied with Rwanda's tough laws surrounding [genocide denial](https://en.wikipedia.org/wiki/Genocide_denial" \o "Genocide denial).[[18]](https://en.wikipedia.org/wiki/Louise_Mushikiwabo" \l "cite_note-18) In 2009, she issued a temporary ban on the Kinyarwanda radio station broadcast by the [British Broadcasting Corporation](https://en.wikipedia.org/wiki/British_Broadcasting_Corporation" \o "British Broadcasting Corporation) (BBC), because she claimed it had aired programmes "giving free scope to genocidaires and negationists of the genocide";[[19]](https://en.wikipedia.org/wiki/Louise_Mushikiwabo" \l "cite_note-BBC2009-19) the BBC denied this claim, arguing that it and the government had different interpretations of the genocide.[[19]](https://en.wikipedia.org/wiki/Louise_Mushikiwabo" \l "cite_note-BBC2009-19)

As well as being responsible for the ministry's decision making, Mushikiwabo also fulfilled the role of government spokesperson during her stint as Minister of Information.[[20]](https://en.wikipedia.org/wiki/Louise_Mushikiwabo" \l "cite_note-MediaMissMushikiwabo-20) For example when Rwanda had a diplomatic crisis with [Germany](https://en.wikipedia.org/wiki/Germany" \o "Germany) following the arrest of President Kagame's chief of protocol [Rose Kabuye](https://en.wikipedia.org/wiki/Rose_Kabuye" \o "Rose Kabuye), Mushikiwabo spoke to the international media to clarify the Rwandan government's position.[[21]](https://en.wikipedia.org/wiki/Louise_Mushikiwabo" \l "cite_note-RwandaCongoKabuye-21) She made use of her linguistic skills, being able to give statements in all of Rwanda's official languages, Kinyarwanda, French and English

**Grammar and language structures**

**The use of *“Used to…..”***  
We use *‘****used to****’* to talk about things that happened in the past – actions or states – that no longer happen now.

* *She* ***used to be*** *a long distance runner when she was younger.*
* *I* ***used to eat*** *meat but I became a vegetarian 5 years ago.*

The negative is *‘****didn’t use to****’* and questions are formed with *‘****Did you use to …****?*’  
There is no present tense equivalent of ‘**used to**’. To talk about present habits we use the present simple and an adverb of frequency (*usually, always, often, never, etc*.)  
e.g. *I often eat at the Japanese restaurant in the city centre.*

 People often get confused about the use of *“****used to + infinitive”*** and *“****be/get used to + ‘ing’ form”*** because they look similar. They are, however, completely different.

* If you **are used to** something, you are accustomed to it – you don’t find it unusual.
* If you **get used to** something or you **are getting used to** something you are becoming accustomed to it – it was strange, now it’s not so strange.
* *I found Indian food very strange at first but* ***I’m used to it now.***
* ***I’m getting used to driving*** *on the left.*

Both *‘****be used to****’* and *‘****get used to****’* are followed by a noun (or pronoun) or the gerund – the ***‘ing’*** form of a verb.

* *I can’t get used to getting up so early. I’m tired all the time.*
* *He’s not used to the weather here yet. He’s finding it very cold.*

*‘****Be/get used to****’* can be used with past, present and future tenses.

* *You might find it strange at first but* ***you’ll soon get used*** *to it.*
* *He* ***wasn’t used to the heat*** *and he caught sunstroke.*

**Exercise**

i. Fill in the gaps with one of the following: ***didn’t get use, are you getting used to, used to, ‘ve got used to, was used to.***

1. I …………….. work in a bank but I left and got a job as a gardener.

2. Since we had the baby I …………………………….. not getting enough sleep.

3. How's the new job? …………………………………. it yet?

4. You …………………………. smoke! When did you start?

5. The noise was deafening but the driver ………………………………. it.

ii.

**INTONATION, ACCENT AND WORD STESS**

**INTONATION**

***Intonation*** is the pattern or melody of pitch changes in connected speech, especially the pitch pattern of a sentence, which distinguishes kinds of sentences or speakers of different language cultures.

It is the sound pattern of phrases and sentences produced by pitch variation in the voice

The three main patterns of intonation are: ***falling intonation, rising intonation and fall-rise intonation***.

**Falling Intonation:** The falling intonation describes how the voice falls on the final stressed syllable of a phrase or a group of words. A falling intonation is common in **Wh-questions.**

**Rising intonation:** Rising intonation describes how the voice rises at the end of a sentence. Rising intonation is common in **Yes/No Questions**

**Fall-rise intonation:** Fall-rise intonation describes how the voice falls and then rises. We use fall-rise intonation at the end of statements when we want to say that we are not sure, or when we may have more to add.

**ACCENT**

Accent is the way in which people in a particular area, country, or social group pronounce words:

**Examples**:

He’s got a strong Nigerian accent.

She’s French but she speaks with impeccable American accent.

**WORD STRESS**

In English, we do not say each syllable with the same force or strength. In one word, we accentuate ONE syllable. We say **one** syllable very **loudly** (big, strong, important) and **all the other syllables** very **quietly**.

Let's take 3 words: **photograph**, **photographer** and **photographic**. Do they sound the same when spoken? No. Because we accentuate (stress) ONE syllable in each word. And it is not always the same syllable. So the **"shape"** of each word is different.

This happens in ALL words with 2 or more syllables: **TEA**cher, Ja**PAN**, **CHIN**a, a**BOVE**, conver**SA**tion, **IN**teresting, im**POR**tant, **IM**potent, de**MAND**, etc.

The syllables that are not stressed are **weak** or **small** or **quiet**.

 **The stress is always on a vowel.**

# **FIVE WORD STRESS RULES TO IMPROVE YOUR PRONUNCIATION**

To communicate clearly when you are speaking in English, it’s important to stress the correct syllables in each word. This is called word stress, which means pronouncing one syllable of a multisyllabic word with greater emphasis (stress) than the other syllables in the word.

**Five general rules to keep in mind about word stress as you practice pronunciation:**

1. **One word, one stress.** (One word cannot have two stresses. So if you hear two stresses, you have heard two words, not one word.). All one syllable words have the stress on the one syllable. The intonation should go down.

* Go, Talk, Sing, Well,

1. **Stress the first syllable of:**
   * Most two-syllable nouns (examples: CLImate, KNOWledge)
   * Most two-syllable adjectives (examples: FLIPpant, SPAcious)
2. **Stress the last syllable of:**
   * Most two-syllable verbs (examples: require, deCIDE)
3. **Stress the second-to-last syllable of:**
   * Words that end in -*ic* (examples: ecSTATic, geoGRAPHic)
   * Words ending in *-sion* and -*tion* (examples: exTENsion, retriBUtion)
4. **Stress the third-from-last syllable of:**
   * Words that end in *-cy, -ty, -phy* and *-gy* (examples: deMOCracy, unCERtainty, ge**OG**raphy, radi**OL**ogy).
   * Words that end in -*al* (examples: exCEPtional, CRItical)

**Exercise**

1. ***Place a stress at the right syllable in the following words***

Mimic, read, pornography, bilingual, democracy, technique, dependability, photography, geology, Critical, geological, employee, produce (noun), volunteer, refugee, pedestrian, memorial, trainer, unique, trainee, referee, engineer, antique, artificial, conclusion, produce (verb), unconstitutionally, anthropology, geographic.