

# ENGLISH LANGUAGE

TUTOR'S GUIDE

FOR TTC

**3**

**OPTIONS:**

ECLPE

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## FOREWORD

Dear tutor,

Rwanda Education Board is honoured to present English language TTC Year Three tutor's guide ECLPE which serves as a guide to competence-based teaching and learning to ensure consistency and coherence in the learning of the English language subject. The Rwandan educational philosophy is to ensure that learners achieve full potential at every level of education which will prepare them to be well integrated in society and exploit employment opportunities.

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

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

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

- Plan your lessons and prepare appropriate teaching materials.
- Organize group discussions for learners considering the importance of social constructivism suggesting that learning occurs more effectively when the learner works collaboratively with more knowledgeable and experienced people.

- Engage learners through active learning methods such as inquiry methods, group discussions, research, investigative activities, group and individual work activities.

Provide supervised opportunities for learners to develop different competences by giving tasks which enhance critical thinking, problem solving, research, creativity and innovation, communication and cooperation.

- Support and facilitate the learning process by valuing learners' contributions in the class activities.
- Guide learners towards the harmonization of their findings.
- Encourage individual, peer and group evaluation of the work done in the classroom and use appropriate competence-based assessment approaches and methods.

To facilitate you in your teaching activities, the content of this teacher's guide is self-explanatory so that you can easily use it. It is divided into 3 main parts:

The part 1: starts with general introduction, explains the structure of this book, and gives you the methodological guidance;

The part 2: Provides the sample lesson plans as reference for your lesson planning process;

The part 3: Provides details on teaching guidance for each concept given in the student book.

Even though this teacher's guide contains the answers for all activities given in the learner's book, you are requested to work through each question and activity before judging learner's findings.

I wish to sincerely appreciate all people who contributed towards the development of this teacher's guide, particularly REB staff who organized the whole process from its inception. Special appreciation goes to the tutors who supported the exercise throughout. Any comment or contribution would be welcome to the improvement of this text book for the next versions.

**Dr. NDAYAMBAJE Irénée**

**Director General of REB**

## **ACKNOWLEDGEMENT**

I wish to express my appreciation to all the people who played a major role in the development of this English language textbook for TTC year Three, ECLPE. It would not have been successful without active participation of different education stakeholders.

I owe gratitude to different Universities and schools in Rwanda that allowed their staff to work with REB in the in-house textbooks production project. I wish to extend my sincere gratitude to lecturers, tutors and all other individuals whose efforts in one way or the other contributed to the success in the writing of this textbook.

Special acknowledgement goes to the Teacher training colleges with offered content providers and University of Rwanda which provided quality assurers, those who conducted validation as well as experts in design and layout services, illustrations and image anti-plagiarism.

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

**Joan MURUNGI,**  
**Head of Department CTLR**

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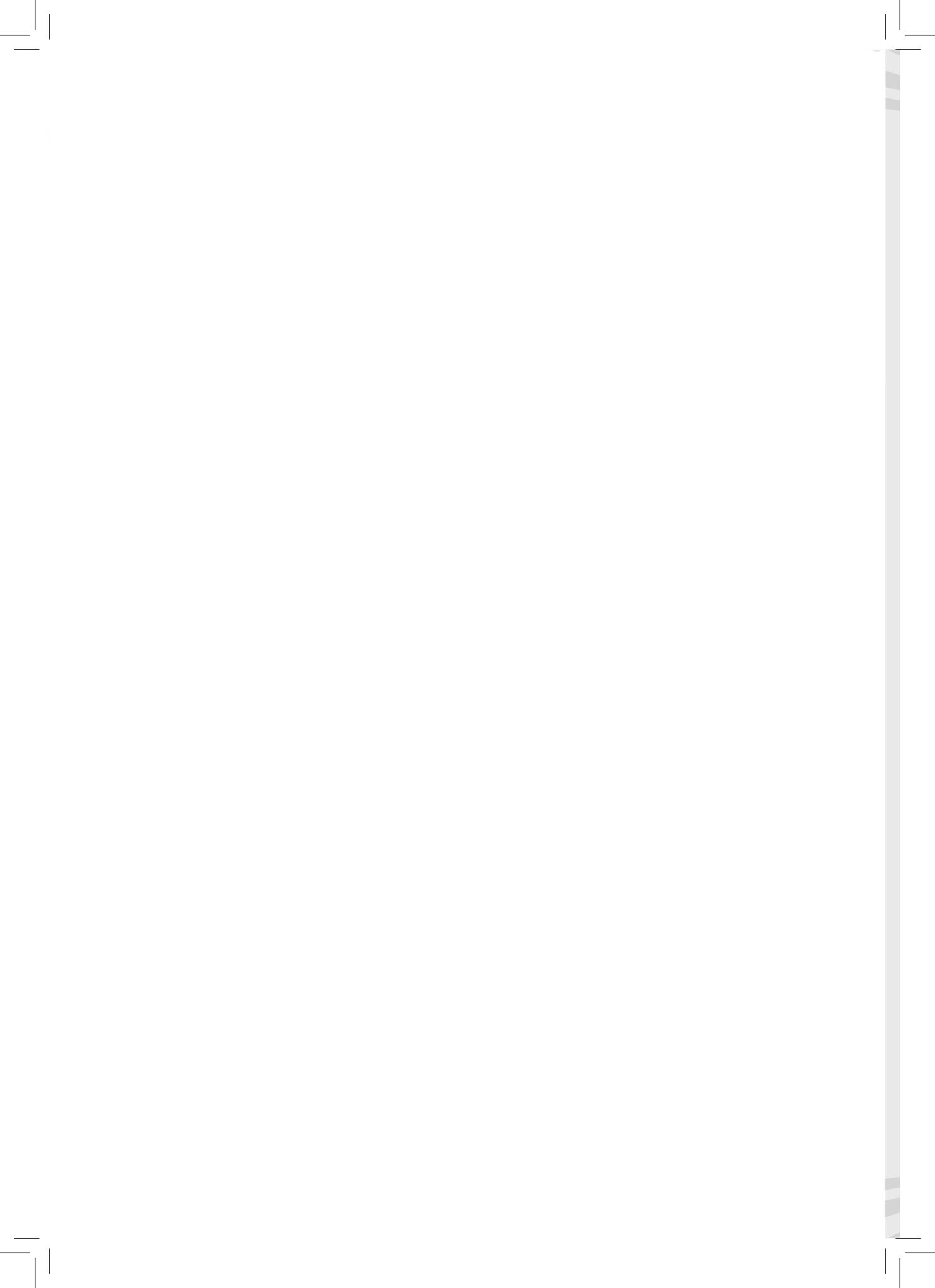
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## **I. Introduction**

English Language TTC year three Tutor's Guide has been developed with the aim of helping the tutors of English language to deliver lessons while following the new Competence Based Curriculum principles and goals. These principles and goals were set to meet the national goals of Education in Rwanda. It encompasses four main parts that are : the general introduction, sample lesson plan, the development of units and references.

The general introduction provides methodological guidance to the tutor. It includes notes on generic competences, cross cutting issues, the special education needs; students' learning styles and strategies to conduct teaching and learning process, teaching approaches, methods and techniques. Also, in the general introduction, the teacher is equipped with all information on how to develop generic competences, integrate cross cutting issues in English language and how to help learners with special needs.

## **II. Sample Lesson Plan**

The second part is made of a sample lesson plan which will be developed in line with different approaches or techniques and teaching resources that can be used in teaching and learning English language.

## **III. Unit Development**

In this part, the details about unit development are provided. Each unit has the following structure: unit title, key unit competence, prerequisites, cross cutting issues to be addressed, guidance on introductory activity, list of lessons, guidance on different lessons, the unit summary, additional information, Unit Assessment and additional activities.

This part also provides the lesson structure made of the following components: lesson titles, prerequisites/revision or introduction of the lesson, teaching resources, learning activities and lesson assessment. The lesson assessment comprises questions and suggested answers to assess the lesson learning objectives.

## **IV. Attention to special educational needs and inclusive education**

In the classroom, learners learn in different ways depending on their learning pace, needs or any other special problem they might have. However, the teacher has the responsibility to adapt his/her methodologies and approaches to meet the learning needs of each student in the classroom. Also, tutors should understand that learners with special needs ought to be taught differently or require some accommodation to enhance the learning environment. This will

be done based on the subject and the nature of the lesson. In order to create a well-rounded learning atmosphere, tutors need to:

- Remember that learners learn in different ways. Tutors therefore have to offer a variety of learning activities (e.g. role-play, music and singing, word games and quizzes, and outdoor activities)
- Maintain an organized classroom and limit distraction. This will help learners with special needs to stay on track during the lesson and follow instructions easily.
- Vary the pace of teaching to meet the needs of each learner. Some learners are slower than others.
- Break down learning activities into smaller, manageable tasks. Learners with special needs often have difficulty understanding long-winded or several instructions at once. It is better to use simple, concrete sentences in order to facilitate them understand what you are asking.
- Use clear consistent language to explain the meaning (and demonstrate or show pictures) if you introduce new words or concepts.
- Make full use of facial expressions, gestures and body language.
- Pair a learner who has a disability with a friend. Let them do things together and learn from each other. Make sure the friend is not over protective and does not do everything. Both learners will benefit from this strategy
- Use multi-sensory strategies. As all learners learn in different ways, it is important to make every lesson as multi-sensory as possible. Learners with learning disabilities might have difficulty in one area, while they might excel in another. For example, use both visual and auditory cues.

Below are general strategies related to each main category of disabilities and how to deal with every situation that may arise in the classroom. However, the list is not exhaustive because each learner is unique with different needs and that should be handled differently :

- Use simple words and sentences when giving instructions.
- Use real objects that the learner can feel and handle, rather than just working abstractly with pen and paper.
- Break a task down into small steps or learning objectives. The learner should start with an activity that she/he can do already before moving on to something that is more difficult.
- Gradually give the learner less help. Let the learner work in the same group with those without disability.

## SAMPLE LESSON PLAN

Name of TTC: .....

Tutor's name.....

Term: .....	Date: .....	Subject: English	Class: Year 3 ECLPE	Unit No: one	Lesson No: One	Duration: 40 min	Class size: .....
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Types of special Education Needs to be catered for in this lesson and number of learners in each category.

Unit title	Genocide and Peace building
Key unit competence	To use language learnt in the context of Genocide and Peace building
Title of the lesson	Describing words and expressions used in the context of genocide and peace building
Instructional objectives	Using a passage about genocide and peace building, learners will read accurately the text and discuss the expressions used in the context of genocide and peace building.
Plan for this class (location: in /outside)	In the class
Learning materials (for all learners)	Text book with passage, pictures related to genocide and peace building
References	Student's textbook (Y3 ECLPE) page..... and Y3 English tutor's guide page...

Timing for each step	Description of teaching and learning activities		Generic competences  And Generic competences and cross cutting issues to be addressed  +  A short explanation.
	The tutor will guide student teachers on reading activities (before, during, and after reading). They share opinions after reading aloud and engage in activities to talk about genocide and peace building.		
	Tutors' activities	Student teachers' activities.	

<p><b>Introduction:</b></p> <p><b>5 min.</b></p>	<p><b>Pre-reading activities</b></p> <p>-The tutor asks student teachers to discuss and interpret the pictures that relate to genocide and peace building</p> <p>-Tutor asks student teachers to predict what the text will be talking about.</p>	<p>-Student teachers discuss and interpret pictures and brainstorm how they relate to genocide and peace building</p> <p>-Student teachers predict what the text will be talking about.</p>	<p>Generic competence.</p> <p>-Communication because learners in pairs talk and share what the text will be talking about.</p> <p>Critical thinking</p> <p>Because learners will think critically and brainstorm what the text will be talking about.</p> <p>Cross cutting issue.</p> <p>-Gender because learners are given equal opportunities of work to share with each other in pairs.</p>
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<p><b>Development of the lesson: 25 min.</b></p>	<p><b>During reading activities</b></p> <p>The tutor tells student to read the text silently and ask them some questions to check their reading comprehension</p> <p>Tutor guides learners to read aloud either in pairs or groups the passage stopping time to time to infer the meaning of what is being read.</p> <p>The tutor gives individual turns to students to read aloud and helps them where necessary to capture the meaning.</p> <p><b>After reading</b></p> <p>The tutor asks students if their predictions were valid or not</p> <p>The tutor asks students to answer (individually, in pairs or in groups) the comprehension questions that are provided at the end of the passage.</p>	<p>Students silently read the text and answer the questions asked by the tutor.</p> <p>Students read the text and infer the meaning of what they read noting down important points</p> <p>-Students take individual turns to read aloud and capture the meaning of what they are reading</p> <p>Students answer if their predictions were valid or not.</p> <p>Students answer comprehension questions</p>	<p>Generic competences</p> <p><b>Critical thinking</b></p> <p>When answering questions.</p> <p><b>Communication</b></p> <p>When talking to the teacher to answer questions asked.</p> <p><b>Cross cutting issues.</b></p> <p>-Inclusive education. Student teachers participate all in answering questions.</p> <p><b>Peace and value Education</b></p> <p>When students read in groups they will respect one's pace in reading and support each other.</p> <p><b>Generic competence.</b></p> <p><b>Cooperation inter personal management and life skills.</b> Learners through group work discussion in analysing the passage; they facilitate each other through sharing different opinions and respecting one another.</p>
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<p><b>Conclusion :</b> <b>10 min.</b></p>	<p>-The tutor asks learners some questions that lead to the summary of the lesson (describing words and expressions used in the context of genocide and peace building) and answer any question that can be asked.</p> <p>-Tutor gives a short home-work/ tasks for learners to do during their free time</p>	<p>-Student teachers summarize the lesson and ask any question relating to the lesson.</p>	<p><b>Generic competence.</b></p> <p><b>-Creativity and innovation.</b> Student teachers learn how to summarize notes.</p> <p><b>Cross cutting issues.</b></p> <p><b>-inclusive education</b></p> <p>The tutor makes sure that every student is able to summarize the lesson and gives help to anyone who needs special support.</p>
<p>Tutor's self-evaluation.</p>	<p>Tutor's self-evaluation depends on the learning evidence in class. What the student teachers have been able to do, is the evidence. This can be based on assessment during classroom activities either individually or in groups. Then judge if the objective of the lesson has been achieved or not and give remedial activities.</p>		

**LEARNING AREA: ORAL AND WRITEN COMMUNICATION**

# UNIT 1

## COMMUNICATION, INTERNATIONAL RELATIONS AND COOPERATION

**Key Unit Competence:** To use language learnt in the context of Communication, international relations and cooperation.

### **Prerequisite (knowledge, skills, attitudes and values)**

Before undertaking this unit, students are expected to have knowledge about Rwanda's membership with different regional and global organisations and treaties (COMESA, Great Lakes Region, EAC, etc.), expressing the role of Rwanda's integration within those organizations and treaties through both orally and in writing. The tutor can start this unit by asking some related questions to help students recall about it.

### **Cross-cutting issues to be addressed:**

- Peace and Values Education (PVE)

As the unit will mainly focus on communication, international relations and treaties, the tutor will integrate peace and value in activities such as respecting what others say, so that communication process can easily take place, understanding among nations for smooth cooperation, etc.

The tutor should remember to include it in his/her lessons whenever he reaches such kind of topics.

- Standardization culture

Standardization Culture in Rwanda plays an important role in economic growth, and in trade for general welfare of the people. The unit concerns also Rwanda's international relations, and it aspires to optimize Rwandans welfare and economic growth. Therefore, the tutor should integrate this cross-cutting issue in some related lessons.

- Genocide studies

This crosscutting issue will be integrated through reading passages that talk about International Criminal Tribunal for Rwanda which was established in order to judge people responsible for the Rwandan genocide.

- Gender education

Gender education will be addressed through giving both boys and girls equal chance of participation in the activities and the content to be taught. Example of activities through which gender education can be addressed are dialogues, group work, pair work, plenary discussions and examples used in teaching and learning by both the tutor and student teachers.

### **Guidance on the introductory activity :**

The tutor should give time to students to discuss the pictures on page 1, that relate to Communication, International relations and Cooperation.

**Picture 1:** The picture shows people forming a circle, holding one another's hand as a sign of unity, good relationship and cooperation. The inscription "UNITED WE STAND" in the middle of the circle explains it better.

