

ENGLISH LANGUAGE

TUTOR'S GUIDE

FOR TTC



OPTION:

LANGUAGE EDUCATION (LE)



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FOREWORD

Dear tutor,

Rwanda Education Board is honoured to present English language TTC Year three tutor's guide 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 Rwanda Education Board

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

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PART I: GENERAL 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.

1.0. 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.

2.0. 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.

3.0. 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.

Strategy to help a learner with developmental impairment:

- 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 s/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 three Language Education	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	Communication, international relations and cooperation
Key unit competence	To use language learnt in the context of Communication, international relations and cooperation
Title of the lesson	Language use talking about types of communication
Instructional objectives	Using a passage about types of communication, learners will read accurately the text and discuss the meaning and types of communication.
Plan for this class(location: in /outside)	In the class
Learning materials (for all learners)	Text book with passage, pictures showing the types of communication
References	Student's textbook (y3 LE) page..... and Y3 English tutor's guide page...

Timing for each step	Description of teaching and learning activities	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 meaning and types of communication.	
	Tutors activities	Student teachers' activities
Introduction. 5min.	Pre-reading activities – The tutor asks student teachers to discuss and interpret the pictures that	– Student teachers discuss and interpret pictures and brainstorm how they relate to communication
		Generic competence. – Communication skills where learners in pairs talk and share what the text will be talking about.

	<p>relate to meaning and types of communication.</p> <p>– Tutor asks student teachers to predict what the text will be talking about.</p>	<p>– Student teachers predict 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>
<p>Development of the lesson. 25min.</p>	<p>During reading activities</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>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>Generic competences</p> <p>Critical thinking</p> <p>When answering questions.</p> <p>Communication</p> <p>When talking to the teacher to answer questions asked.</p> <p>Cross cutting</p> <p>-Inclusive education. Student teachers participate all in answering questions.</p> <p>Peace and value</p> <p>When students read in groups they will respect one's pace in reading and support each other.</p>

	<p>After reading</p> <ul style="list-style-type: none"> – The tutor asks students if their predictions were valid or not – 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>Students answer if their predictions were valid or not.</p> <p>Students answer comprehension questions</p>	<p>Generic competence.</p> <p>Cooperation -Intra and inter personal skills. Learners through group work discussion in analysing the passage; they facilitate each other through sharing different opinions and respecting one another.</p>
<p>Conclusion. 10min.</p>	<ul style="list-style-type: none"> – The tutor asks learners some questions that lead to the summary of the lesson (meaning and types of communication) and answer any question that can be asked. – Tutor gives a short home-work/ tasks for learners to do during their free time 	<ul style="list-style-type: none"> – Student teachers summarize the lesson and ask any question relating to the lesson. 	<p>Generic competence.</p> <ul style="list-style-type: none"> – Creativity and innovation. Student teachers learn how to summarize notes <p>Cross cutting issues.</p> <ul style="list-style-type: none"> – Inclusive education <p>The tutor makes sure that every student is able to summarize the lesson and give 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 to judge if the objective of the lesson has been achieved or not then to do remedial activities.</p>		

UNIT 1

Communication, international relations and cooperation

1.1. Key unit competence:

To use language learnt in the context of Communication, international relations and cooperation

1.2. 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.

1.3. 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 other say so that communication process can easily take place, understanding between 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

As standardization Culture in Rwanda plays an important role in economic growth, and trade for general welfare of the people, the unit concerns also Rwanda's international relations that aspire to optimize Rwandans welfare and economic growth. Therefore, the tutor should integrate this crosscutting issue in some related lessons.

Genocide studies

This crosscutting issue will be integrated through reading passage 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

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.

1.4. Guidance on the introductory activity

The tutor should give time to students to discuss the pictures on the page 1 of Student Book that relate to Communication, international relations and cooperation.

Picture 1: People who are using the sign language

Picture 2: People who are following the meeting wearing interpretation headphones

Picture 3: International conference being held in Kigali convention centre.

Possible answers to unit1 introductory activity questions

(Student Book page 1)

- i) Possible answers to the questions relating to the picture observation and interpretation
 - 1) The pictures portray communication process between people (especially people who are following the meeting with interpretation headphones) international relations (especially the picture that describe people attending the international conference)
 - 2) As said above, in meeting one needs communication skills to either deliver a speech, or listen when someone is speaking and take notes), it is in the international conferences that some international relation agreements can be voted. So, the pictures are typically relating to communication and international relations and co operations.
- ii) Possible answers to idioms related to communication (Student Book page 1-2)
 - 1) To drop someone a line means to write someone a letter or email
 - 2) To get a hold of someone means to find and speak with a person, usually by telephone
 - 3) To keep/stay in touch with a person means to maintain contact with that person

- 4) To touch base means to briefly have a conversation with that person.
- 5) If something is spread by word of mouth it is spread by real people having conversations with other people
- 6) If something is spread like wildfire it quickly affects or becomes known by more and more people:
- 7) Make sure what you are writing about is clear to the reader. That is the goal of being a writer. Speak words which are meaningful so that people can hear you. Reading will help you write better and will let you speak of things with meaning
- 8) Communication (expression and listening) leads to understanding leads to empathy leads to compassion. Compromise and agreements become possible, the way ahead shared.
- 9) To be an effective communicator we need a lot of practice
- 10) Effective communication is an interactive process, with both parties mutually engaged in the conversation. Poor communication with patients can lead to confusion or misunderstanding

1.5. 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	Language use talking about types of communication	<p>Knowledge</p> <ul style="list-style-type: none"> – Identifying the types of communication – Recognize Concepts and expressions used in the context of communication. <p>Skills</p> <ul style="list-style-type: none"> – Reading the text talking about types of communication – Writing compositions about types of communication <p>Attitudes and values</p> <ul style="list-style-type: none"> – Appreciate the contribution of communication in everyday life 	3

2	Describing elements, function of communication and communication process.	<p>Knowledge</p> <ul style="list-style-type: none"> – Identify elements, function of communication and communication process – Recognise vocabulary related to communication process. <p>Skills</p> <ul style="list-style-type: none"> – Reading texts related to elements, function of communication and communication process. – Writing compositions, summary related to communication <p>Attitudes and values</p> <p>Appreciate the contribution of communication in everyday life.</p>	4
3	Describing international relations and cooperation diplomacy	<p>knowledge:</p> <ul style="list-style-type: none"> - Recognizing vocabulary and expressions related to international relations and cooperation diplomacy <p>Skills</p> <ul style="list-style-type: none"> - Summarizing text that relate to international relations and cooperation diplomacy - Writing texts related to international relations and cooperation diplomacy <p>Attitudes and values</p> <ul style="list-style-type: none"> - show active participation in talking or researching about international forums, conferences, etc. 	4
4	Treaties and agreements	<p>Knowledge</p> <p>Recognize Concepts and expressions used in the context of treaties and agreements</p> <p>Skills</p> <p>Expressing his/her ideas related to treaties and agreements both orally and in written words.</p>	2

		Attitudes and values: Show interest of conducting researches about international treaties and agreements and appreciating the role of them to the country.	
5	Language structure: gerund and –ing clause	Knowledge Identify different uses of gerund and –ing clause Skills Use gerund and –ing clauses to construct meaningful sentences related to communication and international cooperation.	1
6	End unit Assessment		2

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 and ask them to predict what the passage will be about.

- **During reading activities**

The tutor can 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 can 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.

The unit also contains some writing activities (composition writing, letter writing etc.), therefore, the tutor should help learners to undergo the following writing activities

▪ **Pre-writing activities**

Before writing, the tutor should help learners 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 their time 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 contains details that work together to create dominant impression of the topic
Organisation	The composition is organised consistently, logically and effectively
Elaboration	The composition contains creative use of descriptive details.
Language use	The composition contains language that appeals and contains no errors in grammar, punctuation or spelling

(Adapted from Joyce A, et al. (2003). writing and grammar. Massachusetts; Pearson education)

1.1. Language use talking about types of communication

a) Learning objectives

Refer to the table of List of sub-headings/lessons

b) Teaching resources

Pictures that portray communication (if possible the tutor can use projector to display them)

c) Prerequisites/revision/introduction

The tutor should ask student teachers some questions related to ways through which they communicate in their everyday lives anything they know about types of communication

1.1.1. Learning activities: reading and text analysis

(Student Book page 3)

Guidance on learning activities

The tutor will refer to guidance of teaching reading provided at the beginning of this unit.

