

**English Textbook for P5  
from Imena Publishers  
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**An analysis of errors by  
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## English P.5 – Imena Publishers

I was asked by a head teacher of a government primary school in Gasabo District to look through this textbook, both Learner's Book and Teacher's Book to see if there are any errors.

What follows is my report on the errors in the Learner's Book

### Preface

In the Preface there is the sentence, *'The book presents English as a crucial language for learners to achieve learning in other subjects **as it is a medium of instruction from this level.***' The bold type is mine. English as a medium of instruction starts in P4, and so the bold part of that sentence is incorrect.

At the very end of the Preface page, in the last box of the table, there is reference to '*... other on line resources*'. The word 'online' is one word, and not two words as printed on that page.

### Unit 1

#### Topic 1:

On pages 2 we encounter '*mom*'. This should have a capital letter, but in any event it is American. It should be clear whether the book is teaching American-English, or English-English; there is a difference. From the curriculum and other materials, it seems clear that English-English is intended. Then on page 3 we have '*mum*'. Later on page 3 we have '*mother*'. There should be consistency.

At the top of page 3 is the sentence, '*She **checked** in her pocket to reach for the money....*' You cannot 'check to reach'. She could 'reach in her pocket to check if the money was there'.

At the end of that first paragraph on page 3 is the sentence, '*Tears began **collecting** in her eyes*'. In English there are co-locations of words; that means there are words which always appear together. A good example is 'heavy smoker'. Whilst it is not grammatically incorrect to say 'big smoker', nobody would say or use that, as 'heavy smoker' is always used, and is a 'collocation'. With 'tears' we always use 'well'; so 'tears well in the eyes/her eyes were welling with tears'. Whilst the author's use of '*collecting*' is not grammatically incorrect, it does show that the author is not a native English speaker.

The second paragraph on page 3, starts with an incomplete sentence, '*She decided to walk back home and check along the way to see if maybe.*'

Later in that second paragraph we encounter '*check*' again, as in '*Have your checked everywhere for it?*'. This is American-English, and the English-English word is 'to **look**' or 'to **search**'.

On page 4 there is question number 5, '*What did Liz do to solve the problem?*' This is very puzzling as Liz did not solve the problem!

#### Topic 2:

On page 6 near the bottom is 'Could we have a cup of tea, please. They asked'. This sentence needs to be properly punctuated with speech quotations.

#### Topic 4:

There is a sentence at the bottom of page 9, 'The worst experience was when I fell down and **pricked** my eye.' The bold type is mine, to show that 'prick' is not the correct verb to use. The meaning of 'prick' is to make a small hole in something with a sharp point.

#### Topic 5:

On page 13 is the first of many, many examples in the book of the use of 'like' when it should be 'such as': '.. and ask each other questions like the following'.

On page 13 at the bottom in number 2 there is, 'Barnett played a football match .....'. In correct English you play 'in' a football match.

#### Topic 6:

On page 14 in number 3, 'I'm going for a match against.....' is not correct English. It should be, 'I'm going **to play in** a match....'

In the questions at the bottom of page 14 use '**for** a trip' and '**at** a trip', these are incorrect in the context. It should be '**on** a trip'.

On page 14 is the instruction, 'Answer the following questions about **to** the story.' This is a mistake, and the word 'to' needs to be omitted.

#### Topic 7:

In the first activity there are pictures with captions, and those captions seem to use the 'going to + verb' tense to express the future. However, in pictures '(b)' and '(c)' the action is already in motion in the picture, and so the caption is incorrect. Indeed, the first picture '(a)' uses the present continuous tense of 'going' followed by a noun. The two tenses are confused. This might be intentional. However, in the questions at the top of page 17 it seems that the author is confused: picture '(d)' is captioned 'I am going to visit my grandparents', and yet on page 17 question 3 is, 'Where is the boy with a suitcase going?' The book does not say where he is going. The question should be 'What is the boy with the suitcase going to do?', and the answer is 'He is going to visit his grandparents'.