**Picture 2:** The picture shows diplomats at the end of their diplomatic mission to Rwanda. They are giving farewell to the Rwanda minister of Foreign Affairs.

### **Possible answers to questions from the introductory activity (Students book, p. 1)**

1. This is an open-ended question. The tutor will check the answers from learners following the picture description above. Then he will appreciate learners' answers and give constructive feedback accordingly.
2. This is an open-ended question. The tutor will appreciate learners' answers and give constructive feedback accordingly.
3. This is an open-ended question. The tutor will appreciate learners' answers and give constructive feedback accordingly.

## List of sub-headings/lessons

N.B: A lesson can be made of one or more periods. There can be single, double or triple period lessons.

#	Sub-headings	Learning objectives	Number of periods
1	Talking about types of communication.	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Recognize concepts and expressions used in the context of communication.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Talk about the rationale of communication.</li> <li>• Read texts about communication.</li> <li>• Write compositions on communication.</li> </ul> <p><b>Attitudes and values:</b></p> <ul style="list-style-type: none"> <li>• Appreciate the contribution of communication to Rwanda's international integration.</li> </ul>	4
2	Describing elements, functions of communication and communication process	<p><b>Knowledge:</b></p> <p>Recognize communication process and components of communication.</p> <p><b>Skills:</b></p> <p>Talk about the communication process and components of communication</p> <p><b>Attitudes and values:</b></p> <p>Exchange confidently own opinions with people from different cultures and regions.</p>	4

3	Describing international relations and cooperation	<p><b>Knowledge:</b> Recognize Concepts and expressions used in the context of international relations and cooperation.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Talk about the rationale of international relations and cooperation.</li> <li>• Read texts about international relations and cooperation</li> <li>• Write about the importance and relevance of Rwanda's regional and international relations and cooperation.</li> </ul> <p><b>Attitudes and values:</b> Appreciate the contribution of communication to Rwanda's international integration.</p>	4
4	Treaties and agreements	<p><b>Knowledge:</b> Recognize Concepts and expressions used in the context of international relations and cooperation.</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Talk about the role of treaties in international relations and cooperation.</li> <li>• Read texts about treaties.</li> <li>• Write about treaties.</li> </ul> <p><b>Attitudes and values:</b> Appreciate the contribution of communication to Rwanda's international integration.</p>	5

5	Language structure: Uses of gerunds and ing-clauses and Verbs used with either infinitive or ing- forms	<p><b>Knowledge:</b></p> <p>Identify different uses of gerunds and infinitives.</p> <p><b>Skills:</b></p> <p>Use gerund to construct grammatically correct sentences.</p> <p><b>Attitudes and values</b></p> <p>Active participation in international forums, conferences, study visits, etc.</p>	5
6	End unit assessment		

## 1.1. Talking about types of communication

**a) Learning objectives:** The tutor may refer to the table above.

**b) Teaching and learning resources:** Photographs, textbooks, dictionaries

### c) Prerequisites

Before undertaking this sub-unit “Talking about types of communication”, student teachers are expected to have prior information on communication since they communicate in everyday life.

#### 1.1.1. Learning activity: Reading and text analysis.

Guidance on learning activity

The tutor may ask student teachers to form groups of four students, and tell them to read the text. He/she should walk around the room to ensure that all are focused on reading the text. The tutor may distribute the paragraphs equally after they are through, and have a brief reading aloud session.

#### Possible answers to comprehension questions (Student Book, p. 3)

1. Operating on communication autopilot means to communicate without thinking.
2. No, the author does not think that operating on communication autopilot is a good idea for he says that we should actually think about how we communicate.
3. The four main types of communication are: verbal, nonverbal, written and visual communication.

1. The type of communication used there was non-verbal communication.
2. The type of communication used there is visual communication.
3. This question is open-ended. The tutor should accept all right answers.
4. This question is open-ended. The tutor should accept all correct answers.

### **1.1.2. Application activities: Vocabulary, Sentence construction, Summary, Composition, Research and presentation**

#### **Possible answers for application activities (Student Book, pp. 4-5)**

##### I. Vocabulary question

<b>Words/phrases</b>	<b>Meaning</b>
On autopilot	doing something without thinking about it or without making an effort:
Chatting	Talking to someone in a friendly informal way.
Calibre	The degree of quality or excellence of someone or something.
Overarching	Most important, because including or affecting all other areas.
Sighing	Breathing out slowly and noisily, expressing tiredness, sadness, pleasure, boredom, etc.
Convey	To express a thought, feeling or idea so that it is understood by other people.
Memo	A message or other information in writing sent by one person or department to another in the same business organization.
Disseminate	To spread or give out something, especially news, information, ideas, etc., to a lot of people.
Embarrassment	The state of feeling anxious or uncomfortable.
Jeopardy	To be in jeopardy means to be in danger of being damaged or destroyed.
In perpetuity	For ever.

##### II. Sentence writing question.

This is an open-ended question. The tutor should check the grammaticality of sentences.

##### III. Possible answer for the summary writing question.

This is an open-ended question. The tutor should check the grammaticality of sentences used and relevance of summary in accordance with the original text.

#### IV. Composition writing question

This is an open-ended question. The tutor should appreciate the student teachers' answers and provide feedback accordingly.

#### V. Research and presentation question

This is an open-ended question. The tutor should appreciate the student teachers' answers and guide them on how to conduct this research. Then he/she should appreciate their presentation and provide constructive feedback accordingly.

### **1.2. Describing elements, functions of communication and communication process**

- a. **Learning objectives:** The tutor may refer to the table above.
- b. **Teaching and learning resources:** Photographs, textbooks, dictionaries
- c. **Prerequisites :** Before undertaking this sub-unit "Talking about types of communication", student teachers are expected to have prior information on communication since they communicate in everyday life.

#### **1.2.1. Learning activity: Reading and text analysis**

Guidance on the learning activity :

The tutor may ask student teachers to read the text in groups. He/she may encourage them to go through it quickly in the first reading. He/she should remind them to read in a slower pace for purposes of comprehension during the second reading. The tutor takes a walk through to make sure reading is taking place. This will also help the tutor to identify students who may need extra help in the activity. Call on representatives of each pair to present to the class their answers.

#### **Possible answers for comprehension questions (Student Book, p. 7) :**

1. In a public speaking situation, the source is the person giving the speech. He or she conveys the message by sharing new information with the audience. The speaker also conveys a message through his or her tone of voice, body language, and choice of clothing. The speaker begins by first determining the message-what to say and how to say it. The second step involves encoding the message by choosing just the right order or the perfect words to convey the intended meaning. The third step is to present or send the information to the receiver or audience. Finally, by watching for the audience's reaction,

the source perceives how well they received the message and responds with clarification or supporting information.

2. The second component of communication is the message. The message is the stimulus or meaning produced by the source for the receiver or audience. When you plan to give a speech or write a report, your message may seem to be only the words you choose that will convey your meaning. But that is just the beginning. The words are brought together with grammar and organization. You may choose to save your most important point for last. The message also consists of the way you say it—in a speech, with your tone of voice, your body language, and your appearance—and in a report, with your writing style, punctuation, and the headings and formatting you choose. In addition, part of the message may be the environment or context you present it in and the noise that might make your message hard to hear or see.
3. As a component of communication, the channel is the way in which a message or messages travel between source and receiver.” When you speak or write, you are using a channel to convey your message. Spoken channels include face-to-face conversations, speeches, telephone conversations and voice mail messages, radio, public address systems, and voice over Internet protocol (VoIP). Written channels include letters, memorandums, purchase orders, invoices, newspaper and magazine articles, blogs, e-mail, text messages, tweets, and so forth.
4. This is an open-ended question. The tutor should appreciate the learners’ answers and provide constructive feedback accordingly. However, learners should show that, upon receiving the message, the receiver can analyse and interpret it in two ways. He can understand the real message that the source wished to convey. On the other hand, the receiver can fail to get the exact message from the source and interpret the message wrongly.
5. When we respond to the source, intentionally or unintentionally, we are actually giving feedback. Feedback is composed of messages the receiver sends back to the source. Verbal or nonverbal, all these feedback signals allow the source to see how well, how accurately or how poorly and inaccurately the message was received. Feedback also provides an opportunity for the receiver or audience to ask for clarification, to agree or disagree, or to indicate that the source could make the message more interesting. As the amount of feedback increases, the accuracy of communication also increases.
6. The three last components of communication: environment, context and interference.
  - The environment is the atmosphere, physical and psychological, where you send and receive messages. The environment can include the tables, chairs, lighting, and sound equipment that are in the room. The room itself is an example of the environment. The environment can also include factors

like formal dress, which may indicate whether a discussion is open and caring or more professional and formal. As a speaker, your environment will impact and play a role in your speech. It's always a good idea to go check out where you'll be speaking before the day of the actual presentation.

- The context of the communication interaction involves the setting, scene, and expectations of the individuals involved." A professional communication context may involve business suits (environmental cues) that directly or indirectly influence expectations of language and behaviour among the participants.
- Interference, also called noise, can come from any source. Interference is anything that blocks or changes the source's intended meaning of the message. Psychological noise is what happens when your thoughts occupy your attention while you are hearing, or reading, a message. Interference can come from other sources, too. Perhaps you are hungry, and your attention to your current situation interferes with your ability to listen. Maybe the office is hot and stuffy.

If you were a member of an audience listening to an executive speech, how could this impact your ability to listen and participate? Noise interferes with normal encoding and decoding of the message carried by the channel between source and receiver. Not all noise is bad, but noise interferes with the communication process. For example, your cell phone ringtone may be a welcome noise to you, but it may interrupt the communication process in class and bother your classmates.

### **1.2.2 Application activities: Vocabulary, Sentence construction, Composition, Summary writing and debate.**

#### **Possible answers for application questions (Student Book, p 8)**

##### **I. Vocabulary question.**

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

<b>Word</b>	<b>Meaning</b>
Integral	Necessary and important as a part of a whole, or contained within it.
Stimulus	Something that causes growth, activity, or reaction.

Memorandum	An official report about a particular subject that is written for a company, organization, or government to consider. It can also be defined as a short written report prepared specially for a person or group of people that contains information about a particular matter.
Unintended	Not intentional; happening unexpectedly or by accident.
Unintentionally	In a way that is not intentional (not on purpose).
Inaccurately	In a way that is not correct or exact.
Cue	A signal for someone to do or say something.
Stuffy	Lacking fresh air or ventilation.
Encoding	Changing something into a system for sending messages secretly, or representing complicated information in a simple or short way.
Decoding	Discovering the meaning of information given in a secret or complicated way.

## II. Sentence writing question

This is an open-ended question. The tutor should check the grammaticality of sentences.

## III. Summary writing question

This is an open-ended question. The tutor should check the grammaticality of sentences used and relevance of summary in accordance with the original text.

## IV. Composition writing question

This is an open-ended question. The tutor should appreciate the student teachers' answers and provide feedback accordingly.

## V. Debate question

This is an open-ended question. The tutor will help learners by reminding rules that they have to follow during the debate. Then he will appreciate their work and provide constructive feedback accordingly.

### 1.3. Describing international relations and cooperation

- a. **Learning objectives** : The tutor may refer to the table at the beginning of the unit.
- b. **Teaching and learning resources** : Photographs, textbooks, dictionaries, newspapers and videos of international meetings

c. **Introduction/prerequisite to the lesson** : Before this lesson, students should recall what they have learned in sub-unit 2. They are expected to have some knowledge about international relations and cooperation. They may have got it from media or from other subject, such as economics. The tutor should build on that knowledge to introduce this lesson.

### 1.1.1 Learning activity: Reading and text analysis

**The tutor may refer to previous sub-units for guidance)**

#### **Possible answers to comprehension questions (Student Book p. 10)**

1. Economic diplomacy, narrowly defined, is concerned with international economic policy questions. Commercial diplomacy, on the other hand, consists mainly of assistance to the promotion of exports and foreign direct investment (FDI), and access to raw materials.
2. Yes, commerce can influence diplomacy. The tutor should check the explanations of students.
3. It means that they were supported by their sovereigns at home.
4. In a few exceptional cases, major trading companies, with the blessing of their sovereigns at home, themselves established full-blown embassies, not only financing them but also appointing and sharing in the instruction of ambassadors.
5. Commercial diplomacy was given a strong fillip in the late nineteenth century because international rivalry had intensified for markets.
6. Diplomatic protection is the procedure employed by the State of nationality of the injured person to secure protection of that person, and to obtain reparation of the internationally wrongful act inflicted.

### 1.3.2 Application activities: Vocabulary, sentence construction, summary, paragraph writing, research and presentation

#### **Possible answers for application activities (Student Book, pp. 10-11)**

##### **I. Vocabulary question**

<b>Words/phrases</b>	<b>Meaning</b>
Embassies	An embassy is a group of people who represent their country in a foreign country or the building that these people work in.
Consulates	The office where a consul works.
Sovereigns	Kings or queens, or people with the highest power in a country.

Consular posts	Where consuls work from.
Rivalry	Competition for the same objective or for superiority in the same field.
Shafts	A shaft is a long passage, either vertical or sloping, through a building or through the ground.
Fillip	Something which causes a sudden improvement:
Breach of contract	Breach of contract is a legal cause of action and a type of civil wrong, in which a binding agreement or bargained-for exchange is not honoured by one or more of the parties to the contract by non-performance or interference with the other party's performance.

## II. Sentence construction question

This is an open-ended question. The tutor should check the grammaticality of sentences.

## III. Summary writing question

This is an open-ended question. The tutor should check the grammaticality of sentences used and relevance of summary in accordance with the original text.

## IV. Paragraph writing question

This is an open-ended question. The tutor should check the grammaticality of sentences.

## V. Research and presentation question

This is an open-ended question. The tutor should appreciate the student teachers' answers and guide them on how to conduct this research. Then he/ she should appreciate their presentation and provide constructive feedback accordingly.

### 1.4. Treaties and agreements

- a) **Learning objectives:** The tutor may refer to the table at the beginning of the unit.
- b) **Teaching and learning resources:** Photographs, textbooks, dictionaries, newspapers and history books.
- c) **Introduction/prerequisite to the lesson:** Before this lesson, students should recall what they have learned in sub-unit 3. Students are expected to have some knowledge about treaties as they learnt in Level in History. The tutor should build on that knowledge to introduce this lesson.

### **1.4.1 Learning activity: Reading and text analysis : The tutor may refer to previous sub-units for guidance.**

#### **Possible answers to comprehension questions (Student Book p. 13)**

1. This is an open-ended question. Answer may include: helping countries to increase their level interaction with regard to economic, security, political, or social and cultural issues.
2. The term “joint infrastructure projects” means the project of building infrastructure that belongs to or is shared between two or more countries.
3. The role of EAC played in telecommunication is realising one area network, where there are no roaming charges.
4. Rolling out the Standard Gauge Railway will further ease movement of goods.
5. The United Arab Emirates is one of Rwanda's main sources of investors.

### **1.4.2. Application activities : Vocabulary, Sentence construction and Composition writing**

#### **Possible answers for application activities (Student Book, p. 14)**

##### **I. Vocabulary question**

- a) Integration: The action or process of mixing with and join society or a group of people, often changing to suit their way of life, habits and customs.
- b) Anchor: Someone or something that gives support when needed.
- c) Roaming charges: Roaming charges are legitimate fees that consumers are contractually obligated to pay. Roaming charges may apply when you travel and leave your ‘home’ network area and ‘roam’ onto the network or coverage area of another provider.
- d) Rolled out: To make a new product, service, or system available for the first time/ To flatten or spread with a roller, or to leave, or to move on wheels.
- e) Bilateral agreements: Agreements between two parties.
- f) Pacts: Formal agreements between two people or groups of people.
- g) Reciprocation: behaviour in which two people or groups of people give each other help and advantages.
- h) Hospitality: The food, drink, etc. that an organization provides in order to keep its guests happy.
- i) Prospects: The possibility that something good might happen in the future.

##### **II. Sentence writing question**

This is an open-ended question. The tutor should check the grammaticality of sentences.

### III. Composition writing question

This is an open-ended question. The tutor should appreciate the student teachers' answers and provide feedback accordingly.