Possible answers to comprehension questions:

text (Student Book page 3)

- 1) Communication was defined by Gamble and Wilber Schramm Gamble (1993). Gamble defines communication as a desirable or accidental transfer of meaning while Wilber Schramm defines communication as a mechanism through which human relations exist and develop or sharing of experience on basis of commonness.
- 2) The purpose of communication is to convey the message
- 3) Communication is successful if it achieves the desired reaction or response from the recipient.
- 4) The main parties of communication are receiver and a sender.
- 5) Communication wouldn't take place if one of those parties (either sender or receiver) isn't involved.
- 6) The oral communication, the written communication, non-verbal communication.
- 7) Students will discuss some types of communication that they use day to day in your class.

1.1.2. Application activities: vocabulary, sentence construction, summary and essay writing

I. Possible answers to vocabulary questions

(Student Book page 4)

- 1) Commonness means the fact of being common.
- 2) Mutually means with mutual action; in a mutual relationship.
- 3) Parties means a group of people who are involved in an activity together.
- 4) Mere is used to emphasize how small or insignificant someone or something is.
- 5) Press releases means a public statement given to the press to publish if they wish.

II. Possible answers to writing activities questions

(Student Book page 4)

1) Sentence construction: This is an open ended question. The tutor should give time to learners either individually, in pairs or in groups to write sentences using the above explained words.

2) Essay and summary writing

The tutor will refer to the guidance of conducting an activity of composition writing and assessment criteria provided at the beginning of this unit to conduct this application activity.

1.2. Describing elements, functions of communication and communication process

a) Learning objectives

Refer to the table of List of sub-headings/lessons

b) Teaching resources

Pictures that portray communication process

c) Prerequisites/revision/introduction

The tutor should ask student teachers some questions that lead to communication process. And anything they know about elements and functions of communication especially in their everyday lives.

1.2.1. Learning activities: Reading and text analysis

The tutor can refer to guidance of teaching reading provided at the beginning of this unit

Possible answers to comprehension questions

(Student Book page 5-6)

- 1) The elements of communication described in the passage are the sender, the context, message, receiver, and feedback
- 2) This happens when we communicate with one or more persons, and receive information in return. It means that when you receive the message, the feedback that we give makes us senders as well.
- 3) This is an open ended question. Students will share in the classroom the elements of communication applied in their everyday communication.

4) Explain why feedback completes the communication process.

A feedback determines whether the message was clearly understood and the individual or organizational change has taken place as a result of communication.

1.2.2. Application activities: vocabulary, sentence construction, summary and essay writing

I. Possible answers to vocabulary questions: matching words with their meaning (Student Book page 6)

Words	Meaning
posture	one of the means of communication that uses the body to convey the information
attire	clothes, especially of a particular or formal type
radiotelephone	a telephone that uses radio
telegrams	a message sent by telegraph and then delivered in written or printed form
memos	transmission of a message or other information in writing sent by one person or department to another in the same business organization
cues	signal as a feedback that the message has been captured

II. Possible answers to writing activities questions (Student Book page 6 II &II)

1) Sentence construction: This is an open ended question. The tutor should give time to learners either individually, in pairs or in groups to write sentences using the above explained words.

2) Essay and summary writing

The tutor will refer to the guidance of conducting an activity of composition writing and assessment criteria provided at the beginning of this unit to conduct this application activity.

1.3. Describing international relations and cooperation diplomacy

a) Learning objectives

Refer to the table of List of sub-headings/lessons

b) Teaching resources

Pictures that portray international relations and cooperation (if possible the tutor can use projector to display them)

c) Prerequisites/revision/introduction

Students are expected to have prior knowledge about Rwanda's membership in the regional and global organisations that they learnt in social studies. They are expected also so be able to express themselves through both orally and written communication while talking about it.

1.3.1. Learning activities: reading and texts analysis

The tutor will refer to guidance of teaching reading provided at the beginning of this unit

Possible answers to comprehension questions

(Student Book page 9)

- 1) To enhance integrated investments in education and to harmonize education system
- 2) To promote equal access to education opportunities, harmonized competencies, and harmonized quality assurance and accreditation systems
- 3) For each of the levels/cycles of education and training ,the focus has been put on the current status of national education systems, commonalities and significant variances in the national goals of education and training, relevant legal frameworks, progression structure, accreditation of offering institutions, admission criteria, curriculum contents selection, examinations organization and regulations, certification as well as teacher education and training, management and financing strategies and modalities.
- 4) The purpose of the consultancy was to analyse the education system among EAC nations for the sake of harmonizing it.
- 5) The recommendations contained in this report will be used to plan and undertake appropriate programmes to progressively harmonize the EAC education systems and training curricula by individual Partner States
- 6) When education system of EAC is harmonized, citizens will be prepared to operate effectively in the global economy especially applying educational capacity to international business conduction.

1.3.2. Application activities: vocabulary, sentence construction, summary and essay writing

I. Possible answers to vocabulary questions (Student Book page 10)

- 1) Envisaged means imagined or expected as a likely or desirable possibility in the future
- 2) Accreditation is the action or process of officially recognizing someone as having a particular status or being qualified to perform a particular activity.
- 3) According to the context attendant means assistant.
- 4) To foster means to encourage the development or growth of ideas
- 5) Treaty means a written agreement between two or more countries formally approved and signed by their leaders
- 6) Commonality means the state of sharing features or attributes.
- 7) Consultancy means job of advising people on a particular subject
- 8) Secretariat means the office or people responsible for the management of an organization, particularly an international or political one
- 9) Harmonize means to make different people, plans, situations, etc. suitable for each other
- 10) Explicit means clear and exact

II. Possible answers to writing activities questions (Student Book page 10 II & III)

1) Sentence construction: This is an open ended question. The tutor should give time to learners either individually, in pairs or in groups to write sentences using the above explained words.

2) Essay and summary writing

The tutor will refer to the guidance of conducting an activity of composition writing and assessment criteria provided at the beginning of this unit to conduct this application activity.

1.4. Treaties and agreements

a) Learning objectives

Refer to the table of List of sub-headings/lessons

b) Teaching resources

Pictures that portray treaties and agreements either from the student textbook or teacher's improvisation.

c) Prerequisites/revision/introduction

Students are expected to have prior knowledge about some treaties and agreements at the regional and global level that they learnt in social studies. The tutor should start the lesson with questions that help students to recall it.

1.4.1. Learning activities: reading and texts analysis

Guidance on learning activities: The tutor will refer to guidance of teaching reading provided at the beginning of this unit.

Possible answers to comprehension questions:

text 1 (Student Book page 12)

- 1) The international tribunal court was first established during the Second World War
- 2) Its purpose was to judge political leaders accused of international crimes
- 3) This international tribunal was established in World Wars era.
- 4) This is an open question. Students will summarize the failure of the international tribunal establishment after reading the passage
- 5) Following the Second World War
- 6) This is an open question. Students will narrate its success in the last two paragraphs of the passage.

Possible answers to comprehension questions:

text 2 (Student Book page 13)

- 1) The purpose of establishment of International Criminal Tribunal for Rwanda was to judge people responsible for the 1994 genocide against Tutsi in Rwanda and other serious violations of international law in Rwanda, or by Rwandan citizens in nearby states

The next three questions are open questions. It requires students to read and discuss the achievements, jurisdiction and the end of International Criminal Tribunal for Rwanda

1.4.2. Application activities: vocabulary, sentence construction, summary and essay writing

I. Possible answers to vocabulary questions (Student Book page 14)

Matching words with their meaning.

Words	Meaning
auspices	with the protection or support of someone or something, especially an organization
stipulating	stating exactly how something must be or must be done
ratify	to make an agreement official
allied	Joined by or relating to members of an alliance
atrocities	An extremely wicked or cruel acts, typically one involving physical violence or injury
statutes	laws which have been formally approved and written down

Words	Meaning
convened	Arranged meeting (for group of people)
substantive	important, serious or related to real facts
Coalition	the union of different political parties or groups for a particular purpose, usually for a limited time

II. Possible answers to writing activities questions

(Student Book page 14 II & III)

1) Sentence construction: This is an open ended question. The tutor should give time to learners either individually, in pairs or in groups to write sentences using the above explained words.

2) Essay and summary writing

The tutor will refer to the guidance of conducting an activity of composition writing and assessment criteria provided at the beginning of this unit to conduct this application activity.