#### Topic 8:

Page 18 starts with a 'poem'. However, what is written there is not a poem. It also lacks punctuation.

The text contains an error, which is repeated later in the book as well. It states '**In 20 years I will be 31 years old**'. It should be either, 'In 20 years from now' or 'In 20 years' time'.

In the penultimate line of the 'poem' it states, 'I still **want**' sweet potatoes'. This is a typing error, and it affects question 5 below it, which asks, 'What doesn't she want to eat?'

At the bottom of page 18 is another typing error in, 'Then play game of fortune.....'. It must be '..... **a** game...'

On page 19 there is an activity (Activity 1.8.6) which is to link tools to their professions. However, in the list of 'tools' is '*pharmacist*'. This is a mistake, and indeed the Teacher's Book on page 12, does not have 'pharmacist' but has 'dispensary'.

On page 20 there are various mistakes:

In Activity 1.8.8, '*Form groups of four and tell your group about hopes for the future.*' It should be '*.... about **your** hopes.....*'.

Examples are given, and one of them is, '*I want to see people happy*'. This is either American-English or just bad English. To be correct it could be 'I want to see people being happy' or 'I want to see happy people' or 'I want people to be happy'.

In Activity 1.8.9 there is a typing error, '*When I was born i weighed ....*' That second 'I' should be capital.

On page 21 there is an exercise to '*Find ten professions from the words given below.*' The author has mixed jobs with professions.

On page 22 there are typing errors again:

In the first paragraph, '*....but my dad kept **or** driving so slowly!*' The 'or' should be 'on', as in 'kept on'.

In the second paragraph, '*The veterna gave grand father pills to give the goat.*' For 'veterna' it should be 'veterinary officer', and 'grand father' should be one word.

On page 23 in Unit Test 1.5, the answer is supposed to be '*Shamim is going to become an engineer*', but to help the pupils reach that answer the clue is, '*He has a great interest in machines*'. That clue seems to be unhelpful in reaching the correct answer.

In the same Test, number 4 is, '*Sonia wants to be a singer. She is going to learn.....*' The answer should be 'singing', but the Teacher's Book on page 14 gives the answer as '*singer*' which does not fit.

## Unit 2

In the introduction to the Unit on page 24 there are the sentences, '*We will be able to use a monolingual or bilingual dictionary as we evaluate short texts. This unit will help us understand dictionary use and planning and evaluating writing in Kinyarwanda and French.*' I cannot see any 'evaluation' in the following pages of the unit.

### Topic 1:

On page 26 in 4 (b) there is '*Go play.*' That is American-English.

On page 28 there is confusion in the passage about '*Instructions on how to ride a bicycle*'. There is the sentence, '*Her father tells her that she must know the rules for riding a bicycle before **he** begins to ride one.*' Again, the bold type is mine. That 'he' should be 'she'.

In number 1 there is reference to, '*open laces*'. That is probably American-English. In English-English it would be 'undone shoe laces' or 'undone laces'.

In number 3, there is, 'Pay attention **on** the road and look out .....

This is incorrect, and must be, 'Pay attention **to** the road....' or better is 'Pay attention **when you are** on the road.....'

At the very bottom of page 28 is a riddle, 'Can you think of the smallest instruction?'. In the Teacher's Book on page 20 the answer is given as 'C'. I can only think that the author is trying to say that 'See' is an instruction. This is difficult. It can certainly be an imperative as in 'See page 102 below', but to teach 'see' on its own as an instruction is not correct.

On page 29 there is an exercise to see which word, in a group of four words, is pronounced differently. In the second line on page 29 there are two typing errors, 'In every line, there is one word that is **pronounced differntly**.' The bold type is mine to show the errors.

