



HOPE HAVEN
SCHOOL

SECONDARY 2 ENGLISH

TERM TWO WORKBOOK

Student Name:

Academic Year: _____

UNIT 4: EDUCATION

Lesson 1: Describing educational aspirations.

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

Lesson 2: Adjective clauses with when

1. Complete the sentences with when-clauses.

- a) I always remember the day _____.
- b) This is the day _____.
- c) Tuesday is the day _____.

d) The year 2020 is the year _____.

e) That was the day _____.

2. Complete the when-clauses.

a) He is looking forward to the day _____ finishes school.

b) That will be the day _____ go for an interview.

c) This is the year _____ decide on my future.

d) That will be the year _____ finishes her studies.

e) That was the year _____ went to college.

3. Complete the sentences, inserting a when-clause, or the main clause.

a) _____ when Isaro passes her final school examination.

b) That will be the year _____.

c) This is the day _____.

d) _____ when I decide on my future.

e) July will be the month _____.

Lesson 3: Vocabulary

Work in pairs. Look at the pronunciation of each word. Fill in the blanks.

Word	Pronunciation	Meaning

University	/ju:nə'vɜ:səti/	
Institution		a large establishment or organisation that has a particular kind of work or purpose
Qualification	/kwɒləfə'keɪʃən/	
College		a school for advanced education
Study	/'stʌdi/	
Examination		formal spoken or written test of knowledge

2. Use the above words in sentences to illustrate their meaning.

3. Complete the sentences with words from the above vocabulary table.

a) Although he has good _____ he does not have any experience.

b) Mutesi is going to a nursing _____ to obtain a nursing qualification.

c) To get anywhere in life you have to _____ hard and pass exams.

d) At the end of the year we have to pass an _____ to move up to the next level of education.

e) If you want to be a doctor or a lawyer you have to go to _____.

4. Find 10 words related to further study, hidden in this word block. The words are hidden horizontally, vertically and diagonally. Copy the words below.

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

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

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Lesson 4: Describing the education system in Rwanda

Activity 1: Read the text on page 57 and then do the following:

a) Draw a diagram to describe the education system in Rwanda.

b) Write five sentences about the education system in Rwanda.

Lesson 5: Describing education of family members

1. Listen to the text in which someone talks about the education of their family members, focusing on the past simple tense

2. Now answer the questions on your own (individually) in writing.

a) Why does Mugabo think that access to education has improved?

b) Why do you think girls were seldom sent to school when Mugabo's

grandfather was young?

c) What did Grandfather learn at school?

d) Do you think Grandfather studied mathematics?

e) Why is Mugabo's family proud of their grandmother?

f) What does it mean to be 'illiterate'?

g) What are the disadvantages of being illiterate?

h) Did Mugabo's parents, uncles and aunts have more education than their parents? Explain your answer.

i) Do you think Mugabo's cousin, Keza, will be able to fulfil her dream of becoming a doctor? Explain your answer.

j) What does Mugabo want to do?

Lesson 6: Past Simple tense

1. Read the paragraph on page 59, paying particular attention to the past tense verbs.
2. Complete the text by filling in the correct form of the verb in bold.

Mutesi **find** _____ a different history of education in her family. Her grandfather **be** _____ one of the few children of his time who **go** _____ to secondary school. He **spend** _____ three years at secondary school and then he **go** _____ home to help with the farming. He **be** _____ very interested in learning new things. He **go** _____ on short courses to increase his farming skills. He soon **become** _____ the most capable

farmer in the region. Although he **be** _____ still young, other farmers **come** _____ to ask his advice.

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

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

4. Complete the text by filling in the correct form of the verb in bold

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

Lesson 7: Composition writing on the education of family members

Write out the 3 paragraphs about the education of your family members.