1.5. Language structure: Gerund and ing-clause

a) Learning objectives

Refer to the table of list of sub-headings/lessons

b) Teaching resources

Pictures that can easily help students to discover the content taught, books...

c) Prerequisites/revision/introduction

Students are expected to have prior knowledge about verbs in –ing form and verbs in infinitive form that they learnt in previous lessons. They also write compositions and read texts that contain gerund and infinitive forms. 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 gerund and infinitive form.

Possible answers to the language structure questions (Student Book page 16)

Completing sentences with a preposition and a form of the verb in parentheses.

- 1) Two children are excited about taking their first flight.
- 2) They have been looking forward to being above the clouds
- 3) A first-time flyer is worried about flying above the stormy weather.
- 4) One passenger is blaming another passenger for spilling his coffee
- 5) A man is complaining about having an aisle seat rather than a window seat.
- 6) The pilot was late, but he had an excuse for being late.
- 7) The co-pilot will be responsible for flying the plane.
- 8) Security personnel are prohibiting a woman from getting on the flight.

1.6. Sound and spelling

(Student Book page 16-17)

- i) Practicing the pronunciation of words and making their phonetic transcription:
 1. Posture: /'pɒstʃə/
 2. Attire: /ə'taɪə/
 3. Radiotelephone: /,reɪdɪəʊ'telɪfəʊn/
 4. Telegrams: /'telɪgræmz /
 5. Memos: /'mem.əʊz /
 6. Mutually: /'mju:tʃ(ʊ)əli/
 7. Parties: /'pɑ:tɪz/
 8. Mere: /mɪə/
 9. Release: /rɪ'li:s/
 10. Pronunciation: /prə,nʌnsr'eɪʃ(ə)n/
- ii) Students will find from the read passages words ending with ary ,ery ,ible ,sion, tion ,ment such as tertiary, intermediary, every, responsible, television, cooperation, agreement, development, impossible , conclusion

1.7. End unit assessment

Possible answers to end unit assessment questions

(Student Book page 17-18)

I. Completing sentence with: answer, apply, be, forget, listen, live, lose, make, pay, read, try, and use, to make correct forms:

- 1) Could you please stop making so much noise?
- 2) I enjoy listening to music.
- 3) I considered applying for the job, but in the end I decided against it.
- 4) Have you finished reading the newspaper yet?
- 5) We need to change our routine. We can't go on living like this.
- 6) I don't mind you using my phone, but please ask me first.
- 7) My memory is getting worse. I keep forgetting things.
- 8) I've put off paying this bill so many times. I really must do it today.
- 9) What a stupid thing to do! Can you imagine being anybody so stupid?
- 10) I've given up trying to lose weight - it's impossible.
- 11) If you gamble, you risk losing your money.

II. Complete the sentences so that they mean the same as the first sentence.

- 1) I can do what I want and you can't stop me.
You can't stop me doing what I want.
- 2) It's not a good idea to travel during the rush hour.
It's better to avoid travelling during the rush hour.
- 3) Shall we paint the kitchen next weekend instead of this weekend?
Shall we postpone painting the kitchen until next weekend?
- 4) Could you turn the music down, please?
Would you mind turning the music down, please?
- 5) Please don't interrupt all the time.
Would you mind not interrupting?

III. Conducting a survey: This is an open ended question, the tutor should give students time to research either in the library or internet international relations in African countries and write an essay justifying their importance to African citizens.

IV. This is also an open ended question. The tutor should give learners time to write essay individually explaining the process of an effective communication.

UNIT 2

People and Technology

2.1. Key unit competence:

To use language learnt in the context of people and technology.

2.2. Prerequisite (knowledge, skills, attitudes and values)

Before undertaking this unit, students are expected to have knowledge about people and technology as they have studied them in ICT and some units in both year one English and year two. They might have equally heard about advantages and challenges of using technology in socio-economic development of the people. The tutor may check this through some questions. The tutor can therefore build on this background and facilitate students to implement activities intended in this unit successfully.

2.3. Cross-cutting issues to be addressed

- The issue of environment and sustainability will be addressed through reading and analyzing the text describing challenges caused by new technology since environment pollution is one of the biggest disadvantages of technology.
- Financial education issue can be addressed in this unit through reading and analyzing the text describing the advantages of new technology on socio-economic development.
- Gender education can also be addressed through questions to the pictures found at the introductory activity of this unit. The pictures show equal opportunity of both boys and girls to use tools of technology, such as computer on figure one and a woman who is facilitating on figure two.

2.4. Guidance on the introductory activity

The tutor should use small groups. He/she may prepare different flash cards on which questions of introductory activity are written. After giving clear instructions, distribute those cards in groups and walk around to help those with learning

difficulties. Invite group representative to share their findings with the rest of students and encourage peer feedback as they present. The tutor can put some comments before ending the activity.

**Possible answers to unit 2 introductory activity questions
(Student Book page 19)**

- a)
- a) Fig 1. A sitting young boy and girl with computers each.
 - b) Fig 2. A facilitator using a power point presentation on a projector. Students as well have their computers with them in class.
 - c) Fig 3. A careless mother who is busy in the phone and who does not care for the child.
- b) This is an open ended question. The tutor should allow the students to discuss on this question and direct their ideas to the context.
- c) This is an open ended question. The tutor may listen to students' views, guide them as they discuss and provide constructive feedback after appreciating everyone's contribution.

2.5. 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	Describing concepts related to both humankind and technological trends.	<p>Knowledge</p> <ul style="list-style-type: none"> – Recognize some concepts related to both humankind and technology – Outline major inventions in technology of this millennium <p>Skills</p> <ul style="list-style-type: none"> – Read on internet about possible impact of technology trends to mankind <p>Attitudes and values</p> <ul style="list-style-type: none"> – Awareness of the changes and their impacts on people's lives 	4
2	Advantages of new tech trends	<p>Knowledge</p> <ul style="list-style-type: none"> – Identify the advantages of new technology for businesses 	

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

Note: This unit contains some reading and writing activities to be conducted in the classroom or in the ICT room. Therefore, the tutor should avail different tools, encourage students to use peer constructive feedback and assess them according to classroom generated criteria. The following is the 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.

Guidance on learning activities (reading and text analysis)

- Introduce the lesson with the pre-reading activity in their student books to be done in pairs or groups that will stimulate student's thinking.
- The tutor may ask a few students to present and give some comments.
- He/she can ask students to tell you the lesson of the day and why they say that.
- The tutor should ask students to read the text that follow silently as you move around. Give students time for reading and ask some questions to know if they have read.
- Get a few students to read the text about technology that follow. Encourage readers to be loud, clear and mind about pronunciation.
- Give some explanations about the text and give students time to answer the exercise(give a few minutes)
- Move around supporting those who might be stuck.
- The tutor may finally appreciate the work done and put general comments.

Guidance on debate activity

- The tutor should write the topic on the board or flipchart.
- He/she may organize the teams by ensuring that girls and boys are mixed in order to promote interaction between boys and girls.
- If the class has students with disabilities let them be mixed with others to promote inclusivity.
- The tutor can give students time to gather supporting evidence and examples for the points in either support or against the motion. The tutor should also check students' spelling and pronunciation of words as he/she listens to their arguments. Thereafter, appreciate everyone's contribution and provide feedback.

2.1. Describing concepts related to both humankind and technological trends

a) Learning objectives

Refer to the table showing the list of sub-headings/lessons

b) Teaching resources

Pictures that portray technological advancements (if possible the tutor can use a projector to display them).

c) Prerequisites/revision/introduction

The tutor should ask students some questions related to the use of modern technology in their everyday lives and anything they know about technological advancements.

2.1.1. Learning activities

Guidance on learning activities

The tutor may refer to guidance of teaching reading provided at the beginning of this unit **Possible answers to comprehension questions: (Student Book page 22)**

Book and a chair.

- 1) Technology is also the spaceship, hurtling millions and millions of miles into outer space. It is the billions of messages, documents, pictures and voices flying across the globe every second, telephones, radio and television transmitters and on internet.
- 2) Most Africans are only spectators at this fascinating show of the miracles of technology. This is because of three main problems. The most obvious reason is, of course, the poverty of most African countries. Modern technology is expensive and the countries which have it are not always willing to share it with poor countries. Secondly, many Africans do not have self-confidence. They do not believe that they, too, can create technology which is as good as, or even better than, that of other people. Most importantly and sadly, Africans have forgotten and lost even the technology which they had in the past.
- 3) Africa's colonial rulers persuaded the Africans to believe that everything African was bad, evil and primitive.
- 4) Africans had for example, the building technology to create the great pyramids of Egypt, the famous rock Cathedrals of Ethiopia, and the stone palaces from which Zimbabwe gets its name. African textile technology produced lovely clothing materials, like the woven kente of Ghana or the mbugo bark cloth of Uganda.
- 5) In medicine, Africans had several advanced techniques of health care. Herbal

treatment, bone-setting and even surgery were established procedures in medical technology. Some communities in Uganda used to carry out caesarian sections on women who had complications during childbirth, while Abagusii of Kenya used to perform brain surgery.