In number 2, it lists four words, 'goose, choose, loose, rose'. The author gives the answer in the Teacher's Book on page 20 as 'rose' being the one word which is pronounced differently. This is incorrect. 'Goose' and 'loose' are pronounced with the same sound. However, 'choose' has a 'z' sound, whereas, 'goose' and 'loose' have an 's' sound. Also, 'loose', an adjective, must not be confused with 'lose' which is the verb, and has a 'z' sound.

Again on page 29, there is an activity in which the first letter of each item, depicted by a drawing, is taken, and then message is spelt out. The message is 'Be safe, not sorry'. However, the picture which is supposed to give the initial letter 'n' is unidentifiable. Then in the box at the very bottom of page 29 help is given: -e -A-- -o- --r-- However, why is there a capital 'A' in the middle of a word?

#### Topic 2:

On page 33 the author is showing words with different numbers of syllables. For a word with one syllable there is 'Oh'. It is a shame that an exclamation is used, and not a proper word. There are many words with one syllable such as 'bag, egg, fly, shirt' etc.

At the bottom of page 33 the author is using words of one syllable in the first line, of two syllables in the second line, of three syllables in the third line, and then of four syllables in the fourth line. However, in that fourth line there is 'bass saxophones'. This is not a 'four syllable word in the fourth line', but two words of one and three syllables respectively. This is misleading and defeats the object of the exercise.

#### Topic 3:

At the top of page 34 is the sentence, 'The teacher gave a task to the class and told to work in groups.' This should be, '..... and told **them** to work in groups'.

At the top of page 35 there is use of jargon, which is not helpful, as in 'On task only.'

On the top of page 36 there is a very common mistake made by foreign speakers of English, 'The secretary will write what they discussed **about** in their group.' The bold type is mine. The verb is 'to discuss', it is never used with 'about'. This can be contrasted with 'talk about'.

In Activity 2.3.5 at the bottom of page 36 there are more typing errors, 'Make sure that everyone can **and** fit inside the rope. The teacher then starts to shorten **goes** the rope.' I have shown in bold type the words that need to be omitted.

*Topic 4:*

In the last paragraph on page 37 is the sentence, 'This bat is 1.2 inches long and weighs **less kg.**' It should be '...weighs less than 1kg.'

On page 38 at the beginning of Activity 2.4.2 there is, 'Define the following terms **as** from the **information** text above.' I have put two words in bold type which should be omitted.

*Topic 5:*

On page 39 in Activity 2.5.3 at the bottom of the page, in number 4 the type is squashed together and there is hardly any space between the words. This is not good.

In number 5, at the top of page 40, it is stated, 'A dog is different from a cat **in a way that it is bigger.**' The bold type is mine, to show the incorrect, and totally non-fluent English. You could say, 'A dog is different from a cat in that it is bigger'. In any event the sentence is not always true.

*Topic 6:*

At the top of page 42 is the sentence, 'One upon a time, in large city in Ghan,.....' There needs to be a space after the comma, and it should be '.....in a large city.....'.

On page 43 there is some bad, and lazy English. In the first paragraph, there is, 'It was no use. Aladdin **had his own way** and could not settle down and work.' The bold type is mine, and those words carry no sense at all in the context.

At the end of the story in the last paragraph on page 43 there is, '.....and with this little money and the little she earned by spinning cotton, **she got on fairly well.**' The bold is mine, to show that this is a really weak phrase, and carries no real meaning. It is certainly not an example of prose which should be in a textbook.

On page 44, question 7 is, 'Why could Aladdin not settle down to work?'. The only information given is that on page 42, which states, 'Aladdin had his own way..' and that is not sufficient information for a student to be able to answer this question.

In Activity 2.6.3. on page 44 we are referred to the words in bold type on page 43, but then we are told to 'look up the **underlined** words....'. This is confusing, as there are no underlined words, but only those in bold type on page 43.

At the bottom of page 44 is a riddle. As far as I could see there is no answer to it given in the Teacher's Book.