Lesson 8: Sounds and spellings

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

/e/ pronounced as	In
/e/	debt, set, beg, bench, cheque,
/i:/	cheap, lean, bean, peas, feast,
/ɜ:/	(before r) perception, percent,
/ɪə/	here, mere, near, weary

/eə/	There, pair, care, tear (verb)
ee is pronounced	In
/i:/	cheese, week, weed, tee (shirt), teeth

Lesson 9: Talking about academic careers

Listen to the teacher, who is pretending to be a visiting academic and then answer the questions that follow:

a) Was there a library at the primary school the visitor attended?

b) What, according to the visitor, can you do to improve your English?

c) What other advantage did her reading have?

d) What is a bursary?

e) Which students are lucky enough to get bursaries?

f) How was the visitor able to study at a university in the UK?

g) What is a scholarship?

h) Why did the visitor return to Rwanda?

i) What hope did the visitor express?

j) Would you like to become an academic? Why?

Lesson 10: Leadership

1. What do you understand by 'a leader'?

2. Do you think leaders require certain qualities?

3. Are all leaders good?

4. What are religious leaders responsible for?

5. What are political leaders responsible for?

Lesson 11: Would like to, have to, and in order to

1. Use would, have to, has to, had to or in order to + infinitive to complete the sentences.

a) Akaliza said she _____ to university, but she did not know if her marks were good enough.

b) Mutanguha said he _____ much harder because he was not performing well.

c) I _____ this examination if I want to continue to S3.

d) _____ his English marks, Mutanguha enrolled for extra classes.

e) Ingabire _____ harder if she wants to improve her marks.

Lesson 12: Writing practice

Writing Practice 1: Insert has to/have to/had to/would like to/in order to in each of the following sentences.

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

Writing Practice 2: Write ten sentences of your own. Use has to/have to/had to/would like to/in order to in each of the sentences.

Lesson 12: Homework

Think carefully about what you would like to achieve in your life. Write five sentences about:

1. What type of job would you like to do one day?

2. Why? Is it the best-paid job you can think of, or do you really have a passion for it? Or are you choosing it because you think it is all you will be able to do?

3. Do you intend to leave school after S3, or do you want to continue up to S6? Why?

4. Do you need to go to university or another higher education institution to qualify for the job you want to do?

5. How long will it take you to qualify?

Lesson 13: Reading: Describing jobs and qualifications

Read the passage on page 65 and then answer the following questions.

a) How long does it take to become a medical doctor?

b) Can doctors specialise in heart surgery in Rwanda?

c) Can post-graduate students in Rwanda afford to study overseas?

d) Where do you need to study if you want to become a nurse?

e) Where do you have to go to become a secondary school teacher?

f) Name four courses that you could study at a Centre for Technical and Vocational Education and Training.

g) How can young farmers improve their farming skills?

h) Have any of the fields of study mentioned above captured your interest as a possibility for future studies? Explain your answer.

Lesson 14: Conditionals

1. Complete the sentences correctly.

- a) If you had done your homework _____.
- b) If he had read English for half an hour every day _____.
- c) If you had looked after your textbooks _____.
- d) If your English was better _____.
- e) If you went to bed earlier _____.

2. Provide the correct conditional in the sentences.

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

3. Complete the sentences.

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

UNIT 5: Rwanda and East Africa

Lesson 1: Talking about the position of Rwanda

Look at the map on page 72. Pay attention to the compass points when you say where other countries are in relation to Rwanda.

1. In relation to Rwanda, where is:

a) Uganda situated?

b) the Democratic Republic of the Congo?

c) the Republic of Tanzania?

d) the Republic of Burundi?

e) the Republic of Kenya?

2. a) With which countries does Rwanda share a common border?

b) Do you think Rwanda's position in East Africa provides it with any benefits?

c) Are the citizens of Rwanda in any way different from other East Africans?

d) What is the East African Community all about?

Lesson 2: Comparatives and Superlatives (Comparing Rwanda with its neighbours)

1. Give the comparative forms of the adjectives in brackets.

a) The population in Rwanda is (friendly)_____ than in

many other countries.

b) Burundi is a little (big) _____ than Rwanda.

c) People are (aware) _____ of values than in other countries.

d) Rwanda is the (small) _____ country in the sub-region.

e) Rwanda has a (high) _____ economic growth rate than other countries in the sub-region.