- 6) Their colonial rulers told them that their technology was evil and primitive.(C)
- 7) These people, contemptuously called “Bushman” by the Europeans, had a way of using a certain desert herb to control their hunger. Some people from western countries noticed this and took the herb to their own countries. Today, these people are earning billions of dollars, using the San people’s hunger-control technology to treat their people’s obesity and eating disorders.

2.1.2. Application activities

(Student Book page 22-23)

- i) The tutor may guide students while finding the meaning of the words from the text. He/she should check whether the provided meaning matches with the context.

Words	Meaning
a) supersonic	Supersonic describes things that can travel faster than the speed of sound, like the passenger jet Concorde that used to zip from New York to London in under four hours.
b) propel	To propel something in a particular direction means to cause it to move in that direction.
c) versatile	Able to change easily from one activity to another or able to be used for many different purposes.
d) hurtling	To move rapidly; to wheel or rush suddenly or with violence; to whirl round rapidly; to skirmish.
e) primitive	Being the first or earliest of the kind or in existence, especially in an early age of the world.
f) caesarean	The delivery of a foetus by surgical incision through the abdominal wall and uterus.
g) laser beams	A beam of radiation produced from a laser, used in surgery, communications, weapons systems, printing, recording and various industrial processes.
h) spaceship	–A vehicle for carrying people through space. –A vehicle that flies through space.
i) contemptuously	without respect; in a disdainful manner; “she spoke of him contemptuously”
j) surgery	Medical treatment in which a surgeon cuts open your body to repair or remove something inside operation

- ii) This is an open ended question. The tutor can put students in pairs and ask them to use the words given in the sentences. He/she should allow pair to exchange sentences written and engage them in peer assessment and feedback. The tutor may walk around and check whether sentences written match with the text. Thereafter, he/she may put some comments on written sentences.
- iii) This is an open ended question. The tutor should form groups of students and give tasks related to the research activity which is carried out. He/she may give them time for sharing the findings, appreciate the work done and provide appropriate feedback.
- iv) This is an open ended question. The tutor should refer to the criteria provided at the beginning of this unit for essay writing so as to give constructive feedback.

2.2. Talking about advantages of new trends

Advantages of new tech trends

a) Learning objectives

Refer to the table showing the list of sub-headings/lessons

b) Teaching resources

Computer, projector, papers and some other materials that may portray the advantages of using technology.

c) Prerequisites/revision/introduction

The tutor may help students to review the knowledge learnt in sub-unit one and ask them some questions about the role of technology in human activities.

2.2.1. Learning activities

The tutor may refer to guidance of teaching reading provided at the beginning of this unit

Possible answers to comprehension questions

(Student Book page 26)

As an avenue of entertainment and communication, and as a research and reference tool, the internet has had a huge impact on the modern societies of developed nations.

Advantage

- a) Modern family life has been enhanced by developments in technology, and the internet is no exception. The advent of the internet affords parents the opportunity to use the World Wide Web to work from home, removing

the need to place pre-school age children in day care centres in the care of strangers and so reinforcing the family unit (Jenkins 2010). Thirdly, the internet offers the opportunity to maintain cultural ties with one's country even when living abroad for work purposes. Expatriates can view electronic versions of newspapers, stream and download news, current affairs programmes and local dramas from their country of origin, so keeping in contact with the culture.

- b) The benefits of the internet not only have implications for immediate family; members of the extended family can overcome the barriers of time or distance to remain close through such channels as email or social networking sites, for example Facebook. Skype, enable someone away from home to still have a presence in the home country as they participate in the celebration of cultural festivals and national holidays, thus reinforcing their commitment to nationalism in the eyes of their compatriots and tightening the ties that bind.
- c) Open ended question. The tutor should facilitate students to come up with pieces of advice as far as the advantages of technology are concerned. Appreciate their answers and give feedback in relation to the text.

2.1.2. Application activities

(Student Book page 26-27)

- i) The tutor may refer to sub-unit one and change the technique if need be.

Words	Meaning
harnessing	To get control of something in order to use it for a particular purpose.
interactive archive	Internet Archive is a non-profit library of millions of free books, movies, software, music, websites, and more.
homogenized world	The process of making things uniform or similar. 'the fear of cultural homogenization is a barrier to some multinational businesses'
ghettoize	Put in or restrict to an isolated or segregated place, group, or situation.
vernacular	The form of a language that a particular group of speakers use naturally, especially in informal situations.
Expatriates	An expatriate is someone who is living in a country which is not their own.
devotees	This is someone with a strong belief in something.
virtual	Something that is simulated in a computer or on-line.

repercussion	The effects of an action or event, especially bad effects that continue for some time.
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- ii) This is an open ended question. The tutor can ask the students to make the sentences using the words given. Thereafter, he/she can use the sentences and dictate them to students as he/she checks the spelling. Then, he/she should ask students to exchange the work and provide peer feedback after correction.
- iii) This is an open ended question. The tutor should remind students to refer to criteria of conducting a survey found in the previous unit.
- iv) This is an open ended question. Before writing: ask learners some questions that lead to the ideas for developing their essays.

During writing: guide them throughout their writing process (making an introduction, body and conclusion). Remind them that every paragraph should have an idea. Guide them also within the proper use of punctuation, word choice, necessary shift in tenses and any other essay writing mechanism.

After writing: give them time to share their productions to class. Guide students to set the criteria for assessing their work.

2.3. Challenges caused by new technology

a) Learning objectives

Refer to the table showing the list of sub-headings/lessons

b) Teaching resources

The tutor may use computer and projector to show pictures that portray challenges caused by modern technology, then flash cards (put some questions for group discussion)

c) Prerequisites/revision/introduction

Students are expected to have prior basic knowledge about technological discoveries that they learnt in science subjects, ICT, History and Geography. They should be able to express themselves through both oral and written exercises while talking about challenges caused by technology.

2.3.1. Learning activities: reading and text analysis

The tutor will refer to the guidance of teaching reading provided at the beginning of this unit.

Possible answers to comprehension questions:

text 1 (Student Book page 28)

Before the advent of modern day technology, life was burdensome and everyday chores consumed too much of our time.

- a) Technology has made access to education easier but it is also resulting in weakening the memories of people. Usage of text language often is having dire consequences on students. They fail to spell words correctly or write fully grammatically correct sentences.

Modern technology also poses serious health problems. People are sleep-deprived nowadays since taking their eyes off their phone or laptop screens become a near to impossible task. This leads to problems in vision, cancer, obesity etc. We have become lazier. We prefer to sitting, playing games or listening to music instead of walking or going outdoor or performing any work which requires physical activity.

- b) There are several positive impacts of technology on our lives but there are several downsides too. We cannot abandon technology now but we can ensure not to let it control us.

Possible answers to comprehension questions:

text 2 (Student Book page 30)

- a) The human genome map is complete. This was the startling and fascinating news with international scientists that greeted the 21st century.
- b) What scientific discoveries have been made in the last one hundred years?
- c) Genetic mapping, however, was only one in a long series of scientific discoveries which have drastically changed our world and our lives over the past one hundred –odd years. These include internal combustion, aerodynamics, wireless communication and nuclear fission. Internal combustion means the production of heat energy by burning fuel inside a closed chamber. Its discovery led to the manufacture of engines which move most vehicles today. It is easy that modern transport would be unimaginable without such machines.
- d) People can travel across three continents on the same day.(C)
- e) Aerodynamics(B)
- f) Wireless communication

- g) Nuclear fission
- h) The atomic bomb is made by nuclear fission.
- i) The Americans were at war with the Japanese. In order to win the war quickly, the Americans dropped two atomic bombs, made by nuclear fission, on two Japanese cities, Hiroshima and Nagasaki.
- j) Mastery of the human genome, for example, can help in the control and hereditary diseases, like asthma and haemophilia. A clever rearrangement of person's genes may prevent them from inheriting breathing problems or uncontrollable bleeding from their parents. This would be science in the service of humankind. On the other hand, an evil scientist may manipulate human genes to create monsters. Some scientists are even trying to manufacture artificial human beings!
- k) This is open ended question. The tutor should guide the students to explain the meaning of the title of the text, appreciate their findings and thereafter provide constructive feedback.