*Topic 7:*

At the top of page 45 there is, 'The following is a draft Haguma wrote describing **his** relationship with **his** brother. **She** made a plan for her writing;.....' From this we are not sure if Haguma is a boy or a girl. The sudden use of 'she', which I have put in bold type, brings the

confusion. From the paragraph at the end of page 45, where it uses 'she/her' it seems that Haguma is, indeed, a girl.

On page 46, there is the following text, from Haguma's story, '*.... Who will eat **on** the bigger plate, who will hold the television **remote**..... He always says that I'm a **pain to him**.*' I have put in bold type, the words which are incorrect in English. You eat '**from**' a plate, and not 'on' a plate. There is a television '**remote control**', and 'remote' is a new slang form. There is an expression '**to be a pain**' and that means you are a nuisance. However, you cannot be 'a pain' to someone.

Unit Tests on page 48, at the very bottom of the page is, '*They are not always water proof.*' 'Waterproof' is one word, and not two words.

### Unit 3

#### Topic 3:

On page 56 there are different sentences about what people like reading. Number 2 states, '*She likes reading about the country.*' This is an odd choice, and I wonder if the author has used 'the country' correctly. What 'the country' means is the 'countryside' as opposed to things in towns and cities.

On page 57 in Activity 3.3.5 at the bottom of the page is states, '*I like reading about **family matters**.*' I have to say that I have no idea what is meant by 'family matters'.

#### Topic 5:

On page 61, in Activity 3.5.1 number 5 states, '*I read because it teaches me **about making social solutions**.*' I have no idea what this means. It has no meaning in English.

On page 61 in Activity 3.5.2. there is an instruction to '*Make a paper of how you imagine the character looks.*' Again this is incorrect and lacks sense. I am not sure what the author means by 'Make a paper'. The next part of the sentence is incorrect. It would be better to say that you can 'imagine what your character looks like' or 'how you imagine the character to look'.

In Activity 3.5.3 at the bottom of page 61, in number 5 it states, '*Use events you have read about in your story.*' This is an ambiguous sentence. It would be much clearer to put, 'In your story, use events you have read about.'

On page 62 in Activity 3.5.4 there is a poem. The beginning of it is,

*'I like to begin with reading a tough riddle.  
'Cause solving them makes my head wriggle  
But when I'm reading to retire  
My friend's a ghost story by the fire.'*

First, we have the singular 'tough riddle' followed by 'them' which is not correct.

However, the poem uses difficult English and yet there is no real benefit from struggling to understand the concepts. It not a very good poem!

#### Topic 6:

On page 63 in Activity 3.6.3 the paragraph starts with, 'The book that I read was called 'A Good Night for the Ghosts' Mary Pope Osborne.' There must be a 'by' before the name of the author.

#### Topic 8:

In Activity 3.8.4 we are told we are looking at an 'index'. However, what is printed is a list of contents. An index in a book must be in alphabetical order, and this on page 69 is not. Also an index will give the various pages on which each listed items appears. What we have on page 69 is a list of topics that each cover consecutive pages.

Unit Tests on page 71, has an incomplete or muddled sentence, 'The hare, on the other hand, was quick as he did.' That is then followed by a sentence using American-English, 'He got up very early..... before the tortoise had even **gotten** out of bed.' English-English is just to use 'got'.

Further on in the story is nother American-English word, 'You are such a **slowpoke**, Tortoise.' The English-English word is 'slowcoach'.

The story of the hare and the tortoise covers one and a half pages. On page 73 there is an exercise, 'You were asked to make the story longer. Create a table of contents for the longer story.' This does not seem to convey the correct concept of a table of contents. Not many novels or stories have a table of contents.

In Unit Test 3.3 on page 73 there is the instruction, 'The names of different reading materials have been given. **Each of them will give at least two reasons why people read.**' This last sentence in bold type does not make sense. What I think it means is, 'For each of them, give at least two reasons why people read them.'

### Unit 4

#### Topic 3:

In Activity 4.2.6 there is a typing error, at the bottom of the page, 'Talk your map with your partner.....' It must be 'Talk **about** your map.....'