#### 1.5 Language structure : The use of gerunds, ing-clauses and Verbs used with either infinitive or ing- forms

Possible answers to the language structure questions (Student Book, pp. 18-19)

Choose the correct verb from the brackets to complete the sentences :

1. I'd forgotten going to Canada when I was small, but then my parents showed me the photos.
2. I always forget to set my alarm for Monday morning.
3. She tried to read the whole book but it was very long and complicated
4. You'll be OK. I remember being really nervous on my first day too!
5. Try watching the video with subtitles. This might help you understand better.
6. She had to stop halfway through the race to repair the wheel on her bike.
7. Remember to pack your swimming costume in case we go to the pool.
8. He's stopped taking French classes and changed to Spanish.
9. Kamali is good at dancing.
10. Rutebuka couldn't give up smoking.

#### 1.6. Spelling and pronunciation

Possible answers to question on Spelling and pronunciation (Student Book p. 19)

##### A. Spelling and dictation

As a tutor, read the paragraph below to learners and ask them to listen carefully without writing. Then, read for them different sentences giving them reasonable time to copy down what you read. Finally, read again to allow learners to check and correct their mistakes. Then write the paragraph on the chalkboard, mark learners' copies and give constructive feedback. You can also ask the learners to exchange their copies and mark one another.

- **Paragraph for dictation**

Why international relations?

Top of Form

Bottom of Form

It was said a few years ago that if the human race is wiped out in the next 50 years it will not be because of disease or an asteroid hitting the earth, but because of foreign policy and international relations. In a world where thousands of nuclear weapons exist and more countries are trying to acquire them, where suicide terrorist strikes come without warning and thousands die each day from poverty caused by the way the international system operates, we need to know about and understand international relations.

## B. Phonetic transcription

**Answers to phonetic transcription** (Student Book p. 19)

Word	Phonetic transcription
Calibre	/'kælibə/
Overarching	/,əʊvə'ra:tʃɪŋ/
Jeopardy	/'dʒepədi/
Perpetuity	/,pɜ:pə'tʃu:əti/
Stimulus	/'stɪmjələs/
Cue	/kju:/
Consulates	/'kɒnsjələt/
Sovereigns	/'sɒvərɪnz/
Rivalry	/'raɪvəlri/

### 1.7. End unit assessment

Possible answers to end unit assessment questions (Student Book, pp. 20-21)

I. Filling in blank space with the correct word from the brackets.

- Historically, diplomacy meant the conduct of official, usually bilateral, relations between sovereign states.
- A diplomat an official whose job is to represent one country in another, and who usually works in an embassy.
- The office where a consul works is called a consulate.
- Braille is a system of printing for blind people, in which each letter is represented as a raised pattern which can be read by touching with the fingers.
- Sign language is a system of hand and body movements representing words, which is used by and to people who cannot hear or talk.

II. Choosing the correct form of the verbs (infinitive or gerund)

- Kamali stopped to see whether he had not forgotten his driving licence.

2. I always forget to take my pills.
  3. I tried to talk to him but he couldn't listen.
  4. I am keen on working in the computer industry.
  5. Kalisa decided to see a doctor.
  6. Leila enjoys reading love stories.
  7. Do you intend to learn Italian or English?
  8. Do you mind helping me wash the dishes?
  9. Alan asked to talk to the boss
  10. I can't help laughing when I watch Mr Been.
  11. If Sara keeps coming to work late, she'll have problems with the boss.
  12. Liza hates studying Maths.
  13. Are you interested in living in Africa?
- III. This is an-open-ended question. The tutor may consider guidance provided in the second sub-unit.

# UNIT 2

## PEOPLE AND TECHNOLOGY

**Key Unit Competence:** To use language learnt in the context of People and Technology.

### Prerequisites

The tutor can make this unit, People and Technology, fruitful by asking them the role of technological materials they know. For example, students of year 3 have a clue on the economic and social importance of internet and other technological tools. The tutor should also ask them some questions to measure the knowledge they have on negative effects of technology. The tutor should build on their knowledge to have a successful coverage of the unit.

### Cross-cutting issues to be addressed:

- Environment and sustainability (The tutor may use the third sub-unit “Challenges caused by new technology” to address this cross-cutting issue since environment pollution is one of the biggest disadvantages of technology)
- Financial Education (The tutor may use the text “The advantages of new technology for businesses” to address this cross-cutting issue)
- Peace and Values Education (The text “Emerging military and security technologies” is a good tool that will help the tutor to address this cross-cutting issue)

### Guidance on the introductory activity:

The tutor should ask student teachers to open their students’ books and direct them to observe the pictures thoroughly. The tutor may first instruct the students to observe pictures and write down what they see without making any interpretation.

After this activity, the tutor may then ask learners to interpret pictures. At the interpretation stage, the tutor should remind students to support their views by referring to what is in the pictures.

### Possible answers to questions from the introductory activity

1. Fig.1 represents a genetically modified plant.
2. The Internet of things, or IoT, is a system of interrelated computing devices, mechanical and digital machines, objects, animals or people that are provided with unique identifiers (UIDs) and the ability to transfer data over a network without requiring human-to-human or human-to-computer interaction.
3. This is an open –ended question.
4. Genetically modified organism (GMO) is an organism whose genome has been engineered in the laboratory in order to favour the expression of desired physiological traits or the generation of desired biological products.
5. This is an open-ended question. The tutor should not expect students to give right answers now. They will be able to answer the question after reading the text on genetically modified organism (GMO).

### List of sub-headings/lessons

N.B: A lesson can be made of one or more periods. There can be a single, double or triple period lessons.

#	Sub-headings	Learning objectives	Number of periods
1	2. 1. Describing concepts related to both humankind and technological trends.	<b>Knowledge:</b> <ul style="list-style-type: none"><li>• Outline major inventions in technology of this millennium.</li></ul> <b>Skills:</b> <ul style="list-style-type: none"><li>• Talk about the use of advanced technology</li></ul> <b>Attitudes and values:</b> <ul style="list-style-type: none"><li>• Embrace the new tech advancement to fit for life.</li></ul>	5

2	2.2 Advantages of new tech trends	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Identify the advantages of new technology for businesses</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Read texts for information about technology trends</li> </ul> <p>Attitudes and values:</p> <ul style="list-style-type: none"> <li>• Appreciate technology trends for Self-actualization.</li> <li>• Cope up with changes due to time and place.</li> </ul>	5
3	2.3 Challenges caused by new technology.	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Identify challenges caused by new technology</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• - Read and write about possible impact of technology trends to mankind.</li> </ul> <p><b>Attitudes and values:</b></p> <ul style="list-style-type: none"> <li>• Embrace the new tech advancement to fit for life.</li> <li>• Awareness of the changes and their impacts on people's lives.</li> </ul>	4
4	2. 4 Language Structure: Correlative connectors	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Identify the uses of correlative conjunctions in Sentences.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Use correlative conjunctions to construct meaningful sentences.</li> </ul> <p><b>Attitude and values</b></p> <ul style="list-style-type: none"> <li>• Appreciate the use of correlative connectors</li> </ul>	5
5	2.5 End unit assessment		1

## **2.1. Describing concepts related to both humankind and technological trends**

### **a) Learning objectives**

Refer to the table above.

### **b) Teaching and learning resources:**

Photographs, textbooks, dictionaries

### **c) Prerequisites**

Before undertaking this sub-unit “Describing concepts related to both humankind and technological trends” student teachers are expected to have prior information on internet and its use. They also have knowledge about technological devices. The tutor should build on that knowledge to introduce this lesson.

### **2.1.1. Learning activity: Reading and text analysis (Student Book, pp. 24-28)**

#### **Guidance on learning activity 2.1.1**

The tutor may ask student teachers to form groups of four students, and tell them to read the text. He/she should walk around the room to ensure that all are focused on reading the text. The tutor may distribute the paragraphs equally after they are through and have a brief read aloud session.

#### **Possible answers to comprehension questions (Text 1) :**

1. The Internet of things, or IoT, is a system of interrelated computing devices, mechanical and digital machines, objects, animals or people that are provided with unique identifiers (UIDs) and the ability to transfer data over a network without requiring human-to-human or human-to-computer interaction.
2. A thing in the internet of things can be a person with a heart monitor implant, a farm animal with a biochip transponder, an automobile that has built-in sensors to alert the driver when tire pressure is low or any other natural or man-made object that can be assigned an IP address and is able to transfer data over a network.
3. MIT professor Neil Gershenfeld’s book, *When Things Start to Think*, also appearing in 1999, didn’t use the exact term but provided a clear vision of where IoT was headed.
4. The internet of things is a natural extension of SCADA (supervisory control and data acquisition).

1. An IoT ecosystem consists of web-enabled smart devices that use embedded processors, sensors and communication hardware to collect, send and act on data they acquire from their environments.
2. People can interact with the IoT devices while setting them up, giving them instructions or accessing the data.
3. Due to its expanded attack surface, IoT security and privacy are cited as major concerns. Because IoT devices are closely connected, all a hacker has to do is to exploit one vulnerability to manipulate all the data and render it unusable. Additionally, connected devices often ask users to input their personal information, including names, ages, addresses, phone numbers and even social media accounts -- information that's invaluable to hackers.

### **Possible answers to comprehension questions (Text 2) :**

1. This is an open-ended question. The tutor should ensure the correctness of answers.
2. The two scientific methods used to produce **Genetically Modified Organisms are:** recombinant DNA technology and reproductive cloning.
3. In reproductive cloning, a nucleus is extracted from a cell of the individual to be cloned and is inserted into the enucleated cytoplasm of a host egg (an enucleated egg is an egg cell that has had its own nucleus removed). The process results in the generation of an offspring that is genetically identical to the donor individual. Recombinant DNA technology, on the other hand, involves the insertion of one or more individual genes from an organism of one species into the DNA (deoxyribonucleic acid) of another.
4. This is an open-ended question. Students may explain that American had appreciates the importance of genetically modifying plants.
5. The three reasons why plants are genetically modified are:
  - to reduce the use of chemical insecticides
  - to boost resistance to a specific chemical herbicide
  - to increase their nutrients

### **Possible answers to comprehension questions (Text 3) :**

1. This is an open-ended question. The tutor should ensure the correctness of answers.
2. Weak AI, also known as narrow AI, is an AI system that is designed and trained for a particular task while Strong AI, is an AI system with generalized human cognitive abilities. When presented with an unfamiliar task, a strong AI system is able to find a solution without human intervention.

3. The four types of AI mentioned in the passage are: Reactive machines, limited memory, theory of mind and Self-awareness.
4. Limited memory refers to AI systems that can use past experiences to inform future decisions while Theory of mind should be able to interact socially with human beings by understanding that others have their own beliefs, desires and intentions that impact the decisions they make. Theory of mind does not yet exist.
5. This is an open-ended question. Some students may answer “yes” others “no”. The tutor should check the explanations given by students.

### 2.1.2 Application activities (Student Book, pp 28-29)

#### I. Vocabulary

##### Text 1: The Internet of things

Words/phrases	Meaning
Heart monitor implant	A small device about the size of a pack of chewing gum or USB memory stick that is implanted just under the skin of the chest for observing and checking the rate, rhythm, or some other aspect of the heart.
Biochip	A microchip designed or intended to function in a biological environment, especially inside a living organism.
Sensors	A sensor is a device which is used to record the presence of something or changes in something.
IP address	A unique string of numbers separated by full stops that identifies each computer using the Internet Protocol to communicate over a network.
Frequency	The number of times that a wave, especially a sound or radio wave, is produced within a particular period, especially one second.
Wireless	Using radio, microwaves, etc. (as opposed to wires or cables) to transmit signals.
Convergence	The process of coming together from different directions so as eventually to meet.
Timely	Done or occurring at a favourable or useful time; opportune.
Ecosystem	<ul style="list-style-type: none"> <li>• A biological community of interacting organisms and their physical environment.</li> <li>• (In general use) Ecosystem is a complex network or interconnected system.</li> </ul>

Processors	A processor is a part of a computer that performs operations on the information that is put into it.
Gateway	A device used to connect two different networks, especially a connection to the Internet.
Hacker	A person who uses computers to gain unauthorized access to data.
Invaluable	Extremely useful; indispensable.
Cybercriminals	People who engage in criminal activity by means of computers or the Internet.

## Text 2: Genetically modified organism (GMO)

Words/phrases	Meaning
Genome	The complete set of genetic material of a human, animal, plant or other living thing
Engineered	(of an organism) Modified by manipulation of genetic material.
Physiological	Relating to the way in which a living organism or bodily part functions.
Species	A group of living organisms consisting of similar individuals capable of exchanging genes or interbreeding. The species is the principal natural taxonomic unit, ranking below a genus and denoted by a Latin binomial, e.g. Homo sapiens.
Recombinant DNA	DNA that has been formed artificially by combining constituents from different organisms.
Cloning	Replicating (a fragment of DNA placed in an organism) so that there is sufficient to analyse or use in protein production.
Nucleus	The central and most important part of an object, movement, or group, forming the basis for its activity and growth.
Cytoplasm	The material or protoplasm within a living cell, excluding the nucleus
Transplantation	The process of taking an organ or living tissue and implanting it in another part of the body or in another body.
Consumption	The action of eating or drinking something.

Endowed	<ul style="list-style-type: none"> <li>• Provided with a quality, ability, or asset.</li> <li>• To be endowed with something means to have a particular quality or feature.</li> </ul>
Controversial	Giving rise or likely to give rise to controversy or public disagreement.

### Text 3 : AI (Artificial Intelligence)

Words/phrases	Meaning
Simulation	Imitation of a situation or process.
Virtual	<ul style="list-style-type: none"> <li>• Not physically existing as such but made by software to appear to do so</li> <li>• Carried out, accessed, or stored by means of a computer, especially over a network</li> </ul>
Cognitive	Connected with thinking or conscious mental processes
Sentient	Able to experience physical and possibly emotional feelings:
Lanes	A lane is a narrow road in the countryside or in a town
Malevolence	The state or condition of being malevolent; hostility.

## II. Sentence construction

This is an open-ended activity. The tutor should check the grammaticality of sentences.

## III. Composition writing

This is an open-ended activity. The tutor may refer to previous sub-unit/unit for guidance.

### 2.2 Advantages of new tech trends

- a. **Learning objectives:** (The tutor may refer to the table at the beginning of the unit).
- b. **Teaching and learning resources:** Photographs, textbooks, dictionaries
- c. **Prerequisites :** Before undertaking this sub-unit “Describing concepts related to both humankind and technological trends” student teachers are expected to have prior information on internet and its use. The tutor may ask them some questions to measure the knowledge they have on positive effects of technology. The tutor should build on the answers they give to introduce this lesson.

## 2.2.1 Learning activity : Reading and text analysis

### Guidance on learning activity 2.2.1

(The tutor may refer to the previous sub-unit/unit for guidance).

#### **Possible answers to comprehension questions (Text 1, Student Book, p. 32) :**

1. Businesses that are likely to benefit from cutting-edge technology are the ones that are willing to be early adopters.
2. Technologies that are themselves dropped by their parent companies are businesses that still operate traditionally, businesses that don't develop or change to cope with new needs.
3. The three advantages of using new technologies in business mentioned in the passage are: being a key to penetrating a market, revolutionising operations and reducing costs.
4. For a small business, a technology should not be evaluated on its own merits but rather for the ways its implementation will allow your business to accomplish things that are impossible for your competitors. A small business is successful when it becomes a key to penetrating a market that you cannot otherwise reach.
5. New technology can help us to revolutionise old operations by using one devices in many other operations. For example, a cell phone is not simply a wireless landline phone, it is also a device for rescheduling meetings on the fly, arranging for impromptu visits, surfing on internet, avoiding congested traffic etc.
6. Yes, technology can be a major source of expenses for your business. (The tutor should check the explanations given by students.)
7. Businessmen are advised to abandon the cutting edge technology if it cannot help them to eradicate or reduce your biggest costs, if it is only a major source of expenses for their businesses.

#### **Possible answers to comprehension questions (Text 2, Student Book, p. 34) :**

If something is ground-breaking, it is very new and a big change from other things of its type. So, ground-breaking developments are development that are innovative, pioneering, and had never existed before.

This is an open-ended question. The tutor should ensure the correctness of answers.

According to World Economic Forum “fourth industrial revolution” refers to Current innovations in artificial intelligence, robotics, and autonomous systems, Internet of things, 3D printing, nanotechnology, biotechnology, material science and quantum computing.

It is instrumental to monitor the development of military technologies for the capabilities they could provide may directly or indirectly affect the preconditions for peace, the nature of conflicts and how insecurity is perceived and managed, by people and states.