2. Give the superlative forms of the adjectives in brackets.

a) Rwanda is perhaps the (friendly) _____ country in the world.

b) Burundi is Rwanda's (small) _____ neighbouring country.

c) Rwandan people are the (aware) _____ of the values of all their neighbours.

d) Rwanda is not the (big) _____ of the East-African countries.

e) Rwanda has the (high) _____ growth rate of all.

3. Give the correct comparative/superlative form of the adjective in brackets.

a) Rwandans are (careful) _____ than most to maintain peace.

b) Are some countries (small) than others?

c) Are some of the mountains (high) than others?

d) Tanzania is the (big) country in our region.

e) Kigali is the (large) city in Rwanda.

f) Our village is the (small) in the region.

Lesson 3: Writing practice.

Give the correct comparative/superlative form of the adjective in brackets.

a) Rwanda is economically (viable) than many other countries.

b) Rwanda's population is the (dense) of all the East African countries.

c) Rwanda has (little) mineral wealth than the DRC.

d) Rwanda grows (much) tea than many other countries.

e) Rwanda's tea is the (high) quality of all tea produced in East Africa.

f) Rwanda's government is (stable) than many others in Africa.

Lesson 4: Vocabulary

1. Look up the meaning of the words and phrases used in the table below.

Words and phrases	Meaning
numerous	
rolling hills	

density	
satisfactorily	
enviable vision	
intergovernmental organisation	
insurance	
shift	
professionals	
IT specialists	
consultants	
increased significantly	

2. Use the correct words from the table to complete the sentences.

- a. Rwanda's economy is performing _____.
- b. Teachers, lawyers and doctors are called _____ because they are well trained for their jobs.
- c. _____ opportunities are available for people who study hard.
- d. IT is the future and therefore IT _____ are in high demand.
- e. It is difficult to _____ the medium of instruction from one language to another.
- f. The _____ of Rwanda with their gentle slopes are very beautiful.

- g. When governments of different countries work together it is called an _____.
- h. There are _____ opportunities for skilled people in Rwanda.
- i. The _____ to English in the schools is not easy.
- j. It is important to take out _____ for your car, in case you have an accident.
- k. Life _____ provides for the breadwinner's dependants if the breadwinner should die.
- l. The population of Rwanda has _____.
- m. It has been said that the government has shown _____ in taking the country forward.
- n. They have appointed _____ to advise them on the best procedures.
- o. Rwanda's population _____ is the highest in the region.

Lesson 5: Reading: Rwanda and her neighbours

Read the text on pages 76-77 comparing Rwanda and its neighbours in the East African community and then answer the questions that follow.

- a) How has Rwanda managed to satisfy the food needs of its high population despite its small size?

b) Do you think Rwanda was wise to join the East African Community?
Explain your answer.

c) Explain in what ways **foreign** investment is likely to affect/improve the lives of Rwandans.

d) Is Rwandans' attitude towards foreigners good for the country? Explain your answer.

e) What people do you consider to be professionals?

f) Apart from the professionals mentioned in the text, name other examples of professionals in Rwanda.

g) List the three main natural resources in Rwanda. Explain how each contributes to the development of the country.

Lesson 6: Connectors of Contrast and similarities.

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

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

on the one hand/on the other hand

- a) Rwanda is the smallest country in the East African Community, _____ its economic growth is the highest.
- b) Tanzania is the largest country with the most people, _____ its population density is the lowest.
- c) Kenya has a high population, _____ it has fewer people than Tanzania. d) Burundi has a smaller population than Rwanda, _____ it is a little bigger.
- d) _____ Rwanda being so densely populated, its level of literacy is relatively high.
- e) _____ Rwanda has the densest population, it has the highest economic growth rate.
- f) _____ Kenya has the highest literacy level, it doesn't have the highest economic growth rate.
- g) _____ Burundi is bigger than Rwanda, its population is smaller.
- h) _____ Rwanda and Burundi are the smallest countries, they have the densest population.
- i) _____ Burundi also has two official languages, neither of them are English.