3.3.2. Application activities

(Student Book page 31-32)

To facilitate students to answer this question, the tutor should refer the guidance given in sub-unit one.

Words from text 1	
Words	Meaning
a) burdensome	– Difficult to carry out or fulfil; taxing. – It is also something that is hard to deal with, or that places too great of expectations.
b) chores	– The regular or daily light work of a household or farm – A duty or task you're obligated to perform, often one that is unpleasant but necessary.
c) convenience	The state of being able to proceed with something without difficulty.
d) whereabouts	If you refer to the whereabouts of a particular person or thing, you mean the place where that person or thing may be found.

Words from the text 2	
Words	Meaning
a) manipulate	i. to control something so that it does what you want.
b) drastically	e. in an extreme, sudden and forceful manner

c) nuclear fission	j. the action of dividing the central part of an atom
d) chamber	a closed place in the body or in a machine
e) supersonic	f. faster than the speed of sound
f) fantasy	d. imaginable, untrue situations
g) globe	h. the earth
h) tremendous	a. very large or great
i) instantly	b. immediately, without delay
j) hereditary	j. passed on from parent to child
k) genome	the complete set of genes in a cell or living thing

- i) This is an open ended question. The tutor may refer to the guidance given at the beginning of this unit.
- ii) This open ended question. The tutor should refer to the guidance provided on question three, sub unit two.
- iii) This is an open ended question. The tutor should remind students the following. He/she can guide the students on what makes a good paragraph when summarizing a text i.e.
 - Topic sentence
 - Support sentence
 - Example or evidence
 - Conclusive sentence

Then, he/she should ask them to write a summary and give general areas of improvement for most students in the class and end the lesson.

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, flip charts

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 page 33)**

i) Completing sentences using the correlative connector

- 1) Both flowers and trees grow during warm weather.
- 2) Not only do we enjoy summer vacation, but we also enjoy winter break.
- 3) I knew it was going to be a bad day because I not only over slept but also missed the bus.
- 4) Its either going to rain or snow tonight.
- 5) Cakes are often sweet and rarely sour.

ii) Using some correlative connectors to write a paragraph

This is open ended question. The tutor may check the use of correlative connectors from the written paragraphs and provide constructive feedback.

2.6. Spelling and pronunciation

i) Spelling and dictation

- A. The tutor can guide students to spell accurately the given words and make sure that they are spelt well to end with the sound/ɪ/

He/she should appreciate them and give constructive feedback to each trial.

- Frightening
- Splitting
- Playing
- Fascinating
- Sitting,
- performing

B. Dictation

The tutor may effectively guide students through reading the written paragraphs and check the spelling of words as students dictate to the classmates.

**Possible answer for dictation
(Student Book page 33-34)**

The society has been dramatically changed with the evolution of technology. Before the advent of modern day technology, life was burdensome and everyday chores consumed too much of our time. Immense opportunities are being provided by technologies which play an important role in human life. The access to education, medicine, industry, transportation etc. has been simplified due to modern day technology. Due to the convenience and efficiency provided by technology, our lives have improved significantly.

ii) Phonetic transcription

Possible answers for phonetic transcription

(Student Book page 34)

Words	Phonetic transcription
technology	/tek'nɒlədʒi/
globe	/gləʊb/
internet	/'ɪntənɛt/
science	/'saɪəns/
machines	/mə'ʃi:n/
fascinating	/'fasiːneɪtɪŋ/
supersonic	/su:pə'sɒnɪk/

2.7. End unit assessment

Possible answers for end unit assessment

(Student Book page 34-35)

- i) This is open ended question. The tutor can help the students to review the rules of conducting an interview and provide constructive feedback each presentation. Thereafter, read through the produced report and appreciate the work done.
- ii) Completing sentences using the correlative connectors
 - 1) Whether you like it or not you will use internet in your daily life. (neither... nor..., whether...or not, not only...but also...)
 - 2) My father used either phone or computer in his work. (either/or, whether/or, neither/nor)
 - 3) I plan to take my vacation either in June or in July. (whether / or, either / or, as / if)
 - 4) Whether I'm feeling happy or sad, I try to keep a positive attitude. (either / or, whether / or, rather / than)
 - 5) No sooner had I taken my shoes off than I found out we had to leave again. (no sooner / than, rather / than, whether / or)
 - 6) Not only is dark chocolate delicious, but also it can be healthy. (whether / or, not / but also, just as / so)
 - 7) I will be your friend whether you stay here or move away. (either/or, whether/or, neither/nor)
 - 8) No sooner had the president of the Republic of Rwanda arrived than the youth connect summit started.(either...or, rather / than ,no sooner / than)
- ix) The tutor should facilitate students on how to write an article, put them into manageable groups and provide feedback to the articles produced.

UNIT 3

National services and self-reliance

3.1. Key unit competence:

To use language learnt in the context of National services and self-reliance.

3.2. Prerequisite (knowledge, skills, attitudes and values)

Before starting this unit, the tutor may start with the knowledge related to different activities which take place in their respective communities. For example, he/she may check if they understand the contribution of community works, urugerero and army weeks in the development of the country. Then, the tutor starts from there to introduce the unit about national service and self-reliance.

3.3. Cross-cutting issues to be addressed

- Peace and value education will be addressed through different texts talking about national service and self-reliance, specifically paragraphs discussing the role of community works and urugerero in building peace and unity among people.
- Environment and sustainability will be addressed through texts analyzing the role of national services like community works, urugerero and army weeks in environmental protection.
- Inclusive education may be addressed depending on the categories of students with disabilities and other special needs through listening, speaking, reading, survey activities related to the unity of national service and self-reliance.

3.4. Guidance on the introductory activity

Through gallery work, the tutor may form small groups and guide students during discussions. Thereafter, request them to display each group's activity on charts. Invite one speaker per group to present findings to the groups as they rotate. Then, the tutor should help them to draw the conclusion.

Possible answers to unit 3 introductory activity questions

(Student Book page 37)

- a) Fig 1. Activities done by secondary school students at the completion of Itorero training called urugerero.
Fig 2. Community work called ubudehe.
- b) Self-reliance: it means to be able to do things for yourself and not depend on the other people.
- c) Open ended question.
- d) Open ended question.
- e) Open ended question.

3.5. 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.

#	Subheading	Learning objective	Number of periods
1	National service and self-reliance rational	Knowledge <ul style="list-style-type: none">– Explain words and expressions used in the context of National service and self-reliance.– Define national services and self-reliance Skills <ul style="list-style-type: none">– Read the text describing words and expressions used in the context of national service and self-reliance.– Write texts words and expressions used in the context of National service and self-reliance. Attitudes and values <ul style="list-style-type: none">– Appreciate the use of appropriate words and expressions used in the context of National service and self-reliance.	7
2	National service programs in Rwanda	Knowledge <ul style="list-style-type: none">– Describe different activities done in national service in Rwanda.	7

		<p>Skills</p> <ul style="list-style-type: none"> – Read text programs related to national service in Rwanda. – Talk about national service programs in Rwanda. – Write texts describing national service programs in Rwanda. <p>Attitudes and values</p> <ul style="list-style-type: none"> – Participate in community works. – Appreciate the role of national service programs in the development of different sectors in the country. 	
3	The scope of national service in the world	<p>Knowledge</p> <ul style="list-style-type: none"> – Recognize the scope of national service programs in the world. <p>Skills</p> <ul style="list-style-type: none"> – Read text describing national service programs in United Kingdom. – Write texts talking about national service programs in the world. – Talk about the scope of national service in the world. <p>Attitudes and values</p> <ul style="list-style-type: none"> – Show interest in understanding how other countries' national service programs work. 	7
4	Language structure (coordinating conjunctions)	<p>Knowledge</p> <ul style="list-style-type: none"> – Recognize the use of coordinating conjunctions in the sentences. <p>Skills</p> <ul style="list-style-type: none"> – Use coordinating conjunctions in different situation. 	5
#	End unit assessment		2

3.1.

a) Learning objectives

For the learning objectives of this sub-unit 1, the tutor may refer to the table above.

b) Teaching resources

In this sub-topic, the tutor may use charts, dictionaries, manila papers and flash cards.

c) Prerequisites/revision/introduction

The tutor may introduce this sub-unit with some questions using think, pair-share. He/she can ask students the meaning of national service, self-reliance and use examples to explain some activities that show the idea of self-reliance done in their communities.