Offensive cyber-capabilities are proficiencies of attacking another country/ person/organisation using computers or internet.

This is an open-ended question. Some students may answer “yes” others “no”. The tutor should check the explanations given by students.

Its aim is to provide Certain Conventional Weapons (CCW) delegates and the interested public a ‘reality check on autonomy’ with a mapping exercise that will answer a series of fundamental questions, such as: What types of autonomous applications are found in existing and forthcoming weapon systems? What are the capabilities of weapons that include some level of autonomy in the target cycle, how are they used or intended to be used and what are the principles or rules that govern their use?

## 2.2.2 Application activities

### I. Vocabulary (Text 1 : Student Book, p. 34)

Words/phrases	Meaning
Cutting-edge	Very modern and with all the newest features.
Nimble	Quick and exact either in movement or thoughts.
Workflow	The sequence of industrial, administrative, or other processes through which a piece of work passes from initiation to completion.
Disruptive	Causing trouble and therefore stopping something from continuing as usual.
Revolutionise	To completely change something so that it is much better
Impromptu	Done or said without earlier planning or preparation.
Paradigms	A paradigm is a model of something, or a very clear and typical example of something
Obsolete	not in use any more, having been replaced by something newer and better or more fashionable
Paradoxically	In a seemingly absurd or self-contradictory way.

Eradicating	Getting rid of completely or destroy something bad.
Bang	A sudden loud, sharp noise.
Buck	Used in a number of expressions about money, usually expressions referring to a lot of money.

### Vocabulary (Text2, Student Book, p. 35)

Words/phrases	Meaning
(a) Realm	An area of interest or activity:
(b) Warfare	The activity of fighting a war, often including the weapons and methods that are used:
(c) Precaution	An action which is done to prevent something unpleasant or dangerous from happening.
(d) Nanotechnology	An area of science which deals with developing and producing extremely small tools and machines by controlling the arrangement of individual atoms.
(e) Quantum computing	It is an area of computing focussed on developing computer technology.
(f) Scrutiny	The careful and detailed examination of something in order to obtain information about it.
(g) Instrumental	<ul style="list-style-type: none"> <li>• If someone or something is instrumental in a process, plan or system, they are one of the most important influences in causing it to happen.</li> <li>• Serving as a means of pursuing an aim or policy.</li> </ul>
(h) Cyber-security	The state of being protected against the criminal or unauthorized use of electronic data, or the measures taken to achieve this.
(i) Autonomy	<ul style="list-style-type: none"> <li>• Freedom from external control or influence; independence.</li> </ul> <p>The right of a group of people to govern itself, or to organize its own activities.</p>

## II. Sentence construction

This is an open-ended activity. The tutor should check the grammaticality of sentences.

## III. Composition writing.

This is an open-ended activity. The tutor may refer to previous sub-unit/unit for guidance.

## IV. Debate

This is an open-ended activity. The tutor may refer to year 1, unit 5 for guidance.

### 2.3 Challenges caused by new technology

#### a) Learning objectives

The tutor may refer to the table at the beginning of the unit.

#### b) Teaching and Learning resources:

Photographs, textbooks, dictionaries

#### c) Prerequisites

Before undertaking this sub-unit “Challenges caused by new technology” student teachers are expected to have prior information on internet and its use. The tutor may ask them some questions to measure the knowledge they have on negative effects of technology. The tutor should build on the answers they give to introduce this lesson.

**2.3.1 Learning activity: Reading and text analysis:** Guidance to the learning activity, The tutor may refer to the previous sub-unit/ unit for guidance.

#### Possible answers to comprehension questions (Student Book p. 37) :

1. No, negative aspects of technology should not stop us from taking advantage of technology. (The tutor should check the explanations given by students).
2. The four negative aspects of technology mentioned in the passage are: Distraction, security risks, expensive obsolescence and destruction of social boundaries.
3. Employees are faced with the temptation of checking Facebook, reading the latest tweet storm on Twitter or watching cute cat videos on YouTube. In some companies, approximately half of all office employees spend an hour or more per day on non-work-related internet sites.
4. Our online devices are a two-way street, giving employers and their staff access to the outside world, but also allowing outsiders into our place of business. This can allow them to steal very important information.
5. Technological change advances very rapidly, which means that the technology you invest in today may seem to be out-of-date almost the moment it is installed and up and running. In that case the company is obliged to buy a new one which up to date.
6. This question is open-ended. Students may explain using example in the passage or give their own examples.

## 2.3.2 Application activities (Student Book p. 37)

### I. Vocabulary

Words/phrases	Meaning
a) Airbnb	Airbnb (short for Air Beds& Breakfast) is a marketplace that connects travellers with local property owners. For example, if you are a traveller and want to visit a city and you don't want to stay in a hotel or hostel, Airbnb gives you many choices from which you can easily book a room or an apartment
b) Uber	Uber is a transportation network company (TNC) which uses an online platform to connect passengers with drivers using their personal vehicles (just to be crystal clear, Uber doesn't own any of the vehicles). Uber is leading by laying out a platform for people to help other people.
c) Downsides	The disadvantages of a situation
d) Malware	Software that is specifically designed to disrupt, damage, or gain unauthorized access to a computer system.
e) Plugged in	To plug in is to attach or connect to an electric receptacle (such as an outlet).
f) Ransom ware	A type of malicious software designed to block access to a computer system until a sum of money is paid.
g) Substantial	Of considerable importance, size, or worth.
h) Churn	A machine for making butter by shaking milk or cream.
i) Trends	A trend is a general direction in which something is developing or changing.
j) Revamping	Giving new and improved form, structure, or appearance to.
k) Telecommuting	Working from home, making use of the Internet, e-mail, and the telephone.

### III. Sentence construction

This is an open-ended activity. The tutor should check the grammaticality of sentences.

## 2. 4 Language Structure : Correlative connectors

a) **Learning objectives** (refer to the table that shows the list of sub-headings/ lessons)

b) **Teaching resources:** Pictures that can easily help students to discover the new lesson, books, etc.

### c) Prerequisites/revision/introduction

Students are expected to have prior knowledge about correlative conjunctions or connectors that they learnt in previous classes. They also should be able to write compositions and read texts that contain correlative connectors or conjunctions. The tutor should start with examples picked from the passages read and ask learners questions to check information and skills that they already have about correlative conjunctions.

### Possible answers to the language structure questions (Student Book p. 39)

Completing sentences using the correlative connector :

1. I plan to take my vacation either in June or in July.
2. Whether I'm feeling happy or sad, I try to keep a positive attitude.
3. No sooner had I taken my shoes off than I found out we had to leave again.
4. Not only is dark chocolate delicious, but also it can be healthy.
5. I will be your friend whether you stay here or move away.
6. Both flowers and trees grow during warm weather.
7. Not only do we enjoy summer vacation, but we also enjoy winter break.
8. I knew it was going to be a bad day because I not only over slept but also missed the bus.
9. It's either going to rain or snow tonight.
10. Savoury flavours are neither sweet nor sour.

## 2.5 Spelling and pronunciation

### A. Spelling

#### Possible answers to question on spelling (Student Book p. 40)

Everyone with a smartphone, laptop, tablet or desktop computer has access to the incredible world of the Internet in most of workplaces. Hopefully, employers and employees use this access for research and communication in the service of their business. But the Internet can be a powerful destruction as well, as employees are faced with the temptation of checking Facebook, reading the latest tweet storm on Twitter or watching cute cat videos on YouTube. In some companies, approximately half of all office employees spend an hour or more per day on non-work-related internet sites.

## B. Phonetic transcription (Answers) :

Words	Phonetic transcription
Simulation	/ sɪmjʊ'leɪʃən /
Virtual	/ 'vɜ:tʃʊəl /
Cognitive	/ 'kɒgnɪtv /
Sentient	/ 'senʃənt /
Lanes	/ leɪnz /
Malevolence	/ mə'levələns /
Genome	/ 'dʒi:nəʊm /
Engineered	/ ,ɛndʒɪ'niəd /
Physiological	/ ,fɪzɪə'lɒdʒɪkəl /
Species	/ 'spi:ʃi:z /

### 2.6 End unit assessment (Student Book, p. 41)

Possible answers to end unit assessment questions (Student Book, pp. 41-42)

1. Choosing the best answer to complete each of the sentences.
  - a) Nor
  - b) If ..... then
  - c) Whether..... or
  - d) No sooner.... than
  - e) Both .... and
  - f) Not only..... but also
  - g) Both .....and
  - h) Neither....nor
2. This is an open-ended activity. The tutor may refer to previous sub-units/unit for guidance.
3. This is an open-ended activity. The tutor may refer to year 1 , unit 5 for guidance.

## NATIONAL SERVICES AND SELF-RELIANCE

**Key Unit Competence:** To use language learnt in the context of national services and self-reliance

**Prerequisites :** This unit, National services and self-reliance may seem strange to student teachers, but the tutor should play a pivotal role by simply reminding them that they have already participated in national service programmes. The tutor may for example explain to them that Itorero; the one they participate in every week, is one of the most important national service programmes. The tutor may ask them other questions to measure their knowledge on the national service programmes and self-reliance, and then build on the answers they give to successfully introduce the unit.

### **Cross-cutting issues to be addressed:**

- Environment and sustainability (The text on Monthly community work is a good tool to address this cross-cutting issue since the projects completed through Monthly community work include, the construction of schools, feeder roads, road repair, terracing, reforestation, home construction for vulnerable people, erosion control, and water canals.)
- Financial Education (The tutor may use the texts “Agaciro Development Fund and Rwanda’s self-reliance” to address this cross-cutting issue.)
- Peace and Values Education (The text “Emerging military and security technologies” is good tool that will help the tutor to address this cross-cutting issues)
- Standardisation Culture (Standardisation Culture develops learners’ understanding of the importance of standards as a pillar of economic development and in the practices, activities and lifestyle of the citizens)

**Guidance on the introductory activity:** Before answering questions on the introductory activity, the tutor should guide the students through the observation process by telling them to take note of objects, shapes, colours and the position of people in each picture. During the interpretation stage, the students should support their claims by referring to the observations they made earlier.

### Possible answers to introductory activity questions (Student Book, p. 43)

1. In Fig.1, Young people are being trained in itorero.
2. In Fig.2, someone is being given a cow in “ One cow per family programme”.
3. This is an open-ended question. The tutor should accept all correct answers.
4. This is an open-ended question too. However, the tutor should orient learners’ answers so that they underscore the contribution of performance contract in helping the government to hold leaders accountable.

### List of sub-headings/lessons

N.B: A lesson can be made of one or more periods. There can be a single, double or triple period lessons.

#	Sub-headings	Learning objectives	Number of periods
1	3.1 National services and self-reliance rationale.	<b>Knowledge:</b> <ul style="list-style-type: none"><li>• Mention words and expressions liaised to national services and self-reliance.</li><li>• Define national services and self-reliance</li></ul> <b>Skills:</b> <ul style="list-style-type: none"><li>• Talk about national services and self-reliance programs in Rwanda in both oral and writing.</li><li>• Construct sentences with words and phrases related to national services and self-reliance.</li></ul> <b>Attitudes and values:</b> <ul style="list-style-type: none"><li>• Pioneering youth for future development and sustainability</li></ul>	3

2	3.2 National services programs in Rwanda.	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Mention words and expressions related to national services and self-reliance.</li> <li>• Define national services and self-reliance</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Write compositions focusing on national services and self-reliance.</li> <li>• Talk about national services and self-reliance programs in Rwanda in both oral and writing.</li> <li>• Construct sentences with words and phrases related to national services and self-reliance.</li> </ul> <p><b>Attitudes and values:</b></p> <ul style="list-style-type: none"> <li>• Uphold national policies and initiatives.</li> <li>• Respect values and uniqueness of the nation.</li> </ul>	5
3	3.3 Scope of national services worldwide.	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Recognise words and expressions related to national services and self-reliance</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Read and write about scope of national services worldwide.</li> </ul> <p><b>Attitudes and values:</b></p> <ul style="list-style-type: none"> <li>• Love of work to build good citizenship.</li> </ul>	5

4	3.4. Language structure: Coordinate connectors.	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Identify the uses of coordinating conjunctions in sentences.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Construct sentences using coordinating conjunctions in sentences.</li> <li>• Fill in blank space by coordinating conjunctions in sentences.</li> </ul>	5
5	3.5. End unit assessment		2

### 3.1 National services and self-reliance rationale

**a) Learning objectives** (The tutor may refer to the table above).

**b) Teaching and learning resources** : Photographs, textbooks, dictionaries

**c) Prerequisites** : Before undertaking this sub-unit “National services and self-reliance rationale” student teachers are expected to have prior information on some of national services. The tutor may ask them other questions to measure their knowledge on the national service programmes and self-reliance and then build on the answers they give to successfully introduce the sub-unit.

#### 3.1.1 Learning activity: Reading and text analysis.

**Guidance on learning activity 3.1.1** : The tutor may ask student teachers to read the text in groups. He/she may encourage them to go through it quickly in the first reading. He/she should remind them to read in a slower pace for purposes of comprehension during the second reading. The tutor takes a walk through to make sure reading is taking place. This will also help the tutor to identify students who may need extra help in the activity. Call on representatives of each pair to present to the class their answers.

#### **Possible answers to comprehension questions : Text 1 (Student Book, p. 44)**

1. This question is open-ended. The tutor should accept all correct answers.
2. Yes, Rwanda can accept external help but it doesn't want to be dictated. The evidence from the passage is where Paul Kagame is reported to have said : “We're not saying we can do without external assistance, but we don't want to be imposed upon and dictated to in return for help.”

3. The ideas of self-reliance and dignity were, according to Golooba-Mutebi, shaped by the refugee experience of some of Rwanda's ruling elites.
4. The word "legacy" in the sixth paragraph refers to the experience of living on their own.
5. This question is open-ended. The tutor should accept all correct answers.
6. One gets to the position of doing things for themselves, by having a strong economy, and a healthy and educated population.

**Possible answers to comprehension questions : Text 2 (Student Book p. 46)**

1. The journalist used the term "one youth umbrella group" to mean Rwanda Youth Volunteers in Community Policing Organisation (RYVCPO).
2. Jean Bosco Mutangana's words prove that Rwanda Government cares about youth. Jean Bosco Mutangana says "'Our country has invested in us through education, taught us good values of patriotism...'"
3. Human security and community development activities conducted by the youth volunteers since 2013 are of a paramount importance since they are valued at over Rwf630 million.
4. RYVCPO want to increase the membership because they want to drive change among the young generation and be the voice and power of transformation.
5. The article was published on January 24, 2018.

**3.1.2.. Application activities**

Possible answers to the application activity questions (Student Book, p. 46)

**I. Vocabulary**

<b>Words/phrases</b>	<b>Meaning</b>
Self-reliance	The quality of not needing help or support from other people
Partnership	<ul style="list-style-type: none"> <li>• The state of being a partner or partners.</li> <li>• An association of two or more people as partners.</li> </ul>
Proponent	A person who advocates a theory, proposal, or course of action.
Dignity	The state or quality of being worthy of honour or respect.
Elites	A select group that is superior in terms of ability or qualities to the rest of a group or society.
Plight	An unpleasant condition, especially a serious, sad, or difficult one.

Culminated	(To culminate in/with something)= to reach a climax or point of highest development.  If an event or series of events culminates in something, it ends with it, having developed until it reaches this point.
Grievance	A complaint or a strong feeling that you have been treated unfairly.
Legacy	Something left or handed down by a predecessor.
Autonomy	The right of an organization, country, or region to be independent and govern itself.

### Vocabulary (Text 2)

Words/phrases	Meaning
Drive	To provide the power to keep a machine working, or to make something happen.
Patriotism	The feeling of loving your country more than any others and being proud of it
Pioneers	a pioneer is a person who is one of the first people to do something
Afforestation	The process of planting trees, or sowing seeds, in a barren land devoid of any trees to create a forest.
Drug abuse	<ul style="list-style-type: none"> <li>• The habitual taking of illegal drugs.</li> <li>• The use of certain chemicals for the purpose of creating pleasurable effects on the brain.</li> </ul>
Heifer	A young cow, especially one that has not yet given birth to a calf (= baby cow).
Rehabilitate	To return something to a good condition.

### II. Sentence construction

This is an open-ended question. The tutor should check the grammaticality of sentences.

### III. Summary writing

This is an open-ended question. The tutor may tell learners to refer to unit 5 of this book for guidance on how to write a summary.