2. Complete each sentence so that the connector of similarity or contrast is proved to be correct.

- a) In spite of Rwanda's density of population, _____.
- b) Tanzania has the largest population, nevertheless _____.
- c) Burundi, likewise, _____.
- d) Rwanda has three official languages, whereas _____.
- e) Whereas Burundi is part of the East-African community, _____.

3. Make use of the data (information) in Table 1 on page 78. Write three paragraphs about Rwanda and its neighbours.

Lesson 7: Rwanda and international organisations.

1. Read the text on page 81-82 of the students' book about Rwanda and international organisations. Use it to answer the questions that follow.

a) List four examples of regional organisations of which Rwanda is a member.

b) What is the main duty of the UN?

c) In what way does Rwanda make an important contribution to the UN's peace-keeping activities?

d) Do you think Rwanda has been wise to cooperate with UN agencies? Mention two points, negative or positive, to support your opinion.

e) What has Rwanda done in its role as a member of the UNHCR?

f) Which international organisation helps Rwanda to control contagious diseases?

g) Which UN agency has helped Rwanda with the development of education?

h) What benefit has Rwanda enjoyed as a result of being a member of the IMF?

Lesson 8: Transportation inside and outside Rwanda

Read the text on page 83 and then answer the questions that follow.

a) What does it mean to be 'landlocked'?

b) How many cities in East Africa are served by RwandAir and Kenya Airways? Name the cities.

c) Which sector of the population makes most use of air transport?

d) What makes road transport in Rwanda efficient?

e) Do buses and commuter taxis transport people within Rwanda only? Explain your answer.

f) What form of transport do the ordinary people of Rwanda make most use of? Explain your answer.

g) In what way does road transport facilitate exports and imports?

h) What transport project has the East African Community undertaken?

i) In what way will this project improve transportation within the East African countries?

j) What is your opinion of transport in Rwanda?

Lesson 9: Describing local trade in Rwanda

1. Read an extract on page 83 in groups and then answer the questions that follow in your groups.

a) What are the different types of local trade in Rwanda?

b) Agriculture is the mainstay/backbone of Rwanda's economy. Mention at least four food crops and four cash crops in Rwanda.

c) Give examples of at least three types of commercial farming in Rwanda.

d) Why do you think traders at the market sell used clothes and used shoes, when new ones are available in shops?

2. Write 10 lines to describe how your family or neighbours engage in local trade in your area. Include your opinion of this type of informal trade.

Lesson 10: Describing international trade

Listen carefully to the text the teacher will read to you and then discuss the questions that follow.

a) List Rwanda's international trade partners.

b) Minerals are important sources of revenue for Rwanda. Give two examples of minerals mined in Rwanda.

c) Why does Rwanda export unprocessed coffee?

d) Rwanda's imports far exceed its exports. Why is this so?

e) Is there anything Rwanda can do to increase its exports?

f) What are the main commodities imported from: COMESA, the East African Community and Asia?

UNIT 6: The environment

Lesson 1: Talking about natural resources.

Study the picture on page 89 and discuss the following questions.

a) What are resources?

b) What resources can we see in the picture?

c) How can we use these resources?

d) Why do we need to protect these resources?

Lesson 2: Vocabulary

1. Study the table below and look up the pronunciation and meaning of words that have been left out.

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

firewood	/'faɪəwud/	
erosion		the process of being gradually destroyed by rain or wind

2. Use these words in sentences of your own to show that you understand the meaning.

Homework

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

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

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Lesson 3: The exploitation of natural resources in Rwanda.

Read the text on page 93-94 and answer the questions that follow.

a) What do you think a pie-in-the-sky ideology is?

b) Why is conservation not a 'pie-in-the-sky ideology'?

c) Explain the meaning of exploitation.

d) What is the importance of forests? Mention two facts.

e) Why do you think it is important to prevent the pollution of our water?

f) How can the pollution of water by sewage be prevented in the rural areas?

g) How can the pollution of water by sewage be prevented in the cities?

h) How do fertilisers end up in the rivers?

i) What does the author mean by trees being the 'lungs' of the earth?

j) Why do people cut down trees?

k) How can deforestation be prevented?

l) In your opinion, are ordinary people, like you, your family and friends, concerned about pollution? Explain your answer.