#### Topic 4:

In Activity 4.4.1 on page 82 there are two similar sentences, 'Each one of the physical features is very important **to** the people of Rwanda and Rwanda as a country.' 'Lakes and rivers are water resources..... They are equally important **to** animals.' In each case I would think that 'important **for**' is the meaning that is intended.

In the last paragraph on page 82 there is a badly punctuated sentence, 'Forests provide air for humans to breathe because they release **out** oxygen which humans breathe in and take in carbon dioxide which humans breathe out.' Firstly, 'release out' is a tautology, as the act of releasing denotes an escape and so the word 'out' is not needed.

Secondly, this should be two sentences, and made clearer in meaning, for example, 'Forests provide air for humans to breathe. This is because forests release oxygen which humans breathe in, and forests take in carbon dioxide which humans breathe out.'

At the end of that Activity on page 83 there is a typing error, '*Visitors who come to visit these national parks **and** also buy things from the people nearby.*' The word 'and' which I have put in bold type is not needed.

In Activity 4.4.2 on page 83 in number 1 there is another error, '*Write down the words written in bold. Use a dictionary to find and then write down the.....*'. The word 'them' is needed after '*.....to find....*'

On page 84 in Activity 4.4.3 there is another typing error, '*Group B find location on the physical features on the map.*' This should be '*Group B **finds the** location **of** the physical features on the map.*'

#### *Topic 5:*

On page 85 in the first paragraph, in the penultimate sentence, there is repetition of the word '*antelopes*'.

In Activity 4.5.4 on page 86 there is use of the word '*quotes*' when what is meant is '*quotations*'.

On page 87 the pupils are told to trace the map of Rwanda shown on that page. They are then instructed to '*write the names of the following features on the map.....*' The map fits into a box measuring 4.5cm x 3cm and so is not big enough for the exercise.

## **Unit 5**

#### *Topic 2:*

In Activity 5.2.1 on page 92 there are several drawings with measurements given. One is of a table with the length and width given. Another is of a front of a house with the length and height given.

On page 93 the pupils are expected to answer, '*What is the height of the table?*' and '*What is the area of the house?*' Then there is space for the answer, '*The area of the house is \_\_\_\_\_ by \_\_\_\_\_*'

There is insufficient information given to be able to answer these questions. The question about the area of the house is particularly misleading. All that a pupil can calculate is the area of the front wall of the house, as we have been given its length and height. Without being given the depth or width of the house we cannot calculate the area of the house. This is worryingly misleading and incorrect.

#### *Topic 3:*

On the top of page 96 is, '*.... and rewrite them in your copy.*' Does the author mean '*copybook*'? Even if so, that word is old-fashioned.

In Activity 5.4.1 on page 97 in number 2 information about the population in various towns is given. In Activity 5.4.2. on page 98 is the question, '*Is Rwamagana bigger than Huye?*' There has been no information given on the size of towns. Therefore, what the author means is '*Is the population of Rwamagana bigger than that of Huye?*' The bad English used, gives incorrect information.

In Activity 5.4.5 on page 99 is another poem. This has little educational or language merit, and has a very peculiar use of the words *'bind'* and *'reduced'*.

## Unit 6

### Topic 2:

There is another poem on page 109. In the second verse it uses the words *'socialiser'* and *'attender'*. These words do not exist in English-English. Whilst there is poetic licence, it is not helpful to use non-existent words in a language textbook.

### Topic 4:

In Activity 6.4.1 there is a tongue-twister,

*'So I had a ship ship ships*

*Shipping ships that ship ships'*

This uses American-English in its use of *'had'*. In another, clearer, sentence an example would be, *'I had James cook the chicken'*. In English-English it would be, *'I made James cook the chicken'* or *'I ordered James to cook the chicken'* or even *'I employed James to cook the chicken'*.

### Topic 5:

In Activity 6.5.2 on page 118 it is written, *'In groups of four, ask and answer about the places you have visited.'* This is clumsy English. You can *'ask about'* but you cannot *'answer about'*.