## 3.2 National services programs in Rwanda

a) **Learning objectives** : The tutor may refer to the table at the beginning of the unit

b) **Teaching and learning resources:** Photographs, textbooks, dictionaries

c) **Prerequisites** : Before undertaking this sub-unit student teachers are expected to have prior information on national services programs since they learned it in the previous sub-unit.

### 3.2.1 Learning activity: Reading and text analysis

The tutor may refer to the previous units/sub-units for guidance

#### **Possible answers to comprehension questions : Text 1(Student Book p. 49)**

1. Agaciro Development Fund is the Rwanda's sovereign wealth fund whose aim is to achieve self-reliance. It was initiated by Rwandans on 15-16 December 2011 at the 9th National Dialogue Council chaired by His Excellency the President of the Republic of Rwanda Paul Kagame.
2. The Fund was set up to; build up public savings to achieve self-reliance, maintain stability in times of shocks to the national economy and accelerate Rwanda's socio-economic development goals.
3. The Fund is unique of its kind as it was created basing on voluntary contributions from Rwandans at home and abroad as well as friends of Rwanda while other sovereign wealth funds around the world have traditionally relied on budget surpluses, oil and mineral revenues for their constant growth.
4. The management of Agaciro Development Fund is ideal since it is managed by the Board of Trustees that was appointed by the Cabinet on 28 March 2014. And those Trustees are experienced persons with a variety of expertise in different areas of economy who are appointed from public and private sector.
5. The Board of Trustees is responsible for the oversight and management of the Fund's operations on behalf of Rwandans.
6. AGDF invests the collected funds to produce sizeable returns.
7. This is an open-ended question. The tutor should accept all correct answers.

**Possible answers to comprehension questions: Text 2 (Student Book, p. 51) :**

1. The re-initiation of performance contract was worthwhile for there was as a concern about the speed and quality of execution of government programs and priorities. Performance contract helps accelerate the socioeconomic development of Rwandans by holding all administrative levels accountable.
2. The former performance evaluation process suffered from significant limitations including the fact that it was not possible to objectively compare the performance of all districts because while one province may have had better performing districts than another, this system did not allow that to be discovered. This was because the best ten performing districts from across the nation were reviewed (two from each province and the City of Kigali). Each province and the City of Kigali would rank the performance of their districts with the top two then communicated to the national evaluation team. This team then conducted their own review and ranked them from 1-10.
3. This is an open-ended question. The tutor should accept all correct answers.

**Possible answers to comprehension questions: Text 3 (Student Book, p. 52)**

1. The set of home grown solutions is closely related to Rwandan cultural practices since it was drawn on aspects of Rwandan culture and traditional practices such as monthly community work and support to poor people.
2. The projects completed through Monthly community work include, the construction of schools, feeder roads, road repair, terracing, reforestation, home construction for vulnerable people, erosion control, and water canals.
3. This is an open-ended question. The tutor should accept all correct answers.
4. This is an open-ended question. The tutor should accept all correct definitions.

**3.2.2. Application activities (Student Book, pp. 52-54) :**

**Possible answers to the application activity questions :**

**I. Vocabulary (Text1)**

<b>Words/phrases</b>	<b>Meaning</b>
Decentralization	<ul style="list-style-type: none"><li>• The act or process of decentralizing an organization or government (= moving control from a single place to several smaller ones).</li><li>• The transfer of authority from central to local government.</li></ul>

Accountability	The fact of being responsible for what you do and able to give a satisfactory reason for it, or the degree to which this happens.
Public service	A service provided by the government, such as hospitals, schools, or the police.
Highlighted	To highlight is to attract attention to or emphasize something important.
Policy	A policy is a set of ideas or plans that is used as a basis for making decisions.
Committing	Promising or giving your loyalty, time, or money to a particular principle, person, or plan of action.
Limitations	<ul style="list-style-type: none"> <li>• Disadvantage: the quality of having an inferior or less favourable position.</li> <li>• A limitation is something that holds you back, like a broken leg that keeps you off the dance floor during prom season.</li> <li>• If someone or something has limitations, that person or thing is not as good as he, she, or it could be.</li> </ul>
Shortcomings	A shortcoming is a fault or a failure to reach a particular standard.

### Vocabulary (Text2)

Words/phrases	Meaning
Embraced	To embrace is to accept something enthusiastically.
Surpluses	A surplus is the amount of money you have left when you sell more than you buy, or spend less than you own.
Trustees	a trustee is a person, often one of a group, who controls property and/or money for another person or an organization: (the museum's board of trustees)
Oversight	Management of an operation or process.
Accountable	Someone who is accountable is completely responsible for what they do and must be able to give a satisfactory reason for it.
Complies with	To comply with means to act according to an order, set of rules, or request.
Singled out	To single something/somebody out means to choose one person or thing from a group for special attention, especially criticism or praise

Fiscal	Relating to government revenue, especially taxes.
Resilience	Ability to quickly return to a previous good condition:
Adverse	Having a negative or harmful effect on something.
Whist	quiet, silent
Momentum	The force that keeps an object moving or keeps an event developing after it has started.

### Vocabulary (Text3)

Words/phrases	Meaning
a) Drew on	To draw on something is to use information or your knowledge of something to help you do something.
b) Home grown solutions	Home Grown Solutions (HGS) are Rwanda's 'trade mark' solutions developed by the Rwandan citizens based on local opportunities, cultural values and history to fast track their development.
c) Expatriates	An expatriate is someone who does not live in their own country.
d) Feeder roads	A feeder road is a road that serves as a traffic feeder to a more important road (as a turnpike)
e) Call upon	To make demands on; to request.
f) Plots	A plot is a small piece of land that has been marked or measured for a particular purpose

### II. Sentence construction

This is an open-ended question. The tutor should check the grammaticality of sentences.

### III. Composition writing

This is an open-ended question. The tutor may refer to the previous units/sub-units for guidance.

### 3.3 Scope of national services worldwide

#### a) Learning objectives

The tutor may refer to the table at the beginning of the unit.

#### b) Teaching and learning resources:

Photographs, textbooks, dictionaries

### c) Prerequisites

Before undertaking this sub-unit student teachers are expected to have prior information on national services programs since they learned it in the previous sub-units.

#### 3.3.1 Learning activity: Reading and text analysis

(The tutor may refer to the previous units/sub-units for guidance)

#### Possible answers to comprehension questions (Student Book p. 55) :

1. The national service enforced full conscription of all males between 18 and 41 who were residents in the UK.
2. The need for national service in the United Kingdom was inspired by the wartime due to the need of more armed forces.
3. Persons who were exempted from national service included the following: medically unfit as well as the blind, disabled persons, and those with mental disorders, British subjects from outside Britain who had lived in the country for less than two years, students, persons employed by the government of any country of the British Empire except the United Kingdom, clergy of any denomination, married women, women who had one or more children of 14 years old or younger living with them, conscientious objectors, people working in reserved occupations like baking, farming, medicine and engineering.
4. Due to the British involvement in the Korean War, the national service period was extended to two years.

#### 3.3.2.. Application activity

Possible answers to the application activity questions : (Student Book, p, 56)

#### I. Vocabulary

Words/phrases	Meaning
a) conscription	Compulsory enlistment for state service, typically into the armed forces.
b) exempted	To exempt is to excuse someone or something from a duty, payment, etc.
c) Clergy	The body of all people ordained for religious duties, especially in the Christian Church.
d) denomination	A religious group which has slightly different beliefs from other groups which share the same religion

e) conscientious	-Wishing to do one's work or duty well and thoroughly. - Putting a lot of effort into your work.
f) Compensate	To provide something good or useful in place of or to make someone feel better about something that has failed or been lost or missed.

## II. Sentence construction

This is an open-ended question. The tutor should check the grammaticality of sentences.

## III. Composition writing

This is an open-ended question. The tutor may refer to the previous units/sub-units for guidance.

### 3.4. Language structure: Coordinate connectors

**a) Learning objectives** (The tutor may refer to the table that shows the list of sub-headings/lessons)

**b) Teaching resources:** Pictures that can easily help students to discover the new lesson, books, etc.

**c) Prerequisites/revision/introduction :** Students are expected to have prior knowledge about coordinating conjunctions or connectors that they learnt in previous classes. They also should be able to write compositions and read texts that contain correlative connectors or conjunctions.

### Possible answers to the language structure questions (Student Book p. 57)

1. Would you rather have cheese or honey on your sandwich?
2. His favourite sports are football and tennis.
3. I wanted to go to the beach, but Mary refused.
4. I am allergic to cats, yet I have three of them.
5. I am a vegetarian, so I don't eat any meat.
6. Thomas will be late to work, for he has a dental appointment.
7. Jennifer doesn't like to swim, nor does she enjoy cycling.
8. Jackson wanted to eat another piece of cake, yet he was on diet.

### 3.5. Spelling and pronunciation

#### A. Spelling (Student Book, p. 58) :

#### Answers to the question of identifying and correcting misspelled words in the paragraph :

Agaciro Development Fund is managed by the Board of Trustees that was appointed by the Cabinet on 28 March 2014. The Trustees are experienced persons with a variety of expertise in different areas of economy who are appointed from public and private sector. The Board is responsible for the oversight and management of the Fund's operations on behalf of Rwandans. The Board is accountable to the Government of Rwanda, through the Ministry of Finance and Economic Planning, in ensuring that the Fund complies with the law and the highest standards of corporate governance. On daily basis, the operations of the Fund are run by the management headed by the Chief Executive Officer who is also accountable to the Board.

#### B. Phonetic transcription

Answers

Words	Phonetic transcription
Expatriates	/ ɛks'pætriətɪz /
Resilience	/ rɪ'zɪliəns /
Reliance	/ rɪ'laɪəns /
Trustees	/ trʌs'ti:z /
Accountability	/ ə'kaʊntə'bɪlɪti /
Dignity	/ 'dɪgnɪti /
Patriotism	/ 'pætriətɪzəm /
Partnership	/ 'pɑ:tnəʃɪp /

### 3.6. End unit assessment

#### Possible answers to end unit assessment questions (Student Book, p. 58) :

I. Completing sentences using appropriate coordinating connectors

1. National services solved a lot of problems but we still have some problems.
2. He was given a cow in Gira Inka programme, but his children still suffer from malnutrition.
3. They were poor, and often suffered great hardship.

4. He overslept himself and thus missed the train.
  5. That coat cannot be mine, for it is too big for me.
  6. As a boy he had never been to school, and therefore he had no opportunity of learning to read and write.
  7. This must not happen again, or you will be dismissed.
  8. He is rich, but he is not happy.
  9. Hurry up, or you will be late.
  10. He must have done his duty, for he is a conscientious man.
  11. He tried hard, but he did not succeed.
  12. The parents were horrified for they saw blood stains on the floor and no sign of their child.
- II. This is an open-ended question. The tutor may refer to the previous units/ sub-units for guidance.
- III. This is an open-ended question. The tutor should guide student teachers on how to conduct a survey.

# UNIT 4

## GENOCIDE AND PEACE BUILDING

**Key Unit Competence :** To use the language learnt in the context of genocide and peace building.

**Prerequisite (knowledge, skills, attitudes and values) :** Before undertaking this unit, students are expected to have knowledge about different genocides and their consequences as they have studied them in History and Religion subjects so far. They probably have heard about genocide ideology and how to prevent genocide. The tutor will check this through both oral and in written exercises. The tutor can start this unit by asking some questions related to genocide in general and the 1994 genocide against the Tutsi in particular. This will help learners recall what they have previously learnt about genocide and it will make the learning of this unit easy.

Cross-cutting issues to be addressed:

- **Genocide studies**

Genocide studies as a crosscutting issue should be addressed by the tutor throughout all the lessons in this unit. Rwandans know how so bad genocide is since the country has suffered the consequences of this crime before, during and after the 1994 genocide against the Tutsi. The tutor should help the learners to understand that genocide is crime against the humanity so that each of us should feel that individual responsibility to prevent and fight against genocide. Learners should understand what genocide ideology is and how they can avoid it. The tutor should help learners to understand what should be done to prevent genocide. “Never again” should not be a simple slogan in their mind but it should be portrayed in all sectors/areas of their life.

- **Gender education**

Gender education will be addressed through giving both boys and girls equal chance of participation in the activities and the content to be taught. The tutor should help learners to understand how all (boys and girls) should join the process of preventing and fighting not only genocide but also genocide ideology. Examples of activities through which gender education can be addressed are dialogues, group work, pair work, plenary discussions and examples used in teaching and learning by both the tutor and student teachers.

### ▪ **Inclusive education**

Rwanda has done a lot as far as genocide prevention is concerned. This should be done at all levels of the community. So no part of the Rwandan community should be left behind in this journey towards a truly unified nation, a country free from genocide ideology. So the tutor should make sure that all the learners feel concerned and are included in all activities of different lessons across this unit. This means that he should make sure that needs of learners with disabilities are catered for.

### ▪ **Peace and values education**

This unit encourages peace building and reconciliation. Many people still have genocide ideology in their hearts. Some even go further by displaying behaviours that show they have not this ideology. Such behaviours should be discouraged and condemned by all means because they constitute a hindrance to peace building and reconciliation. The tutor should help learners understand the importance of peace building in today's society. Examples of activities through which peace and values education can be addressed are dialogues, group work, pair work, plenary discussions and examples used in teaching and learning by both the tutor and student teachers.

### **Guidance on the Introductory Activity :**

The tutor should give time to students to discuss the pictures that relate genocide and peace building (Student Book, p. 61)

Picture 1: A crowd of returnees after peace has been restored in Rwanda.

Picture 2: A walk of remembrance of the victims of 1994 genocide in Rwanda.

Picture 3: Students cuddling up together and the light of hope beside to portray unity and hope for the future.

### **Possible answers to introductory activity Unit 4 (Student Book, p. 61) :**

1. This is an open-ended question. The tutor should appreciate the student teachers' answers and provide feedback accordingly.
2. This is an open-ended question. The tutor should appreciate the student teachers' answers and provide feedback accordingly
3. This is an open-ended question. The tutor should appreciate the student teachers' answers and provide feedback accordingly

**List of sub-headings/lessons** (N.B: A lesson can be made of one or more periods. There can be single, double or triple period lessons)

#	Subheading	Learning objective	Number of periods
1	Describing words and expressions used in the context of genocide and peace building	<ul style="list-style-type: none"> <li>• <b>Knowledge:</b> Identify words and expressions used in the context of genocide and peace building.</li> <li>• <b>Skills</b> Listen to testimonies about Rwandan genocide against Tutsi for information about its atrocities.</li> <li>• <b>Attitudes and values</b> Exhibit adequate behaviour conducive to a cohesive society.</li> </ul>	3
2	Genocide in the world	<ul style="list-style-type: none"> <li>• <b>Knowledge:</b> Identify words and expressions used in the context of genocide and peace building.</li> <li>• <b>Skills</b> Analyse texts about different genocides in the world.  Listen to testimonies about Rwandan genocide against Tutsi for information about its atrocities.</li> <li>• <b>Attitudes and values</b> Show empathy towards other peoples' misfortune.  Recognise, disassociate from, and speak out against evil and violent actions.</li> </ul>	3

3	Talking about genocide ideology	<ul style="list-style-type: none"> <li>• <b>Knowledge:</b> Identify words and expressions used in the context of genocide and peace building</li> <li>• <b>Skills</b> Identifying genocide ideology. Talk about effects of genocide.</li> <li>• <b>Attitudes and values</b> Show empathy towards other peoples' misfortune.  Recognise, disassociate from, and speak out against evil and violent actions.</li> </ul>	3
4	Prevention of Genocide	<p><b>Knowledge:</b> Identify words and expressions used in the context of genocide and peace building</p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Identifying measures that should be used to prevent genocide. Talk about effects of genocide.</li> </ul> <p><b>Attitudes and values</b></p> <ul style="list-style-type: none"> <li>• Show empathy towards other peoples' misfortune.</li> <li>• Recognise, disassociate from, and speak out against evil and violent actions.</li> </ul>	3

5	Ways of addressing the consequences of Genocide and Peace building skills	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Identify words and expressions used in the context of genocide and peace building</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Reading texts about Identifying ways of addressing the consequences of Genocide.</li> <li>• Discussing the ways of addressing genocide and peace building skills.</li> </ul> <p><b>Attitudes and values</b></p> <ul style="list-style-type: none"> <li>• Show empathy towards other peoples' misfortune.</li> <li>• Recognise, disassociate from, and speak out against evil and violent actions.</li> <li>• Recognise, disassociate from, and speak out against evil and violent actions.</li> <li>• Participate in different peace building events and dialogues.</li> </ul>	3
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6	<p>Language structure</p> <ul style="list-style-type: none"> <li>• The use of the Past simple</li> <li>• The use of subordinating conjunctions</li> <li>• The use of phrasal prepositions</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Knowledge:</b></li> </ul> <p>Identify words and expressions used in the context of genocide and peace building.</p> <p>Recognize the uses of past simple, quantifiers and phrasal prepositions</p> <ul style="list-style-type: none"> <li>• <b>Skills</b></li> </ul> <p>Discuss the causes and consequences of genocide in Rwanda paying attention to the past tense, phrasal preposition and connectors</p> <p>Analyse written testimonies, and stories from survivors, rescuers and perpetrators; relevant reports and publications paying attention to past simple and correlative connectors.</p> <ul style="list-style-type: none"> <li>• <b>Attitudes and values</b></li> </ul> <p>Recognise, disassociate from, and speak out against evil and violent actions.</p> <p>Participate in different peace building events and dialogues.</p>	
7	End unit assessment		1

**Note:** This unit contains some reading and writing activities to be conducted in the classroom. When teaching reading texts, the tutor can conduct the following activities:

▪ **Pre-reading activities:**

The tutor can ask some questions about illustrations provided in the student's book or the pictures he/she brought in the classroom. He can ask learners to predict what the passage will be about.