Lesson 4: The past simple tense

1. Fill in the correct past simple tense form of the verb in brackets.

a) The first mining activities (pollute)_____ the river.

b) They (cut)_____ down too many trees in the past, now erosion is occurring.

- c) They (set) _____ fire to the bush and it (burn) _____ out completely.
- d) People (use) _____ nets to catch fish and they (deplete) _____ the number of fish in the lake.
- e) They (be) _____ careless with the use of fertilisers and the run off (pollute) _____ the river.
- f) The farmer needed more land to plough, so he (clear) _____ the trees from the land.
- g) When his son grew up he also needed land, so he (cut) _____ down more trees.
- h) The rains (be) _____ heavy that year.
- i) The water (wash) _____ away the soil.
- j) Soon there (be) _____ deep gullies in the land where the soil (be) _____ washed away.

2. Choose a resource that interests you. It could be land, water, forests, lakes, rivers, animals or minerals. Read up or find out as much as you can about it and then write a composition about it.

Lesson 5: The first conditional

1. Complete the sentences appropriately.

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

2. Complete the sentences using the correct form of the verb in brackets.

- a) If we take care of our rivers, they (not pollute)_____.
- b) If farmers do contour ploughing, they (not cause) _____ erosion.
- c) If we (not litter),_____ our streets (not pollute) _____.
- d) If the farmers practise (not overgraze),_____ they (prevent erosion)_____.
- e) If we (not pollute)_____ rivers, we (not get) _____ waterborne diseases.

3. Complete the following sentences appropriately.

- a) If _____, forests will be saved.
- b) If _____, overgrazing will lead to erosion.
- c) If _____, air pollution will increase.
- d) If fertiliser is not used properly, _____.

Homework

Keep paper or a notebook and pencil with you as you walk home after school today. Take particular note of your environment. Is everything clean and tidy? Is there litter lying around? Are there bins for litter? Is there water in the streets? Make a note of what you see. When you get home, write a paragraph of ten lines on the condition of the environment you live in. Should people be congratulated on keeping their surroundings clean? Do they have to think about a serious clean-up? You will discuss your paragraph in the next lesson.

Vocabulary

Use your dictionary to find out the meanings of the following words.

Word	Pronunciation	Meaning
medicine	/'medsən/	

forestation/	/fɒrɪs'teɪʃən/	
deforestation	/di:fɒrɪs'teɪʃən/	
Pollution	/pə'lu:ʃən/	
Litter	/'lɪtə/	
stagnant (water)	/'stægnənt/	
Reduce	/rɪ'dju:s/	
Waste	/weɪst/	
Save	/seɪv/	
sustainable	/sə'steɪnəbəl/	

Use the words on the table above and construct sentences to show that you understand their meanings.

Lesson 6: Gerund

1. Fill in the correct form of the verb in brackets.

- a) We do not approve of (litter)_____.
- b) They need to talk about the negative effects of (pollute) _____ our water.
- c) They told us that the water is used for (irrigate)_____ their lands.
- d) The company denies (cause)_____ air pollution.
- e) The inhabitants approve of (take)_____ steps against those who pollute their drinking water.
- f) Stop (litter)_____!
- g) The farmers must avoid the practice of (overgraze)_____ their fields as it leads to erosion.
- h) They approve of (plant)_____ new trees to replace those that are cut down.
- i) The fishermen must avoid (deplete)_____ the fish resources by overfishing.

j) The teachers teach us to enjoy (look)_____ after our environment.

2. Complete the sentences using a gerund.

a) We must avoid (pollute)_____ our water sources.

b) The fishermen like (fish)_____ but must guard against overfishing.

c) The government should control the number of vehicles in the city to avoid (cause)_____ air pollution.

d) They feel like (swim)_____ but the water is polluted.

e) They are talking about (collect)_____ litter in bigger bins.