3.1.1. Learning activities

Guidance for learning activities

The tutor may ask students to open their books and guide them on how they may read.

- Ask students to read the text that follow silently as you move around. Give students time they should take reading.
- Get a few students to read the text. Encourage readers to be loud, clear and mind about pronunciation.
- Group students and ask them to select difficult words from the passage and look them up in a dictionary.
- Give some explanations about the text and give students time to answer the exercise(give a few minutes)
- Move around supporting those who might be stuck.

Possible answers to comprehension questions:

text 1 (Student Book page 38-39)

National service is a system where young people, upon completing a given level of education and meeting certain conditions, offer their services to the state. During this period, they are expected to provide free and voluntary services to the state.

Example of activities: The recruits are given basic military training and other courses such as First Aid, disaster response, patriotism and community service.

2. Urugerero is a form of national service aimed at developing programmes that enhance growth in all sectors of the economy in Rwanda.

3. Open ended question. The tutor can guide the students on the definition of national service given in question one and allow them to share their views and help shape the answers given.

Possible answers to comprehension questions:

text 2 (Student Book page 40)

Mandela's administration inherited a country with a huge disparity in wealth and services between white and black communities. In a population of 40 million, around 23 million lacked electricity or adequate sanitation; 12 million lacked clean water supplies, with 2 million children not in school and a third of the population illiterate. There was 33 per cent unemployment, and just under half of the population lived below the poverty line.

- a) Explain the improvement of people's welfare under Mandela's presidency.
 - The government introduced parity in grants for communities, including disability grants, child maintenance grants, and old-age pensions, which had previously been set at different levels for South Africa's different racial groups.
 - In 1994, free healthcare was introduced for children under six and pregnant women. The provision extended to all those using primary level public sector health care services in 1996.
 - 3 million people were connected to telephone lines,
 - 1.5 million children were brought into the education system,
 - 500 clinics were upgraded or constructed, 2 million people were connected to the electricity grid, etc.
- b) The Land Restitution Act of 1994 enabled people who had lost their property as a result of the Natives Land Act, 1913 to claim back their land, leading to the settlement of tens of thousands of land claims.
- c) Open ended. The tutor may listen to students' views and guide them where necessary.
- d) This is open ended question. The tutor can ask students to discuss it and thereafter, help them to harmonize different answers given.

3.1.2. Application activities

(Student Book page 41)

I&II. Guide the student teachers to find the meaning of the difficult words. After explain the meaning of those words, and then ask them to use them in sentences. Allow pair to exchange sentences written and engage them in peer assessment and feedback. The tutor may walk around and check whether sentences written match with the text. Thereafter, he/she may put some comments on written sentences and end the activity.

Words from (text 1)	Meaning
a) self-reliance	Self-reliance is the ability to do things and make decisions by yourself, without needing other people to help you.
b) dignity	The quality of being worthy of esteem or respect.
c) compulsory	Required by regulations or laws; obligatory
d) undergo	if you undergo a change, an unpleasant experience etc, it happens to you or is done to you
Words from- text 2	
e) depleted	To reduce something in size or amount, especially supplies of energy, money, etc.
f) scale back	To reduce the scope or extent of something according to a standard or by degrees; reduce something in calculated amounts
g) adhering	This means to be devoted in support or allegiance; be attached as a follower or upholder (usually followed by to) Example: If you adhere to a rule or agreement, you act in the way that it says you should.
h) labour tenants	A labour tenant is someone who works on a farm in exchange for the right to live on that farm and work a portion of that farm for themselves.
i) bargaining	The definition of a bargain is an understanding between two people on the cost of goods or services.
j) Affirmative action	Describes policies that support members of a disadvantaged group that has previously suffered discrimination (and may continue to) in such areas as education, employment, or housing.

III. This is open ended. The tutor can guide students on how to collect data related to the research topic and provide some inputs after presenting the findings.

IV. This question is open ended. The tutor may guide students through discussion and help in harmonization.

3.2. National services programs in Rwanda

a) Learning objectives

For the learning objectives (knowledge, skills, attitudes and values) of this sub-unit 2, the tutor may refer to the table above.

b) Teaching resources

In this sub-topic, the tutor may use charts, manila papers, flash cards, project and computer to show videos related to community works activities, army weeks, etc.

c) Prerequisites/revision/introduction

Before teaching this sub-unit, the tutor may help students to review the knowledge and skills learnt in the previous sub-unit.

3.2.1. Learning activities

Guidance for learning activities

The tutor may refer to sub-unit one to get the guidance for learning activities.

Possible answers to comprehension questions:

text 1 (Student Book page 43)

All citizens have the duty to participate

- 1) Because through work, in the development of the country; to safeguard peace, democracy, social justice and equality and to participate in the defense of the motherland.
- 2) Rwanda adopted a blended model. This was meant to cater for different categories of participants. The compulsory category brings together the youth (16-30 years). Other categories of the population are allowed to participate through voluntary service. Their participation depends on their time, professional background and identified priorities.
- 3) Urugerero aims at developing programmes, which enhance efforts put in place to accelerate growth in all sectors of the economy.
- 4) The Intore, a person who has received the teachings from Itorero, engages in activities such as awareness campaigns in development projects for HIV and AIDS, gender balance, family planning, adult literacy and community work (Umuganda). They also engage in environmental protection activities, construction of shelter for vulnerable groups and support local leaders in implementation of government policies.
- 5) Throughout the programme, the students are taught values and attitudes such as integrity, humility and patriotism. This enables them to change their attitudes and contribute towards the development of their country.

Possible answers to comprehension questions:

text 2 (Student Book page 44-45)

- 1) The government of Rwanda drew on aspects of Rwandan culture and traditional practices to enrich and adapt its development programmes to the country's needs and context. The result is a set of home grown solutions from culturally owned practices translated into sustainable development programmes. One of these home grown solutions is Umuganda.
- 2) Modern day Umuganda can be described as community work. On the last Saturday of each month, communities come together to do a variety of public works. This often includes infrastructure development and environmental protection.
- 3) Open ended question. The tutor may guide students' discussion on this question.
- 4) The word Umuganda can be translated as 'coming together for common purpose to achieve an outcome'. In traditional Rwandan culture, members of the community would call upon their family, friends and neighbors to help them complete a difficult task.

3.2.2. Application activities

(Student Book page 45)

I& II. The tutor may refer to sub-unit one for these questions.

Words from text 1	Meaning
humility	The quality or condition of being <u>humble</u> ; modest opinion or estimate of one's own importance, rank, etc.
shelter	A shelter is a small <u>building</u> or covered place which is made to protect people from <u>bad</u> weather or danger.
civic education	
blended model	This was meant to cater for different categories of participants.(meaning from the passage) Blend: put or combine (abstract things) together.
vulnerable groups	This term is applied to groups of people (children, pregnant women, elderly people, malnourished people, prisoners, migrants and refugees, people who use drugs, and people who are ill, etc.) who, due to factors usually considered outside their control, do not have the same opportunities as other, more fortunate groups in society.
drafters	Someone who puts a suggested law or a new law into the correct words.

Words- text 2	Meaning
a) plots	A small area of ground covered by specific vegetation.
b) call upon	This is a phrasal verb which means to <u>ask formally</u> for someone to do something or demand someone to do something.
c) feeder roads	A small roads that runs along the side of a highway or freeway.
d) expatriates	An expatriate is someone who is <u>living</u> in a country which is not their own.
e) drew on	If you <u>draw on</u> or draw upon something such as your <u>skill</u> or <u>experience</u> , you make use of it in order to do something.
f) home grown solutions	These are Rwanda's 'trade mark' solutions developed by the Rwandan citizens based on local opportunities, cultural values and history to fast track their development.

III. This is an open ended question. Conducting a survey

▪ **Before conducting a survey**

- The tutor may provide clear instructions to the student teachers
- Identify those with special needs who may later need special support to participate
- Support students to find materials to be used if need be.

▪ **During survey**

- The tutor may make groups of students and assign some tasks related to the survey which is being conducted.

▪ **After a survey**

- The tutor finds appropriate time for presentation. He/she should alert groups for presentation and also remind them the presentation related instructions.
- Help student teachers to analyze the data collected, allow questions to the presentation and harmonize different findings.
- Invite some student teachers from different groups to provide constructive feedback to their classmates.