In Unit Test 6.1 on page 119 there is a picture of a *'sail boat'*. Again, this is American-English. English-English is *'sailing boat'*. However, in the Teacher's Book on page 77 there is a different picture of a different boat, and so the answer given is misleading.

Unit Test 6.3 on page 121 has a riddle. As far as I could see there is no answer to this given in the Teacher's Book.

## Unit 7

### Topic 1:

Activity 7.1.5 on page 124 states, *'In the word search below.....'*. What appears below is a crossword puzzle, and not a word search.

### Topic 2:

In Activity 7.2.1 on page 125 it is written, *'Food is classified into four major groups. These **include** carbohydrates, proteins, fats and vitamins.'* The word *'include'* which I have put into bold type, is incorrect. Those four things **are** the four major groups. Therefore, in place of *'include'* must be **'are'**.

Further in that same paragraph is, *'A balanced diet involves eating meals that **contains** all of the food groups.'* *'Meals'* is plural and so the verb must be **'contain'**.

### Topic 3:

In Activity 7.3.1 on page 128 there is, *'Our teacher has taught us about eating **healthy**'*. This is a bad mistake. The adverb **'healthily'** must be used.

On page 129 in Activity 7.3.2 question 2 asks, 'What does Ethan think **of** his diet requirements?' However, from the context it should be 'What does Ethan think **are** his diet requirements?'

In Activity 7.3.4 on page 129 it is written, 'Then each group will write which bad food habit was the most difficult to change. You had to make in order to eat **healthy**.' The use of the adjective 'healthy' when the adverb '**healthily**' is needed, is repeated. However, that second sentence is incomplete.

#### Topic 4:

The topic opens on page 130 with, 'What do you do to **keep** good hygiene?' This is not fluent English. You cannot 'keep' hygiene. You can 'achieve' good hygiene, or you can 'maintain' good hygiene.

In Activity 7.4.1 on page 130, in number 4, it states, 'I **take** a bath every day.' This, again, is American-English. English-English is 'to **have**' a bath. In any event the accompanying picture is of someone having a shower.

In Activity 7.4.4 on page 131, it states, 'Read the poem given below. In groups of four, think of different activities **round** the poem.' The use of 'round' does not make sense.

#### Topic 5:

In Activity 7.5.1 on page 132 there is, 'You should **visit** a doctor.' Again, this is American-English. English-English is, 'You should **go to see** a doctor'.

In that same dialogue the doctor says, "Sorry Magezi, you will be fine." That is not fluent English, as 'sorry' would precede something negative or regretful.

Further on again in that dialogue is an awkward split infinitive, 'You should also know that you need **to always keep** good hygiene standards and eat a healthy diet.' It would be better to put '....you need always to keep.....'.

In Activity 7.5.5 on page 133, it is written, 'Consider a patient who is ill with cough, typhoid or malaria.' To be correct it must be '**a cough**'.

Unit Test 7.1 on page 133 raises a difficult item. There are pictures of the five main types of food, and they are given as '*fruits, vegetables, meat, legumes, cereals*.' There is inconsistency, and I would prefer to see 'fruit' in its uncountable form, and that would be consistent with 'meat' in its uncountable form.

In Unit Test 7.3 on page 134 there is a clue given for the crossword which is, 'A dairy product *obtained*' This is incomplete - obtained from what, or from where?

In Unit Test 7.4 on page 135 the riddle includes this, 'One was a doctor and the other one was a **transporter**. **They had gone to court to talk about the adoption for long**, but no decision was ever reached. The transporter had to go **for** a trip **very far** but.....' The bold type is mine.

A 'transporter' is usually a vehicle and not a person. It is very unusual to see it used as a job description in this way. The sentence about going to court does not make sense; you do not

go to court 'to talk about adoption'. Also 'for long' has no meaning. Is it supposed to be '**for a long time**'? In the next sentence, it should be '.....had to go **on** a trip very **far away**....'