Lesson 7: Talking about protecting resources.

Listen to a text about pollution and the exploitation and protection of resources and then answer the questions the questions below.

a) Why is it important to protect our resources?

b) Why do people cut down trees?

c) What happens to the soil when too many trees are cut down?

d) What happens to the soil when too much fertiliser is used?

e) How do lakes become polluted?

f) What happens to fish when water is polluted?

g) What is the result of overfishing?

h) What happens to people when they eat too little protein?

Lesson 8: Determiners of quantity

1. Fill in an appropriate determiner of quantity in each blank space.

- a) There are _____ forests left in the area because so many trees have been cut down.
- b) The fishermen caught _____ fish, so the resource is being reduced.
- c) _____ soil is eroded every year.
- d) _____ people suffer ill health because they eat too little protein.
- e) There are _____ cars in the cities nowadays.
- f) _____ needs to be done to prevent pollution.
- g) They cut down _____ trees because they need wood to cook their meals.
- h) There are _____ trees left because too many have been cut down.
- i) We have to boil most of our water because _____ of our rivers are polluted.
- j) Some factories cause _____ air pollution because they do not use proper filters in their chimneys.

2. Complete the sentences, making use of determiners of quantity.

- a) The forests are becoming smaller, because _____.

- b) Because the rivers are being polluted, _____.
- c) Air pollution is caused when _____.
- d) People catch _____, so the fish population is being reduced.
- e) Because the quality of the soil is reduced, _____.

Lesson 9: Modal verbs

1. Fill in an appropriate modal verb and the correct form of the verb in brackets to complete the sentences.

- a) People (not litter) _____ as it causes pollution.
- b) We (take care of) _____ our environment because our survival depends on it.
- c) People (pollute) _____ the area before they understood the importance of preventing pollution.
- d) We (boil) _____ water before we drink it as our rivers are already polluted.
- e) We (build) _____ toilets far from our water sources.

2. Provide an appropriate modal verb for each of the blank spaces.

- a) Farmers _____ not keep so many cattle that they overgraze their land.
- b) We _____ take care of our rivers otherwise we will not have clean water to drink.
- c) Mining companies _____ pollute the areas where they work if they are not careful.
- d) They _____ use the correct farming methods to prevent erosion.

e) Every person _____ be aware that littering causes pollution.

3. Write your own sentences. Use the modal verb provided to show that you understand how to use them.

a) should

b) need to

c) have to

d) might

e) must

Lesson 10: Causes of pollution

1. Read the text on page 101 about causes of pollution and then answer the questions that follow.

a) What, according to the text, is the main cause of pollution?

b) Name three implications of increased population.

c) What happens when a city's sewerage system becomes overloaded (it can no longer cope with the increased load)?

d) What will happen if litter is left on the street?

e) What can happen if stagnant water collects in the streets?

f) What does 'waterborne diseases' mean?

g) What is a common cause of deforestation?

h) Why does deforestation lead to erosion of the soil?

i) What else, besides deforestation, can cause erosion?

j) What is meant by 'the rivers silt up'?

k) Why do people like to build their houses close to water?

l) How does the practice of living close to water cause pollution?

2. Write about the dangers to the environment and measures to protect it. Use a mind-map or columns to organise your thoughts before you start writing.

UNIT 7: Community services

Lesson 1: Describing transport facilities

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

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

3. Match the picture of each road problem with the appropriate sentence on page 107. Indicate the collaborating picture number and the sentence.