IV. This is an open question. The tutor may put students into small groups and read through essays written. He/she can use a sample of a written essay for feedback.

3.3. Scope of the national services in the world

a) Learning objectives

For the learning objectives (knowledge, skills, attitudes and values) of this sub-unit 3, the tutor may refer to the table above.

b) Teaching resources

In this sub-topic, the tutor may use pictures, flash cards, projector and computer to show videos related to community works in United Kingdom.

c) Prerequisites/revision/introduction

Before teaching this sub-unit, the tutor may help students to review the knowledge and skills learnt in the previous sub-unit two.

3.3.1. Learning activities

Guidance for learning activities

The tutor may refer to sub-unit one to get the guidance for learning activities.

Possible answers to comprehension questions

(Student Book page 47)

The national service enforced full conscription of all males between 18 and 41 who were residents in the UK.

- 1) The need for national service in the United Kingdom was inspired by the wartime due to the need of more armed forces.
- 2) 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 14 years old or younger living with them, conscientious objectors, people working in reserved occupations like baking, farming, medicine and engineering.
- 3) Due to the British involvement in the Korean War, the national service period was extended to two years.

3.3.2. Application activities

(Student Book page 47)

I& II. The tutor may refer to sub-unit one for these questions.

Words	Meaning
a) conscription	1) Conscription, sometimes called the draft, is the compulsory enlistment of people in a <u>national service</u> , most often a <u>military service</u> . 2) A monetary payment exacted by a government in wartime.

b) exempt	To free from an obligation or liability to which others are subject; release:
c) clergy	The clergy are the <u>official leaders</u> of the religious activities of a particular group of believers.
d) denomination	A <u>religious group</u> that has <u>slightly different beliefs</u> from other <u>groups</u> that <u>share</u> the same <u>religion</u> .
e) conscientious objector	This refers to an "individual who has claimed the right to refuse to perform <u>military service</u> " on the grounds of <u>freedom of thought</u> , <u>conscience</u> , or <u>religion</u> .
f) compensate	It is to pay someone for services performed, to repay someone for some wrong or that something positive exists to make up for something negative.

III. This is an open ended. The tutor can provide clear instructions and possible materials to help students accomplish the task. He/she may also guide them in presentation and harmonization.

3.4. Language structure

Possible answers to the language structure questions (Student Book page 47-50)

I. Choosing the best answers

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

II. Spelling and pronunciation

A. Pronunciation exercise

This question is open ended. The tutor can check students' pronunciation and correct students where necessary.

- i) self-reliance
- ii) community
- iii) dignity
- iv) volunteerism
- v) vulnerable groups
- vi) autonomy
- vii) Labour tenants
- viii) Elites

B. Matching the words with their corresponding phonetic transcriptions

Words	Meaning
service	/'sə:vɪs/
Population	/pɒpjʊ'leɪʃ(ə)n/
reliance	/rɪ'laɪəns/
legacy	/'legəsi/
culture	/'kʌltʃə/
regiment	/'redʒɪm(ə)nt/
voluntary	/'vɒlənt(ə)ri/
sustainable	/sə'steɪnəb(ə)l/
compensate	/'kɒmpenseɪt, 'kɒmp(ə)nseɪt/
dignify	/'dɪɡnɪfaɪ/

3.7. End unit assessment

Possible answers to end unit assessment questions

(Student Book page 50)

I. Completing the sentences using appropriate coordinating connectors

- 1) The national service enforced full conscription of all males between 18 and41 who were residents in the UK.
a. but b. or c. and
- 2) Anna needed some money, soshe took a part-time job.
a. or b. and c. so
- 3) Maria tried to read a story about National services in Kenya, but ... it was too difficult.
a. and b. but c. so
- 4) They must have done their duties,..... forthey are conscientious people.
- 5) The government did a lot to him through one cow per family and VUP program, ... yethe is very poor.

6) As a girl she had never been to school, so she had no opportunity of learning about how different national service works.

II. Conducting a survey: This is open ended, the tutor may refer to the guidance given in sub-unit two.

III. Guide students to write a good essay and provide constructive feedback.

UNIT 4

Genocide and Peace building

4.1. Key unit competence:

To use the language learnt in the context of genocide and peace building.

4.2. 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.

4.3. 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 a crime against 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 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.

4.4. Guidance on the introductory activity

The tutor should give time to students to discuss the pictures (**Student Book page 51**) that relate to Technology and people.

Picture 1: United Nations peace keepers leaving Rwanda during the 1994 genocide against the Tutsi. Innocent victims are left in the hands of perpetrators.

Picture 2: A crowd of refugees fleeing from a genocide area.

Picture 3: An inscription on the office building of the Rwanda National Commission for the fight against genocide.

Picture 4: An inclusive class during a lesson on genocide prevention.

**Possible answers to unit 4 introductory activity questions
(Student Book page 52)**

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

4.5. 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	<p>Knowledge</p> <ul style="list-style-type: none"> – Identify words and expressions used in the context of genocide and peace building. <p>Skills</p> <ul style="list-style-type: none"> – Listen to testimonies about Rwandan genocide against Tutsi for information about its atrocities. <p>Attitudes and values</p> <ul style="list-style-type: none"> – Exhibit adequate behaviour conducive to a cohesive society. 	2
2	Genocide in the world	<p>Knowledge</p> <ul style="list-style-type: none"> – Identify words and expressions used in the context of genocide and peace building. <p>Skills</p> <ul style="list-style-type: none"> – Analyse texts about different genocides in the world. 	3

		<ul style="list-style-type: none"> – Listen to testimonies about Rwandan genocide against Tutsi for information about its atrocities. <p>Attitudes and values</p> <ul style="list-style-type: none"> – Show empathy towards other peoples' misfortune. – Recognise, disassociate from, and speak out against evil and violent actions. 	
3	Talking about genocide ideology	<p>Knowledge</p> <ul style="list-style-type: none"> – Identify words and expressions used in the context of genocide and peace building <p>Skills</p> <ul style="list-style-type: none"> – Read / Listen to texts talking about genocide ideology. – Talk about negative effects of genocide ideology. <p>Attitudes and values</p> <ul style="list-style-type: none"> – Show empathy towards other peoples' misfortune. – Recognise, disassociate from, and speak out against evil and violent actions. 	3
4	Prevention of Genocide	<p>Knowledge</p> <ul style="list-style-type: none"> – Identify words and expressions used in the context of genocide and peace building <p>Skills</p> <ul style="list-style-type: none"> – Identifying measures that should be used to prevent genocide. – Talk about effects of genocide. <p>Attitudes and values</p> <ul style="list-style-type: none"> – Show empathy towards other peoples' misfortune. 	3

		– Recognise, disassociate from, and speak out against evil and violent actions.	
5	Ways of addressing the consequences of Genocide	<p>Knowledge</p> <p>Identify words and expressions used in the context of genocide and peace building</p> <p>Skills</p> <p>– Identifying ways of addressing the consequences of Genocide.</p> <p>Attitudes and values</p> <p>– Show empathy towards other peoples’ misfortune.</p> <p>– Recognise, disassociate from, and speak out against evil and violent actions.</p>	3
6	Talking about peace building and Peace building skills	<p>Knowledge</p> <p>– Identify words and expressions used in the context of genocide and peace building</p> <p>Skills</p> <p>– Read texts about peace building.</p> <p>– Write texts about genocide and peace building</p> <p>Attitudes and values</p> <p>– Recognise, disassociate from, and speak out against evil and violent actions.</p> <p>– Participate in different peace building events and dialogues.</p>	2
7	Language structure – The use of the Past simple – The use of subordinating conjunctions	<p>Knowledge</p> <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>	2

	<p>– The use of phrasal prepositions</p>	<p>Skills</p> <ul style="list-style-type: none"> – Discuss the causes and consequences of genocide in Rwanda paying attention to the past tense, phrasal preposition and connectors – Analyse written testimonies, and stories from survivors, rescuers and perpetrators; relevant reports and publications paying attention to past simple and correlative connectors. <p>Attitudes and values</p> <ul style="list-style-type: none"> – Recognise, disassociate from, and speak out against evil and violent actions. – Participate in different peace building events and dialogues. 	
8	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 from 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 understanding. This can be done either individually, in pairs or in groups.