▪ **During reading activities**

The tutor should give time to students to read silently and ask them some questions to check whether they have read.

The tutor can model read the passage and give students turns either in groups, pairs or individually to read aloud with proper intonation and stopping time to time to infer the meaning of what they read.

▪ **After reading activities**

The tutor should ask some comprehension questions provided in the student's book to check their reading comprehension. This can be done either individually, in pairs or in groups.

The tutor should always remember to integrate crosscutting issues that relate to the passage being read and consider learners with special needs. He/she should remember that genocide studies as a crosscutting issue should be addressed in every single lesson across this unit.

The unit also contains some writing activities (summary, composition writing, etc.). Therefore, the tutor should help learners to take the following writing activities with ease.

**Pre-writing activities:**

Before writing, the tutor should help learners to understand the topic, and give them time to gather details (either from the passages read, internet or the library) and outline them.

**During writing activities:**

- Drafting: The tutor can give learners time to first draft their composition (developing introduction, body and conclusion)
- Revising/editing and proofreading: The tutor can give learners time to read their draft critically and revise it where necessary. This is time for them to correct some mistakes related to word choice, grammar (unnecessary shift in tenses, subject and verb agreement, punctuation, etc.)

**After writing activities:**

The tutor can give time to learners to share their finished description with others, and assess them according to classroom generated criteria.

Example of criteria for assessing writing

Relevance	The composition should contain details that should work together to create a dominant impression of the whole topic.
Organization	The composition should be organized consistently, logically and effectively.
Elaboration	The composition must contain creative use of descriptive details.
Language use	The composition must contain language that appeals and contains no errors in grammar, punctuation or spelling.

#### **4.1 Describing words and expressions used in the context of genocide and peace building**

- a) Learning objectives** (refer to the table showing the list of sub-headings/ lessons : see above)
- b) Teaching resources:** Pictures that portray genocide in the world (if possible the tutor can use a projector to display them).
- c) Prerequisites/revision/introduction :** The tutor should ask student teachers some questions related to genocide and its consequences.

##### **4.1.1 Learning activities : Reading and text analysis**

**Guidance on learning activities** (The tutor will refer to the previous units/ sub-units for guidance)

##### **Possible answers to comprehension questions (Student Book, p. 63) :**

1. Social categorisation is the first practice that perpetrators think about in the planning process of genocide. People are classified into “us and them” by ethnicity, race, religion, or nationality
2. Discrimination is a practice that leads to genocide. The social categorisation which gives the basis for defining groups may be followed by the exclusion of some groups, intensified by the injustice in the allocation of resources as well as the injustice on how the participation in decision making process is distributed. Since these practices of discrimination against some targeted groups are either done by state leaders or supported by them, they grow and lead to other phases that finally lead to genocide.
3. As far as dehumanisation is concerned, the perpetrators ideologically claim to purify the society as a justification. So, the ideology grows deeper to convincing one group that another deserves nothing but death and this is a legitimization to kill. The availability of the dehumanising ideology is important in the process leading to genocide but may not be enough to cause genocide if it is not followed by other actions. This genocidal ideology

“dehumanises” members of the victim group and justifies violence against them. Victims are not considered as belonging to the same human race as the oppressors. The targeted group is often likened to a disease, microbes, cockroaches, infections or a cancer in the body. That is what explains why during the genocide, bodies of victims are often mutilated to express this denial of humanity.

4. For the dehumanisation to have its effect, it needs propaganda to spread out the hate ideology done either by leaders themselves or the authorised groups who are supported by them. Using propaganda, the elite members of the eliminating group disseminate the dehumanising ideology and to bring other members of that group to believe in that hatred. It becomes a motivating factor to take part actively in the killings.
5. The preparation phase is when some acts liable of making genocide are performed. They include writing lists of victims, creation and training of militia, purchase and distribution of arms to be used. This is directly followed by the massacre of the targeted group members. In many cases, genocide is always preceded by killings targeting a given group or individuals belonging to that group in different places. Genocide may also be preceded by killings of moderate people because, of not supporting the extermination of the targeted group.
6. During genocide, the intent to destroy the targeted group is seen from what happens on the ground. When killings are sponsored by the state, the armed forces often work with militias to kill.
7. The final phase in this process is denial and impunity. Impunity is freedom from punishment for something that has been done that is wrong or illegal. During and after genocide, the perpetrators always find a way of denying their crime. They try to justify the killings, and very often blame the victims, claiming that their own behaviours brought about the killings. The denial of genocide is not only the destruction of the truth about the genocide by negating or minimising it, it is also a potential cause of its repetition.

#### **4.1.2. Application activities: vocabulary, sentence construction, summary and composition writing.**

#### **Possible answers for application activities (Student Book, pp. 63-64)**

##### **I. Vocabulary question.**

<b>Word</b>	<b>Meaning</b>
Perpetrators	Someone who has committed a crime or a violent or harmful act.

Antagonism	Hate, extreme unfriendliness, or active opposition to someone.
Discrimination	Treating a person or particular group of people differently, especially in a worse way from the way in which you treat other people, because of their skin colour, sex, sexuality, etc.
Oppressors	Someone who treats people in an unfair and cruel way and prevents them from having opportunities and freedom.
Propaganda	Information, ideas, opinions, or images, often only giving one part of an argument, that are broadcast, published, or in some other way spread with the intention of influencing people's opinions.
Disseminate	To spread or give out something, especially news, information, ideas, etc., to a lot of people.
Prominent	Very noticeable, important, well known and famous.
Militia	A military force that operates only some of the time and whose members are not soldiers in a permanent army.
Moderate	A person whose opinions, especially their political ones, are not extreme and are therefore acceptable to a large number of people.
Extermination	To kill all the animals or people in a particular place or of a particular type.

II. The tutor should check the gramaticality of the sentences written by student teachers.

III. The tutor should refer to previous units to help students get clear feedback.

IV. Composition writing : This is an open-ended question. The tutor should appreciate the student teachers' answers and provide feedback accordingly.

## 4.2. Genocide in the world

**a) Learning objectives** (refer to the table showing the list of sub-headings/ lessons)

**b) Teaching resources:** Pictures that portray different genocides in the world and their consequences (if possible the tutor can use projector to display them)

- c. **Prerequisites/revision/introduction** : Students are expected to have prior basic knowledge about genocide in the world as they studied them in History and Religious studies. They should be able to express themselves through both oral and written while talking about genocide and its consequences.

#### **4.2.1. Learning activities: reading and text analysis**

The tutor may refer to the previous units/sub-units for guidance

#### **Possible answers to comprehension questions (student book, p. 66)**

1. The Nama (Namaqua) violently resisted occupation of their land and establishment of the German rule. The German commander who led the conquest, vowed to meet any resistance from the natives with 'uncompromising brutality'. He vowed to wipe out the natives completely in 15 year time. The Germans took the Herero native land forcefully and planned to build a railway across their territory. Led by their leader, Samuel Maharero in January 1904, the Herero attacked white-owned farms and murdered 123 German settlers and traders sparing only women, children and missionaries. This is what led to the Herero genocide.
2. In the Herero Genocide, the commander of German Forces, General Lothar von Trotha organised his ground army and they surrounded the living areas and the livestock pastures of the Herero. They only left a small opening through which the Herero could escape to the Omaheke desert. The Germans attacked and killed 5,000 people and wounded 20,000 others. They captured water sources and forced the survivors to flee to the desert. They followed the survivors to the desert and massacred them. They also poisoned water sources in the desert. On 2nd October of the same year, General Trotha released an extermination order forcing the Herero people to leave the land. The Herero escaped to the desert where the Germans had already poisoned the water wells. When the Nama saw what had happened to the Herero, they also fled. Those who remained behind were collected into camps where they were tortured and forced to provide labour. Most of them died of diseases such as small pox and typhoid in the camps. About 80% of the Herero and 50% of the Nama people were wiped out.
3. The Holocaust is a genocide that targeted Jews of whom approximately 6,000,000 were killed by Adolf Hitler and his Nazi regime. Apart from the Jews, non-Jews were also killed including millions of Polish Gentiles, Russians, Ukrainians and prisoners of other nationalities. This has been one of the largest genocides in history. About two-thirds of the Jews who lived in Europe were killed in the Holocaust. Laws were passed in Germany that excluded Jews from the civil society, more specifically the Nuremberg Laws of 1935. Concentration camps were established where Jews were murdered in large numbers. Jews were collected from various parts of Germany occupied

- territories in 1939 and were transported in cargo trains to the famous concentration or extermination camps. Most of them, however, died along the way. Those who survived the journey by train were killed in gas chambers.
4. The 1994 Genocide against the Tutsi in Rwanda is another human tragedy. Events leading to the planning and execution of this genocide date back to 1959. Its cause was the history of a long process of violence, hatred, injustice and ethnic divisions in the first and second republics of Rwanda. Massacre against the Tutsi had happened in 1959 as a result of similar reasons to those ones that caused the 1994 Genocide-manipulated ethnic rivalries between the Hutu and the Tutsi. There was an ethnic and political violence which was characterised by a period of violence from 1959 to 1961 targeting the Tutsi.
  5. It was until the early 1990s when the Tutsi refugees regrouped again into a strong force and formed the Rwandan Patriotic Front (RPF), a movement which they used to force the Rwanda government into a political negotiation. However the negotiations failed as Hutu extremists were not willing to share the power. Using the death of President Juvenal Habyarimana in an airplane crash on April 6th, 1994 as a pretext, they executed their long term plan of killing the Tutsi in the 1994 Genocide at the end of which more than one million Tutsi were massacred.

#### 4.2.2. Application activities: Vocabulary, sentence construction and composition writing

##### Possible answers for application activities (Student Book, p. 67)

##### I. Vocabulary question.

##### a. Matching words with their synonyms

Word	Synonym
Extermination	Assassination
Riots	Commotion
Prosecution	Discharge
Murdered	Killed
Rivalries	Opposition

##### b. word meaning

1. Occurrence: The existence or presence of something; the fact that something happens.
2. Uncompromising: Fixed and not easily changed (If people or their beliefs are uncompromising, they are fixed and do not change, especially when faced with opposition).

3. Holocaust: A very large amount of destruction, especially by fire or heat, or the killing of very large numbers of people. In the text, the Holocaust is the killing of millions of Jews and others by the Nazis before and during the Second World War.
4. Elite: The richest, most powerful, best-educated, or best-trained group in a society.
5. Arson: The crime of intentionally starting a fire in order to damage or destroy something, especially a building.

## **II. Possible answers for sentence construction**

This is an open-ended question. The tutor should appreciate the student teachers' answers and provide feedback accordingly.

## **III. Composition writing**

This is an open-ended question. The tutor should appreciate the student teachers' answers and provide feedback accordingly.

### **4.3. Talking about genocide ideology**

- a) Learning objectives (refer to the table showing the list of sub-headings/ lessons)
- b) Teaching resources: Pictures that portray genocide and its consequences (if possible the tutor can use projector to display them)
- c) Prerequisites/revision/introduction : Students are expected to have prior basic knowledge about genocide in the world as they studied them in History and Religious studies. They should be able to express themselves through both oral and written exercises while talking about genocide and its consequences.

#### **4.3.1. Learning activities: reading and text analysis**

The tutor will refer to the previous units/sub-units for guidance

#### **Possible answers to comprehension questions (student book, p, 69).**

1. Ideology refers to a set of ideas proposed by the dominant class to all members of a society.
2. According to the first paragraph of the passage, the main purpose behind an ideology is to introduce change in society through a normative thought process.
3. The Students will discuss the 1994 genocide against Tutsi denial focusing on the minimization of genocide in any behavior exhibited publicly and internationally in order to reduce the weight or consequences of the genocide

against Tutsi, minimizing how the genocide was committed, Altering the truth about the genocide against the Tutsi in order to hide the truth from the people, etc.

4. Testimonies given and confessions made by the prisoners ,the respect of international conventions, adoption of the good governance and anti-corruption principles, establishment of related institutions, and the punishment of the crime of genocide ideology

#### **4.3.2. Application activities :Vocabulary, Sentence construction and Conducting a research**

##### **Possible answers for application activities (Student Book, p. 69)**

I. Vocabulary question: Word opposite

1. Denial #confession
2. Minimize # maximize
3. against # in a favor of
4. Hide the truth# reveal the truth
5. Confessions # denial
6. Adoption # rejection/abandonment

##### **II. Sentence construction**

This is an open-ended question. The tutor should appreciate the student teachers' answers and provide feedback accordingly.

##### **III. Composition writing**

This is an open-ended question. The tutor should appreciate the student teachers' answers and guide them on how to conduct this research. Then he/ she should provide constructive feedback accordingly.

#### **4.4. Prevention of Genocide**

- a) Learning objectives (refer to the table showing the list of sub-headings/ lessons)
- b) Teaching resources: Pictures that portray genocide and its consequences (if possible the tutor can use projector to display them)
- c) Prerequisites/revision/introduction : Students are expected to have prior basic knowledge about genocide in the world as they studied them in History and Religious studies. They should be able to express themselves through both oral and written exercises while talking about genocide and its consequences.

#### **4.4.1. Learning activity : reading and text analysis**

The tutor may refer to the previous units/sub-units for guidance

#### **Possible answers to comprehension questions (Student Book, p. 71)**

1. Understanding the way genocide occurs, and learning to recognise signs that could lead to genocide are important since it helps taking practical measures to ensure that such horrors do not happen again.
2. The prevention at the primary level consists of measures aiming at creating an environment that reduces the risk of its escalation. At this phase the aim is to put in place measures that may pre-empt the start of the harm. This means preventive measures that may avoid the occurrence of the harm by tackling its root causes. Prevention will therefore include the adoption of measures that not only prohibit the harm but also put in place mechanisms that ensure the prevention of that harm.
3. Prevention at the primary level include the adoption of measures that not only prohibit the harm but also put in place mechanisms that ensure the prevention of that harm.
4. To prevent genocide at the international level, the focus in upstream prevention is determining which countries are at the risk. This is mainly done using risk assessments which are quite accurate predictors. Numerous models have been developed, each looking at different factors such as differences in identity, difficult conditions due to economic problems, sharing of available resources, democracy and respect of human rights. Among other things to consider when assessing and addressing the risk of genocide is looking at structural and institutional frameworks in the country including domestic legislation, an independent judiciary and an effective police force to protect people.
5. The United Nations must take appropriate measures to stop the situation from evolving into genocide. When the primary preventive measures are unsuccessful, then the need to take other measures may arise.
6. Prevention of genocide at this secondary level is necessary in two situations. Firstly, in case a state has not adopted measures at the primary level and secondly, in case the measures adopted before did not prevent the risks of genocide from developing.
7. The secondary prevention takes place when genocide is already taking place. At this level, many genocide actions are observed, such as hatred, intolerance, racism, ethnic cleansing, torture, sexual violence, disappearances, dehumanising and public discourse.
8. The main focus is to end the genocide before it progresses further and claims more lives. Measures tailored to the situation are taken in order to prevent the

risk from materialising or the situation from becoming worse.