Lesson 2: Vocabulary

1. Look up the pronunciation and meaning of words where they have been left out.

Word	Pronunciation	Meaning
bus	/bʌs/	
road		large passage for vehicles
ship	/ʃɪp/	

boat		a vehicle that travels across water
taxi	/'tæksi/	
service		the help that someone, who works in a shop or hotel, gives you
price	/praɪs/	
management		the act or skill of organising the activities of a hotel or company/the group of people who manage an establishment
pedestrians	/pə'destriən/	

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

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

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

1. _____

9. _____

2. _____

10. _____

3. _____

11. _____

4. _____

12. _____

5. _____

13. _____

6. _____

14. _____

7. _____

15. _____

8. _____

16. _____

Lesson 3: Revision of conditionals, modal verbs and adverbs of frequency

1. Use the correct conditional structure to complete the sentences.

a) If people obey the rules of the road, _____.

b) If pedestrians walk facing the oncoming traffic, _____.

c) If potholes are repaired properly, _____.

d) If the hard shoulders of the road are properly maintained,
_____.

e) If drivers do not drink and drive, _____.

2. Complete the conditional sentences.

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

3. Complete the sentences with an appropriate modal verb.

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

Lesson 4: Transport problems

Read a text on page 111-112 and then answer the questions.

- a) Do you agree that Enocle's school is very busy? Explain your answer.

- b) How do learners travel to other schools for tournaments and competitions?

- c) Why do you think most learners walk to school?

d) What does the school do to encourage learners to use the roads safely?

e) Apart from walking, mention four ways in which learners travel to school.

f) What services are provided near the school? Name four.

g) How does the school benefit the learners with after-school (extracurricular) activities?

h) What does a cashier in a shop do?

i) Where else does one find cashiers?

j) What does one need a post office for?

k) Read the text again. Identify all the examples of the conditional tense that you find, and write them down.

Lesson 5: Comparing forms of transport

	Adjective	Comparative	Superlative
1	Slow		
2	Fast		
3	Strong		
4	Safe		
5	Comfortable		
6	Dangerous		
7	Sharp		
8	small		
9	Good		

10	Tall		
----	------	--	--

2. Complete the sentence using the correct comparative or superlative form in brackets.

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

3. Fill in an appropriate comparative or superlative in each sentence.

- a) Air transport is the (fast) _____ of all, but it is also the _____ (expensive).
- b) Road transport is (popular) _____ than water transport in Rwanda.
- c) Taxis are (small) _____ than buses, but are also popular.
- d) Motorcycles are the (small) _____ taxis that there are in Rwanda.
- e) Air transport is usually used only by businessmen and by the (rich) _____ citizens of Rwanda.
- f) Rail transport is being planned and will be (fast) _____ and (safe) _____ than road transport.

- g) Buses are (regular) _____ in the cities than in the rural areas.
- h) Small passenger vehicles are becoming (popular) _____ in Rwanda, but motorcycles are still the (popular) _____.

4. Listen to the text the teacher will read to you. The teacher may read it to you a second time if you need it. Pay particular attention to the comparatives and superlatives that you hear.

a) Why can people travel fairly comfortably in Rwanda?

b) What is the oldest form of transport that can still be seen on the roads?

c) Why can this form of transport be a problem in the cities?

d) Why do you think motorcycles are so popular? Give two reasons.

e) Of what type of vehicle has there been a sharp increase?

f) Does this mean that people no longer use public transport?

g) How do most people travel to work?

h) Is there a lot of water transport in Rwanda?

i) Which is the fastest type of transport?

j) Which is safer, road transport or air transport?

Lesson 6: Conducting a transport survey

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

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

Lesson 7: Service provision in Rwanda

Read the short text on page 118 about service provision in Rwanda and then answer the questions that follow.

a) Who is the largest service provider in Rwanda?

b) What does 'foreign funding' mean?

c) What is hydropower?

d) Why, in your opinion, does Rwanda make use of mainly hydropower to generate electricity?

e) What is a 'solar farm'?

f) What is 'solid waste'?

g) How do you think your family can reduce the amount of solid waste you throw away?

h) What plans do the government have to reduce waste?

Lesson 8: Speaking and listening (services)

a. What services are provided in your area?

b. What is the quality of the service? How good or bad is it?

c. Is the service regular? Can you rely on it?

d. Are the service providers friendly and helpful?

e. How do members of the community treat the service providers? Do they treat them with respect and friendliness?

f. Are these services useful to the community?

g. Are there services that are not available or that should be improved?

Lesson 8: Composition writing

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