## Unit 8

### Topic 1:

On page 137, and elsewhere in this Unit, there is written many times, '*in traditional Rwanda*'. This does not really make sense.

In Activity 8.1.1 on page 137 it states '*They also made wood carvings such as sculptures, doors, **gourds**, knife handles and musical instruments.*' The inclusion of 'gourds' is incorrect. A gourd, by very definition, is a fruit, and it is not something made of wood.

### Topic 2:

In Activity 8.2.1 on page 139 a '*basket*' is said to have the use '*to **transport** valuable food....*' This is not a very good use of the word 'transport', and '**carry**' would be better.

### Topic 3:

Activity 8.3.1 on page 140 states, '*Listen to the teacher, read a short text.....*' The comma needs to be omitted.

In Activity 8.3.3 it is written, '*Name them and say from which raw materials they have been made **from**. Make sure you don't write tools made from one raw material only.*' The second 'from' is not needed and should be omitted. The second sentence is ambiguous. What it means is 'Don't use one raw material as the source for all the tools you write.'

In Activity 8.3.4, on page 141 there is a question, '*What raw material is used for making jewellery?*' The answer is given, and it is a list of many raw materials. Therefore, the question needs to be 'What raw materials **are** used.....?'

In Activity 8.3.6 on page 141 it states, '*You have learnt about and researched **about** different objects.....*' You do not 'research about'. You can 'research into' or just 'research'.

## Unit 9

In the Key Unit Competency on page 147, it states, '*....has improved the production of food crops and **lives of people's lives**.*' This needs to be corrected.

### Topic 1:

On page 148 it states that, '*Garden knives are used for cutting twine, opening plant **lies** and harvesting.*' From further on in the Topic we see that this is meant to be 'plant **ties**'. However, adding 'harvesting' on the end appears to be a non-sequitur. It should be clearer what the use of knives is for harvesting.

In Activity 9.1.3 on page 149 it is written at the bottom of the page, '*How does comparing the tools of the past with the tools of the present help?*' The meaning of this is not clear. How does it help with 'what' needs be stated.

### Topic 3:

In Activity 9.3.1 on page 151 there is the sentence, '*The crops grown are **majorly** cash crops.*' This is an incorrect use of 'majorly', which is a sub-modifier and, as such, is used before an adjective or another adverb to modify its meaning. What is meant here is 'The **majority** of crops grown are cash crops' or 'The crops grown are **mainly** cash crops'.

In Activity 9.3.3 on page 152 the pupils are invited to look at a picture and, '*Then discuss what you **see about** modern agriculture in Rwanda.*' This does not make sense.

### Topic 4:

In Activity 9.4.2, on page 155, in number 6 the question is '*Which countries does Rwanda export both tea and coffee?*' It needs to be, '**To** which countries.....?'

### Topic 5:

In Activity 9.5.1 on page 156, there are references to time which are not correct. For example, in number 2 it states, '*In 10 years, Rwanda will export more coffee.*' To make sense this must be 'In 10 **years' time**' or '**Within** 10 years' or 'In 10 years **from now**' depending on what meaning is intended. This mistake is repeated in numbers 4 and 6.

In Unit Test 9.2 on page 157 it is written, '*List a number of things that you think will change in agriculture to the agriculture of the future.*' This does not make sense.

In Unit Test 9.3 on page 158, and in Unit Test 9.4 on page 159 there is mention of '**plowing**'. This is incorrect. It must be '**ploughing**'.

## Unit 10

### Topic 1:

It is worth noting that the map of the world on page 161 does not even label or show Rwanda. If you look carefully you will find a number '25' written, and then in the key at the foot of the map you can find that number 25 is Rwanda. Perhaps the map should be a double-page spread?

In Activity 10.1.7 on page 163 it is written, '**Have** the class split into two groups....' This is American-English. In English-English it should be 'Split the class into two groups....' This is a much easier construction, and it is correct English-English.