9. When the measures at the secondary level fail or have never been taken and the mass killings start, measures at the tertiary level are needed in order to respond to this final phase of the genocide.
10. The objective of genocide prevention at the tertiary level is to avoid genocide in future by rebuilding, restoring the community and dealing with all the consequences to repair the damage caused. Important measures are needed to put an end to the harm.
11. According to the international humanitarian law, the international community has the obligation to intervene once all signs are clear enough to prove that genocide is happening.
12. In 1994, with the presence of UN peace keepers, it was possible to stop the genocide against the Tutsi, but because of various politico-diplomatic reasons, these peace keepers were obliged to go back to their countries and let Tutsi die in the hands of the perpetrators.
13. During and after the genocide has ended, the focus is on preventing genocide in the future, thus re-building and restoring the community. At this time, prevention deals with all consequences of genocide in order not only to repair the damage but also to avoid the reoccurrence of the harm.

#### **4.4.2. Application activities: Vocabulary, Sentence construction, Summary, Composition writing, Research and case study.**

#### **Possible answers for application activities (Student Book, pp. 71-72)**

I. Matching words with their corresponding meaning :

<b>Word</b>	<b>Meaning</b>
Horrors	Things that are very shocking or frightening.
Tackle	To try to deal with something or someone.
Escalation	Becoming greater or more serious.
Pre-empt	To do something so that you make words or actions unnecessary or ineffective.
Upstream	Towards its origin .
Judiciary	Country's authority which is responsible for its legal system and which consists of the judges
Genocide	Relating to or involving the deliberate killing of a large group of people of a particular nation or ethnic group.
Cleansing	To make something completely clean
Tertiary	Relating to a third level or stage.

Humanitarian	Involved in or connected with improving people's lives and reducing suffering.
Reoccurrence	The act of happening the second time.
In a nutshell	Using as few words as much as possible

#### II. Possible answers for sentence construction

This is an open-ended question. The tutor should appreciate the student teachers' answers and provide feedback accordingly.

III. Possible answer for Summary writing : This is an open-ended question. The tutor should appreciate the student teachers' answers and provide feedback accordingly.

IV. Possible answer for the research question : This is an open-ended question. The tutor should appreciate the student teachers' answers and guide them on how to conduct this research. Then he/she should provide constructive feedback accordingly.

### **4.5. Ways of addressing the consequences of genocide and peace building skills**

- a) Learning objectives (refer to the table showing the list of sub-headings/ lessons)
- b) Teaching resources: Pictures that portray genocide and its consequences and peace building (if possible the tutor can use projector to display them)
- c) Prerequisites/revision/introduction

Students are expected to have prior basic knowledge about genocide in the world as they studied them in History and Religious studies. They should be able to express themselves through both oral and written exercises while talking about ways of preventing and fighting against genocide and addressing its consequences.

#### **4.5.1. Learning activity: reading and text analysis**

The tutor may refer to the previous units/sub-units for guidance

#### **Possible answers to comprehension questions (student book, p. 74):**

1. This is an open-ended question. The tutor should appreciate the student teachers' answers and provide feedback accordingly.
2. It was established as one of the efforts to rebuild the social fabric which was destroyed during the terrible events of 1994
3. Students will explain its decentralization focusing on establishment of "forums for reconciliation" in all of Rwanda's 30 districts

4. It has been described as a helpful mechanism to coordinate reconciliation related activities in the community.

#### **4.5.2. Application activities: Vocabulary, sentence construction and conducting a survey**

1. Fabric: the fabric of something the structure or parts especially of a social unit
2. top-down: denoting a system of government or management in which actions and policies are initiated at the highest level; hierarchical.
3. Duplication: the act of duplicating something ( duplication of reconciliation means copying measures of reconciliation which do not fit the situation and are not going to be sustainable)
4. Forum: a situation or meeting in which people can talk about a problem or matter especially of public interest

II. Using the above words to complete sentences.

1... Duplication .....

2...fabric...

3... Forum .....

4. ... top-down .....

III. This is an open-ended question. The tutor should appreciate the student teachers' answers and guide them on how to conduct this SURVEY. Then he/she should provide constructive feedback accordingly.

#### **4.6. Language structure**

**a) Learning objectives** (The tutor should refer to the table that shows the list of sub-headings/lessons)

**b) Teaching resources:** The tutor should use pictures that can easily help students to discover the new lesson, books, etc.

**c) Prerequisites/revision/introduction :** Students are expected to have prior knowledge about the simple past tense, subordinating conjunctions and phrasal prepositions that they learnt in previous classes. They also should be able to write compositions and read texts that contain those grammatical items. The tutor should start with examples picked from the passages read and ask learners questions to check information and skills that they already have about the simple past tense, subordinating conjunctions and phrasal prepositions.

**Possible answers to the language structure questions (student book, pp. 75-77)**

I. The use of the Simple past : Complete the sentences and putting the verb into the correct form, positive or negative.

1. ...took.....
2. ...didn't .....
3. ....didn't disturb.....
4. ...left.....
5. ....didn't sleep.....
6. ....flew.....
7. ....didn't cost....
8. ....didn't have .....
9. ....were.....

**II. Subordinating conjunctions**

Combining each pair of ideas with the words in parentheses

1. My cell phone doesn't work because The battery is dead.
2. It is important to wear a hat on cold days since we lose sixty percent of our body heat through our head.
3. Bill's car wouldn't start. Therefore, he couldn't pick us up after the concert
4. We'll leave as soon as the other passengers get on the bus
5. I left the room after turning off the lights.
6. I turned off the lights before I left the room.
7. Whenever suki feels nervous, she bites her nails.
8. The frying pan caught on fire while I was making dinner.(while)

**III. Phrasal preposition**

Choosing the right phrasal preposition to fill the following sentences

1. ...in spite of ....
2. .... according to .....
- 3... on behalf of ....
4. ... because of .....
5. ... instead of ....
- 6... by means of .....
7. ... for the sake of ....
- 8... instead of .....

9... in addition to .....

10... in front of .....

#### 4. 7. Spelling and pronunciation

##### Possible answers to spelling and pronunciation (Student Book, p. 77)

I. Writing sentences with homophones (writing a sentence using each word from pairs);

1. Stationary and stationery :

Examples: The traffic got slower and slower until it was stationary.

You'll be able to get stationery at the stationer's down the road

2. Plain and plane :

Examples: She wore a plain black dress.

We'll be boarding the plane in about 20 minutes.

3. Miner and minor :

Examples: A person who works in a mine is called a miner

It requires a few minor adjustments.

4. Site and cite :

The council haven't yet chosen the site for the new hospital.

She cited three reasons why people get into debt.

5. Past and passed : I've been walking 3 miles a day for the past 30 years.

I passed him on the stairs this morning.

6. Break and brake : Charles is always breaking things.

She had no brakes on her bicycle.

7. Principle and principal :

He was a man of principle.

A design consultancy whose principal is based in San Francisco

8. been and bean : They have been to Russia.

In Rwanda, people eat beans every day.

II. Phonetic transcription: writing the phonetic transcription of the words

Word	Phonetic transcription
Reconciliation	/rekən,sili'eɪʃən/
Humanitarian	/hju:,mæni'teəriən/
Genocide	/'dʒenəsaid/
Ethnic	/'eθnik/
Republic	/rɪ'pʌblɪk/

Exile	/ 'egzaɪl/ or / 'eksɑɪl/
Refugees	/ ,refju 'dʒi:z/
Rivalries	/ 'raɪvəlri /
Discrimination	/ dɪ ,skrɪmɪ 'neɪʃən/
Ideology	/ ,aɪdɪ 'ɒlədʒi/

#### 4.8. End unit assessment

**Possible answers to end unit assessment questions (Student Book, pp. 78-79) :**

I. Completing the sentences with the suitable conjunction

- 1 ...as long as .....
2. ....while .....
3. ....because .....
- 4...since.....
5. ...because.....
6. ...until....
7. ....after.....
8. ....in order to.....
9. ...unless....

II. Changing the verbs in the brackets to the simple past.

1. ...went...
2. ...imagined .....
3. ....booked .....
4. ....collected....
5. ...frightened .....
6. ....ate....
7. ....felt....
8. ....grew...
9. ....lost.....
- 10 ...stole.....

III. This is an open-ended question. The tutor should appreciate the student teachers' answers and he/she can remind them on how to write an essay. Then he/she should provide constructive feedback accordingly.

- IV. This is an open-ended question. The tutor should appreciate the student teachers' answers and guide them on how to conduct this research. Then he/she should provide constructive feedback accordingly.
- V. This is an open-ended question. The tutor should appreciate the student teachers' answers and he/she can remind them on how to write a letter. Then he/she should provide constructive feedback accordingly.
- V. This is an open-ended question. The tutor should appreciate the student teachers' answers and he/she can remind them on how to write a poem. Then he/she should provide constructive feedback accordingly.

## STUDY SKILLS AND WRITING

**Key competence:** To use language learnt in the context of study skills and writing.

### **Prerequisite (knowledge, skills, attitudes and values)**

Before undertaking this unit “Study skills and writing” student teachers are expected to have prior information on study skills such as academic writing such as letters, compositions. Students should be able to express their ideas both orally and composition writing.

Since they have also gone through different levels of education, they might have been informed about classroom instructions, studying and revising strategies. The tutor should build on this background to facilitate successfully the students throughout this unit.

### **Cross-cutting issues**

#### **Gender education**

Gender education will be addressed through giving both boys and girls equal chance of participation in the activities and the content to be taught.

#### **Inclusive education**

Inclusion is based on the right of all learners to a quality and equitable education that meets their basic learning needs. This will be integrated in all activities carried out in the classroom by making sure that every student is given chance to answer. The tutor should every time remember to cater for learners who need special support.

#### **Guidance on the introductory activity**

The tutor may ask students to form groups of six members and request them to open their books for picture observation. They should equally be encouraged to check for the questions after interpreting the pictures. The tutor can allow a free discussion with his/her guidance while they work on the introductory activity of Unit 5. Then, provide constructive feedback.

## Possible answers on introductory activity (Student Book, p. 80)

1. Techniques mentioned in the diagram are the following

Study skills techniques	
Manage your time	prioritise
Take breaks	clear your schedule
Exercise	Ask for help
Sleep	Relax

2. This is open ended question. The tutor may guide students' answers, appreciate their contribution and comment on the activity done.

### List of sub-headings/lessons

**N.B:** A lesson can be made of one or more periods. There can be a single, double or triple period lessons.

#	Sub-headings	Learning objectives	Number of periods
1	Instructions for working in class.	<b>Knowledge:</b> <ul style="list-style-type: none"><li>• Recognize words and phrases for working groups.</li></ul> <b>Skills:</b> <ul style="list-style-type: none"><li>• Read and listen to stories/texts exemplifying common school language.</li><li>• Write compositions about instructions used in class.</li></ul> <b>Attitudes and values:</b> <ul style="list-style-type: none"><li>• Strive for success and bright future.</li><li>• Appreciate the role of good instructions in class.</li></ul>	5
2	Reading extracts from literature.	<b>Knowledge:</b> <ul style="list-style-type: none"><li>• Identify the language of prose.</li></ul> <b>Skills:</b> <ul style="list-style-type: none"><li>• Read an extract from a work of literature.</li></ul> <b>Attitudes and values:</b> <ul style="list-style-type: none"><li>• Appreciate the role of literature in people's life.</li></ul>	4

3	Describing different study skills.	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Recognize importance of study skills.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Read and write about different study skills.</li> </ul> <p><b>Attitudes and values:</b></p> <ul style="list-style-type: none"> <li>• Appreciate how planning and organization can help in study.</li> <li>• Self-organization in study.</li> </ul>	3
4	Making notes.	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Recognize techniques for making notes.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Write notes and evaluate them from the viewpoint of grammar, punctuation and spelling.</li> </ul> <p><b>Attitudes and values:</b></p> <ul style="list-style-type: none"> <li>• Appreciate how note making can help in study.</li> </ul>	3
5	Writing a summary	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Recognize techniques for summary writing.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Read a text, book or section of a book and summarise it as instructed.</li> </ul> <p><b>Attitudes and values:</b></p> <ul style="list-style-type: none"> <li>• Appreciate how summary writing can help in study.</li> </ul>	5

6	Academic and Professional writing	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Recognize types of academic and professional writing.</li> <li>• Recognize techniques used in academic and professional writing.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Write letters and CVs, and evaluate them from the viewpoint of grammar, punctuation and spelling.</li> </ul> <p><b>Attitudes and values:</b></p> <ul style="list-style-type: none"> <li>• Appreciate the role of academic and professional in everyday life.</li> </ul>	3
7	Language structure: Connectors of contrast, explaining and listing.	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Recognize the uses of connectors.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Use connectors in sentences and texts.</li> <li>• Write short texts demonstrating the use of connectors of example, contrast, explaining and listing.</li> </ul>	5
8	End unit assessment		2

### 5.1. Instructions for working in class

- a. **Learning objectives** : The tutor may refer to the table above (list of sub-headings/lessons)
- b. **Teaching and learning resources** : Photographs, textbooks, dictionaries, use a computer and a project to show a video where a teacher gives instructions.
- c. **Prerequisites** : Before undertaking this sub-unit “Instructions for working in class.” student teachers are expected to have prior information on class instruction-giving since they have been being instructed since the first time the joined school. The tutor should build on that knowledge to introduce this lesson.

### 5.1.1 Learning activity: Reading and text analysis.

Guidance on learning activity.

**The tutor should refer to guidance of teaching reading provided in the previous units/sub-units.**

**Possible answers to comprehension questions (student book, p. 82) :**

1. The way teachers talk to students, the manner in which they interact is crucial to both successful learning and teaching.
2. The most important point that determines how successfully students will learn is the way instructions are formulated and sometimes it is this point which distinguishes good teachers from bad ones. It is important, therefore, that teachers directions relating to academic activity and behavior are clear, precise and effective. It goes without saying that the best activity in the world will turn into a disappointing failure if students don't understand the instructions.
3. The success of any activity relies on instructions. The formulations should be short, easy to understand and precise. To attract the attention of a group, try clapping your hands or knocking on a desk. Make sure that students understand that by doing this you want them to put everything down, stop talking, look at you and listen.
4. Being clear with your instructions and expectations will reduce the likelihood of ongoing disruption and interruptions. With better ways to direct students, teachers will help not only attentive students but also those seemingly low achievers who cannot do a task because they may have trouble understanding what is asked from them.

### 5.1.2. Application activity: Vocabulary, Sentence construction, Interview and essay writing

**Possible answers to the application activities (Student Book, p. 83)**

- l. The tutor may guide the students when finding the meaning of the words given. He/she can as appreciate their contribution.
- a. **Counter-productive:** having an effect that is opposite to the one intended or wanted.
- b. **Miming:** the art or technique of portraying a character, mood, idea, or narration by gestures and bodily movements; pantomime.
- c. **Worthwhile:** useful, important, or good enough to be a suitable reward for the money or time spent or the effort made.
- d. **Proximity:** The word proximity means nearness or closeness. "Because of the proximity of our desks, I couldn't help but notice him cheating on the exam."

- II. This is an open ended question. The tutor may ask the students to exchange the sentences produced for peer feedback and put a comment thereafter.
- III. This is an open ended. The tutor should facilitate the students during data collection and presentation of findings. Encourage them to use reliable sources and appreciate everyone's contribution before giving constructive feedback.
- IV. This is an open ended question. The tutor should involve students in peer composition writing assessment and use a model written essay for general comments.

## 5.2. Reading extracts from literature

- e. **Learning objectives** : The tutor should refer to the table above(List of sub-headings/lessons)
- f. **Teaching and learning resources** : Photographs, textbooks, dictionaries, extract from Charles Dickens's novel "Great expectation" and the plot summary of the Charles Dickens's novel "Great expectation"
- g. **Prerequisites** : Before undertaking this sub-unit, "Reading extracts from literature" student teachers are expected to have prior information on literary works. They may have read novels, plays or watched movies. The tutor may build on that knowledge to introduce this lesson.

### 5.2.1 Learning activity: Reading and text analysis

**The tutor may refer to the previous units/sub-units for guidance.**

**Possible answers to comprehension questions on the extract (student book, p. 85)**

1. The man who is being talked about is a man with no hat, and with broken shoes, and with an old rag tied round his head. A man who had been soaked in water, and smothered in mud, and lamed by stones, and cut by flints, and stung by nettles, and torn by briars; who limped, and shivered, and glared, and growled; and whose teeth chattered in his head.
2. The narrator is fearful and innocent young boy.
3. The conversation between Pip and the escapee takes place at the graveyards where Pip had gone to visit the graves of his parents and siblings.
4. The escapee snatched Pip's loaf of bread by turning him upside down, and getting it out of his pockets.
5. The question is open-ended. Some learners may answer "yes" others "no". The tutor should consider the way learners defend their ans

## 5.2.2. Application activities : Vocabulary, Paragraph writing and composition

**Possible answers (Student Book, p. 86) :**

### I. Vocabulary

- a. **Soaked:** If someone or something gets soaked or soaked through, water or some other liquid makes them extremely wet.
- b. **Smothered:** entirely covered. To smother is to stifle or suffocate, as by smoke or other means by preventing free breathing.
- c. **Rag:** a worthless piece of cloth, especially one that is torn.
- d. **Briar / (brier):** a wild rose bush with long stems and sharp thorns
- e. **Steeple:** a pointed structure on the top of a church tower, or the tower and the pointed structure considered as one unit. (a church steeple)
- f. **Tombstone:** a stone marker, usually inscribed, on a tomb or grave. (a gravestone)
- g. **Tilted:** lifted
- h. **Clung:** to cling is to stick onto or hold something or someone tightly, or to refuse to stop holding them.
- i. **Tremendous:** very great in amount or level, or extremely good
- j. **Peculiar:** something or someone that is cool and peculiar (awesome and weird) at the same time.

**II. This is an open ended question. The tutor should guide the students on what makes a good paragraph i.e.**

- Topic sentence
- Support sentence
- Example or evidence
- Conclusive sentence

He/she can finally ask them to write a paragraph, give general areas of improvement for most students in the class, and end the lesson.

### III. Composition writing

This is an open-ended question. The tutor may consider guidance provided in the previous units.

### 5.3. Describing different study skills

- a. **Learning objectives** : Refer to the table at the beginning of the unit.
- b. **Teaching and learning resources** : Photographs, textbooks, dictionaries
- c. **Prerequisites** : Before undertaking this sub-unit “Describing different study skills” student teachers are expected to have prior information on study skills. They have so far gone through different levels of education where they could have learnt some strategies of studying. The tutor should pair them and ask them to identify strategies they use to study, and then, build on the answers given to have a successful coverage of the current sub-unit.

#### 5.3.1 Learning activity: Reading and text analysis

The tutor may refer to the previous units/sub-units for guidance

#### Possible answers for comprehension questions (Student Book, p. 88)

1. Study is the devotion of time and attention to acquiring knowledge on an academic subject and the skills are the ability and capacity acquired through deliberate systematic and sustained effort.
2. Without these skills, the student would not be aware of their ability to learn in the best way and to maximize this. She states:
  - First, it is essential to be rested (sleep affects performance) and to sit comfortably. A change of scenery stimulates the brain and helps creative thinking.
  - Second, to be hydrated, drinking water helps the electrical connections of the brain.
  - Third, to be unstressed. When stressed \*the brain only concentrates on ‘escape’ not on tasks in hand.
  - Fourth, to learn to see something several times, little and often works better than trying to understand something in one sitting.
3. According to Cottrell it is essential to learn from one’s own mistakes and feedback which give a way to improve performance and above all else, not to give up. Time management is essential, not giving excessive time to favoured topics rather than those necessary.

It is essential to stay on target, stay motivated and not to let things get on top of you, to stay in control and maintain the correct direction of the studies.

4. General tips are to identify the task in hand and work out exactly what is being asked for, setting clear goals and staying focused towards them. To develop the meaning of the task or how things work makes taking in material, reading and retaining the subject matter easier.

### 5.3.2. Application activity: Vocabulary, Sentence writing, Survey and essay writing

#### I. Vocabulary

Words	Meaning
Scenery	The general appearance of a place; the aggregate of features that give character to a landscape.
To be hydrated	Having <u>absorbed</u> enough <u>water</u> or other <u>liquid</u> .
spare time	This is the time when you are not working or do not have anything you must do.
Tips	a piece of advice or expert or authoritative information  2: a piece of advance or confidential information given by one thought to have access to special or inside sources.

- i) This is an open ended question. The tutor should collect sentences written by students and change them into a dictation work. He/she may check the spelling of the words as he/she provides feedback to students.
- ii) This is an open ended question. The tutor can refer to the guidance of conducting a research provided in the previous units.
- iii) This is an open ended question. The tutor can refer to the guidance of writing an essay provided in the previous units.

#### 5.4. Making notes

- a. **Learning objectives (refer to the table of list of sub-headings/ lessons)**
- b. **Teaching resources** : Flash cards, pictures, illustrations in student's book, etc
- c. **Prerequisites/revision/introduction** : Before starting this lesson the tutor should ask students some questions related to how they revise information from what they study.

##### 5.4.1. Learning activities: reading and text analysis

Guidance on learning activities

The tutor may refer to the previous units/sub-units for guidance.

### **Possible answers to comprehension questions : Student Book, p. 91**

1. What is note-taking and note-making? Actually, there is significant difference in quality between these two. Note-taking is when you write down whatever you hear or read from teacher without thinking about the topics or subject. It could be described that copying from the original source and re-written in a similar format, covering most or all of the information given in the source materials. Therefore, it is called a passive study technique.

However note-making is an active study technique. The student make notes on selective facts, finding one or two learning points rather than noting everything what teacher says. Therefore note-making technique requires concentration in order to select, analyses and summarises what you hear or read.

2. The SQ3R strategy is comprised of Surveying the topic, Questioning the topic, Reading the topic, Reciting the answers to their questions and Reviewing their questions and answers after class.
3. Good sequential notes include key words, headings and sub-headings to express the connections between key concepts, accompanied by extra information in brief.
4. A mind-map is good for making connection clear and visual. It is a good method to use for the subject with complex information.
5. This is an open ended question. Appreciate students' contribution and give constructive feedback.
6. Effective note-taking and note-making is quite important for the student, as it helps him/her to retrieve all the information delivered by teachers in the class. Furthermore, it could be records or storing notes which would be used as an effective tool in reviewing the subjects when the exam comes.

#### **5.4.2. Application questions: vocabulary, sentence making, debate and summary writing**

### **Possible answers to application activity : Student Book, p. 91**

I. vocabulary

- a. **Ramble:** To talk for a long time in a confused way, especially about other things instead of the subject that you should be talking about.
- b. **Straightaway:** immediately or without delay
- c. **Mind-map:** a type of diagram (= simple plan) with lines and circles for organizing information so that it is easier to use or remember.
- d. **Sequential:** sequential is things in consecutive or logical order, or is following a certain prescribed order.

- e. **Retrieve:** to recall, remember
- f. **Reciting:** To repeat lessons prepared or memorized.
- g. **Surveying:** Survey: It is a broad look at information, focusing on the general aspects rather than details.
- II. This is open ended. The tutor should refer to the guidance provided in the previous units.
- III. This is open ended. The tutor should refer to the guidance provided in the previous units.
- VI. This is open ended. The tutor should refer to the guidance provided in the previous units.

## 5.5. Summary writing

- a. **Learning objectives** (refer to the table of List of sub-headings/lessons)
- b. **Teaching resources:** Flash cards, dictionaries, Books
- c. **Prerequisites/revision/introduction :** Before starting this lesson the tutor should ask students some questions related to how they summarize different texts, stories when reading. The tutor should build on the information given and facilitates students to carry out tasks intended in this sub-unit.

### 5.5.1. Learning activities: reading and text analysis

**Guidance on learning activities :** The tutor can refer to guidance of teaching reading provided in the previous units of this book

**Possible answers to comprehension questions :** Text 1( Student Book, p. 93)

1. A summary is a brief statement, in your own words, of the main ideas in a passage that you are reading.
2. When you are summarizing your focus usually is on the main points in which you may not include supporting ideas such as facts, reasons, etc. The main goal in summarizing a passage is to give your reader an accurate idea of the content and the emphasis of the original.
3. There are no conclusions in the summary essay because it is not about your interpretations and opinions. It is about the author's opinions and ideas. In certain cases, your instructors might ask you to provide a concluding paragraph.
4. We summarize for someone who has not read (or seen or experienced) the book, article, film, or terrible vacation, that we have read. The general purpose of a summary, then, is to give a limited amount of information to a specific reader/audience.

**Possible answers to comprehension question: Text 2 (student book, p. 94)**

1. A speech is a spoken statement that presents a position and tries to convince an audience to accept to take action.
2. An effective speech addresses an issue of concern or important to the audience, clearly states the speaker's position and goal, supports the position with clearly organized facts, examples and statistics, addresses the knowledge level, experiences, needs, and concerns of intended audience,. When preparing to write a speech, start with a topic that truly interests or concerns the audience.
3. This an open ended question. The tutor should allow students to discuss and shape their ideas toward the context.
4. The strength of your speech will depend on the quality of your analysis and evidence because you won't convince anyone unless you have facts, details, anecdotes, and personal experiences to support your statements.
5. While making your presentation, make frequent eye contact with your audience and use hand gestures to emphasize your key points. Speak slowly and clearly, and vary the tone and volume of your voice to match the content of your speech.

**5.5.2. Application activities: vocabulary, sentence, essay writing, interview and speech deliver**

I. Vocabulary: Text 1

- a. **Vacation:** a period spent away from home or business in travel or recreation.
- b. **Paraphrasing:** a restatement of a text or passage giving the meaning in another form, as for clearness; rewording.
- c. **A thesis:** it is an idea or theory that is expressed as a statement and is discussed in a logical way.
- d. **Incident:** an event, especially one that is unusual, important, or violent.

Vocabulary: Text 2

- a) Anecdotes: a usually short narrative of an interesting, amusing, or biographical incident.
- b. **Periodicals:** periodicals are magazines, especially serious or academic ones, that are published at regular intervals.
- c. **Prominent:** important; famous.

- II. This is an open ended question. The tutor can check the sentences written by students and give feedback accordingly.

III. This is an open ended. The tutor should remind the students to review tips of delivering a speech analysed in student book (page....). He/she should give them time for preparation and encourage students to give peer constructive feedback.

IV. This is an open ended question. The tutor should guide students on the interview may be conducted and engage them in the activity using groups. He/she listen to their presentation and provide feedback.

## **5.6. Academic and Professional writing**

**a) Learning objectives** (refer to the table of List of sub-headings/lessons)

**b) Teaching resources** : pictures, illustrations in student's book, etc

**c) Prerequisites/revision/introduction** : Students are expected to have prior knowledge about academic and professional writing such as formal letters that they write in their academic lives. The tutor may ask some questions regarding to features of a formal letter and build on that background to introduce this sub-unit.

### **5.6.1. Learning activities: reading and text analysis**

The tutor should refer to guidance of teaching reading provided in the previous units to carry reading and text analysis activities.

#### **Possible answers to comprehension questions: Text 1 (Student Book, p. 96) :**

1. The terms "curriculum vitae" is derived from two Latin words: curriculum and vita. The first means course, history or way while the second means life. The form "vitae" means "of life". When combined therefore they mean "course or history of life".
2. A good curriculum vitae is just like an advertisement except that it is an advertisement for you. Therefore, it is the most advertisement you will ever write. If you think of your cv as your sales document, then you need to search for the attributes that you have to sell from within yourself and present them in a manner that that will interest the buyer (the reader / potential employer).
3. Universally there are three recognized formats you can choose from: chronological, functional and hybrid /targeted formats.
4. This is an open ended question. The tutor may listen to students views and help direct them to the context of the text.

**Possible answers to comprehension questions: Text 2 (student book, p. 97) :**

1. In English, letters fall under two main classes' namely informal and formal letters.
2. Letter writing is essential to many tasks, related to business, commerce, government and other important organizations.
3. Letter writing is much different from other kind of writing. The context can be casual/informal or formal. There are other essential elements to be noted as to whom the letter is addressed and if there is any tone required in the language you have to use.
4. This is an open ended question. The tutor should make sure that the discussion responds to the question through his/her guidance.
5. A cover letter has three essential paragraphs. The first justifies why you are writing. So, be clear and concise regarding your request. The middle paragraphs justify and support what you have to offer. Convince therefore the readers so that they should grant you the interview or appointment you requested in the first paragraph. Remember you are interpreting your curriculum vitae. Try to support each statement you make with a piece of evidence. Use shorter paragraphs rather than one large block of text. The last or final paragraph may illustrate how you will follow up.

**5.6.2. Application activities: Vocabulary, Sentence construction, CV, letter and essay writing**

**Possible answers for application activity (student book, p. 98-104)**

I. Vocabulary

<b>Words</b>	<b>Meaning</b>
Aforementioned	Something that was mentioned before is aforementioned. Once you've written about something, it can then be referred to as aforementioned.
Clarity	The quality of being <u>clear</u> and <u>easy</u> to <u>understand</u> .
Rigid	not able to be changed or persuaded
Sentiment	A thought, opinion, or idea based on a feeling about a situation, or a way of thinking about something.
Sales	A transaction between two or more parties in which the buyer receives goods either tangible or intangible services, and/or assets in exchange for money or in some cases, other assets paid to a seller.

Indispensable	Something or someone that is indispensable is so good or important that you could not manage without it, him, or her.
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- II. This is an open ended question. The tutor may refer to guidance given in the previous sub-unit for effective facilitation.
- III. This is open ended. The tutor should provide a sample letter to guide students as constructive feedback.

### **5.7. Language structure: Connectors of contrast, explaining and listing**

#### **Possible answers to the language structure questions (Student Book, p. 106.)**

1. Some people believe in ghosts and supernatural phenomena, whereas others are sceptical about all that.
2. GDP in developing countries such as Rwanda will continue growing at a high rate.
3. She didn't get the job despite her brilliant qualifications.
4. They brought lunch, namely sandwiches and soda.
5. I'm not going to speak to her although she begs me pardon.
6. In spite of the risks thousands of people climb the Everest every year.
7. I first went to the store, and then I got gas. (/first)
8. Even though I learned so much, I didn't manage to pass my exam.
9. You'll be nauseous unless you stop eating so many sweets.
10. Unless we're at the bus station by seven o'clock, we'll miss our bus.

### **5.8. Spelling and pronunciation**

#### **A. Spelling**

Answers to the question of choosing the word which has a sound pronounced differently from others (Student Book, p. 107)

1. d
2. d
3. d

## B. Phonetic transcription

### Possible answers to the question of giving phonetic transcription of the words

Words/phrase	Phonetic transcription
Study	/'stʌdi/
Plagiarism	/'pleɪdʒəriːz(ə)m/
Paraphrasing	/'pærəfreɪz/
Periodicals	/pɪəri'ɒdɪk(ə)l/
Reciting	/rɪ'saɪt/
Resignation	/rɛzɪg'neɪʃ(ə)n/
Memorandum	/mɛmə'rændəm/

## 5.9. End unit Assessment

### Exercises : Student Book, pp. 107-108)

- I. This is an open-ended question. The tutor should guide student teachers on how to conduct a survey.
- II. This is an open-ended question. The tutor may guide students accordingly and give a feedback.
- III. Choosing the best alternative from the brackets to fill in the blank space.
  1. Even if you saved a lot, you wouldn't be able to afford that house.
  2. He eats only healthy food whereas his sister gorges herself with junk food.
  3. You should learn more; otherwise you might fail your exams.
  4. Martha wanted to work in England, therefore, she studied English very hard.
  5. Even if your chances are small, you should try to do it.
  6. Although he was very tired, he worked very hard.
  7. Slice this meat and afterwards you can boil it for thirty minutes.
  8. cooked dinner so that my friends wouldn't have to eat out.
  9. This street is slippery because of the snow.
  10. Something must be wrong; otherwise Keza would be at school.
  11. Although he is very rich, he doesn't help his parents.
  12. Even though the weather was windy, we went for a walk.

13. She is always helpful and friendly to me; therefore, I like her very much.
  14. He must be very clever; otherwise he wouldn't have passed such a hard exam.
  15. Although I have a bike, I don't often ride it.
  16. I like horror films whereas my friend prefers comedies.
- IV. This is an open-ended question. Guide students accordingly.

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