### Topic 2:

In Activity 10.2.2 on page 165, in number 3 the pupils must '*Look at the map and label the following countries on a map using the text from Activity 10.2.1*' The pupils will not be able to do the exercise correctly without referring also to Activity 10.1.1.

In Activity 10.2.3 on page 165, reference is made twice to the '*.....map on page **169***'. There is no map on page 169, and it should be page **161**.

In Activity 10.2.4 on page 166 the instruction is, '*Use the words in the **box** below to answer the following questions using below, above, northern, southern, in, on, between, eastern, western, west, east, south **and** north for each answer.*' Firstly, there is no box below, and the

instruction has not been edited. The words to be used in the exercise should be differentiated from the text of the instruction, perhaps by being in bold type. It is also ambiguous, in that it could mean that you have to use all the words given for each answer.

In Activity 10.2.5 on page 166, at the end it states, '*Continue to **practice**.*' In English-English that verb has an 's' and so it should be '*Continue to **practise**.*'

#### Topic 3:

In Activity 10.3.2 on page 169 there is a substitution table, with the instruction, '*Make as many sentences as you can from the following table.*' It should say that the sentences must be correct. From the table it is possible to construct the following, incorrect sentences, 'There are desert in Greenland', 'There is mountains in the Netherlands' or 'There is snow in Rwanda'.

#### Topic 4:

In Activity 10.4.1 on page 170 there is a typing error; *Ambseli* should be Amboseli. In the same Activity on page 171 a sentence has been incorrectly split into two sentences, '*Kenya exports several products to other countries. **Including** tea, coffee, tobacco and cereals.*' This should be one sentence.

In Activity 10.4.2 on page 171, and in other Activities in this Unit, there are '*tourist **sites***'. This is incorrect, and should be '*tourist **sights***'.

In number 6 on page 171 it is written, '*Do more research about Kenya...*' The use of 'about' is incorrect. It could be 'research into...' or 'research on ...' but not 'about'.

In Activity 10.4.4 on page 172 it is written, '*In groups of four do **a** research **about**.....*'. Again, the use of 'about' is incorrect. Also 'research' is, in this context, is an uncountable noun, and so you cannot use 'a research'.

In that same Activity on page 172 is the sentence, '*Find **unusual** facts about the country, such as its festivals, leaders and other details.*' The use of 'unusual' seems to be incorrect. Certainly facts about leaders of countries cannot be said to be 'unusual'.

In Activity 10.4.6 at the bottom of page 172 it is written, '*Alice and her family wanted to go for a picnic to a national park in Rwanda. **But** they didn't know much about national parks.*' This should be one sentence, as 'but' is a conjunction.

In Activity 10.4.8 on page 174, it is written, '*The custom of Kwita Izina or naming ceremony of newborn gorilla babies has been held every year since 2005. The 11 Kwita Izina was held on 5 September 2015.....*' These sentences have mistakes. 'Naming ceremony' should be, '**the** naming ceremony'. 'The 11 Kwita Izina' should be, 'The **11<sup>th</sup>** Kwita Izina'. Also the date should be, '*...on **5<sup>th</sup>** September 2015....*'

Unit Test 10.2, on page 175, is a crossword puzzle. It states, '*The clues of the number of letters needed for each answer are given in the **box** beside the question.*' This is incorrect, as on page 176 the number of letters is given in **brackets**, and not in boxes.

## **CONCLUSION**

It does need to be made clear to textbook writers and publishers that the curriculum for English uses English-English. I assume that to be the case as the new Competence Based Curriculum is written in English-English. There are too many differences between American-English and English-English for free use of both to be acceptable. On the whole, American-English gives rise to more difficult language structures.

A foreign language textbook needs to be edited more carefully than other books. The teachers who will be using the books, and certainly the pupils who will be using them, are in the majority of cases, not equipped to be able to know that there is a mistake, nor able to correct the mistake.

For a textbook to have errors that fill a 13-page report is unacceptable.

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