He/She should always remember to integrate crosscutting issues in relation to the passage being read and consider learners with special needs. The tutor 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

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 guidance of teaching reading provided at the beginning of this unit.

Possible answers to comprehension questions:

(Student Book page 54)

- 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 page 54-55)

I. Vocabulary question

Word	Meaning
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. Sentence construction

This is an open-ended question. The tutor should give student teachers time to either individually in pairs or in groups to write sentences using the words given.

III. Summary writing

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

IV. Composition writing

Open ended. The tutor should appreciate the student teachers' answers and provide feedback accordingly.

The tutor should remind student teachers to refer to composition writing guidelines provided in previous years. Thereafter appreciate the work done and guide them to have peer feedback.

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 exercises while talking about genocide and its consequences.

4.2.1. Learning activities: reading and text analysis

Guidance on learning activities

The tutor will refer to guidance of teaching reading provided at the beginning of this unit **Possible answers to comprehension questions, (Student Book page 57)**

- 1) The Nama (Namaqua) violently resisted the occupation of their land and the 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. This violence saw the country transition from a Belgian colony with a Tutsi monopoly to an independent Hutu dominated republic. A Hutu elite group was formed to counter the Tutsi policy and transfer power from the Tutsi to the Hutu. From November 1959, a series of riots by the Hutu took place. The riots entailed arson attacks on Tutsi homes. The violence forced about 336,000 Tutsi to exile in the neighbouring countries where they lived as refugees. The Tutsi exiles organised themselves into an armed group to fight their way back into their country. Afterwards, there were no active threats posed by the Tutsi refugees to the Hutu-controlled government in Rwanda.
- 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, summary writing and research.

Possible answers for application activities

(Student Book page 57-58)

I. Vocabulary question

- 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) Murdered: Killed unlawfully and with premeditation.
- 5) Extermination: The killing of all the animals or people in a particular place or of a particular type.
- 6) Rivalries: Situations in which people compete with each other for the same thing.
- 7) Elite: The richest, most powerful, best-educated, or best-trained group in a society.
- 8) Riots: Occasions when a large number of people behave in a noisy, violent, and uncontrolled way in public, often as a protest.
- 9) Arson: The crime of intentionally starting a fire in order to damage or destroy something, especially a building.
- 10) Prosecution: The act of officially accusing someone of committing an illegal act, especially by bringing a case against that person in a court of law. Prosecution refers to the lawyers in a trial who try to prove that a person accused of committing a crime is guilty of that crime.

II. Sentence construction

Open ended. The tutor should appreciate the student teachers' answers and guide to the right sentences.

III. Summary writing

This is an open-ended question. The tutor may refer to guidance of writing a summary.

Research question

This is an open-ended question. The tutor should appreciate the student teachers' answers and refer to research activity guidelines as far as constructive feedback for students is concerned.

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 guidance of teaching reading provided at the beginning of this unit.

Possible answers to comprehension questions

(Student Book page 60)

- 1) Genocide is any acts committed with intent to destroy, in whole or in part, a national, ethnic, racial or religious group, as such. It includes the killing of members of a specific group, causing serious bodily or mental harm. It deliberately imposes living conditions that seek to bring about physical destruction of members of a certain group in whole or in part.
- 2) Genocide ideology is any deliberate act committed in public whether by oral, written or video means or by any other means which may show that a person is characterized by ethnic, religious, nationality or racial-bias with the aim to advocate for or support genocide.
- 3) Genocide ideology starts with the process of identification and stigmatisation of the 'other' that is, labelling of the 'other' and eventually the separation of the 'other' from the rest of 'us'.
- 4) The media play a big role in spreading genocide ideology. This is done by use of radio and television broadcasts and dissemination of disinformation and propaganda through print and electronic media. Through this medium of mass communication, the 'other' is presented by 'us' as dangerous, unreliable and, like a dangerous virus, must be destroyed.
- 5) The law related to the punishment of the crime of genocide ideology has to be applied not only to punish but also to discourage all the persons found guilty with the crime of genocide ideology.

- 6) Scholars have also to write to combat genocide ideology spread in different written documents like the media of different types, books, and internet.

4.3.2. Application activities: vocabulary, sentence construction, summary, composition writing and survey

Possible answer for application activities

(Student Book page 61)

I. Vocabulary question.

- 1) Ideology: A set of beliefs or principles, especially one on which a political system, party, or organization is based.
- 2) Peddling: Trying to influence people's opinions or make them believe something. Peddling also refers to the spreading of stories or information by telling them to different people.
- 3) Extremists: People who have beliefs that most people think are unreasonable and unacceptable.
- 4) Stigmatization: The act of treating someone or something unfairly by publicly disapproving of them.
- 5) Cumulative: Increasing as each new amount is added or as each new fact or condition is considered.
- 6) Segregation: The fact of keeping one group of people apart from another and treating them differently, especially because of race, sex, or religion.
- 7) Indoctrinate: To often repeat an idea or belief to someone until they accept it without criticism or question.
- 8) Internment: The fact of putting someone in prison for political or military reasons, especially during a war.
- 9) Lynching: The act of killing someone without a legal trial, usually by hanging (= killing using a rope around the neck)
- 10) Proscription: A decree of condemnation to death or banishment and can be used in a political context to refer to state-approved murder or banishment.

II. Sentence construction

Open-ended question. The tutor can ask students to exchange sentences written for peer feedback. He/She may give correct sentences to refer to when marking.

III. Summary writing

Open ended. The tutor may guide student teachers to the right summary. He/She should encourage everyone through constructive feedback.

IV. Composition writing

In this activity students get chance to apply the knowledge for composition writing studied. The tutor should assess their work based on the criteria provided in this book. Remedial activities are important for those with special needs.

V. Survey and report writing

Open ended question. The tutor may read survey reports conducted by student teachers and provide a model survey report to refer to when giving constructive feedback. Remember to appreciate work done by different students to encourage them.

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

Possible answers to comprehension questions

(Student Book page 63-64)

- 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 page 64-65)

I. Vocabulary question

Word	Meaning
Horrors	Extremely strong feelings of fear and shock, or the frightening and shocking characters of something (or events that produce such a feelings).
Tackle	To try to deal with something or someone.
Escalation	Rising or making something rise.
Pre-empt	To do or say something before someone else does, especially to prevent them doing or saying what they had planned or to prevent their action being effective.
Upstream	Relating to something that happens earlier in a process or series of events.
Judiciary	The part of a country's government that is responsible for its legal system and which consists of all the judges in the country's courts of law.
Genocide	Connected with or intending the murder of a whole group of people, especially a whole nation, race, or religious group.
Cleansing	The organized, often violent attempt by a particular cultural or racial group to completely remove from a country or area all members of a different group.

Tertiary	Relating to a third level or stage.
Humanitarian	Involved in or connected with improving people's lives and reducing suffering.
Reoccurrence	A further or repeated occurrence.
Nutshell	Very brief, giving only the main points or using as few words as possible.

II. Sentence construction

Open ended question. The tutor can prepare different sentences different sentences in advance and dictate them to students. He/She may ask students to write theirs using the words given. Special support should be given to those with special needs.

III. Summary writing

Open ended. The tutor may refer to the previous units to help student teachers get constructive feedback.

IV. Composition writing

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

V. Research questions

These research questions are open ended. The tutor can refer to guidance of carrying out research questions to facilitate students with clear information. Appreciate their work for encouragement.

VI. Case study question

Open ended. The tutor should refer to the case study guides to help students get clear feedback. The tutor may also think about some students who should be given special supports.

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 (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

Possible answers for comprehension questions

(Student Book page 68)

- 1) The Gacaca courts enabled Rwandans to come together and tell the truth about what really happened in 1994. This laid the foundation for peace and reconciliation. A total of 1,958,634 genocide-related cases were tried through Gacaca Courts. They helped speed up genocide trials and strengthened unity and reconciliation by finding out the truth about genocide and putting an end to the culture of impunity.
- 2) Reconciliation refers to the process of making parties in a conflict mend and then going on improving relations with each other.
- 3) A third party usually facilitates reconciliation by bringing the two parties in conflict to an agreement. Through the third party, the aggrieved parties open up for dialogue to arrive at a peaceful reconciliation. Reconciliation is an interactive process that requires a cooperative effort between the parties involved. Individuals or groups are encouraged to talk about the painful experiences they went through during the genocide. This enables healing to take root among the survivors and perpetrators alike.
- 4) The government can play the role of third party by promoting positive moral values and peaceful coexistence through policies and practices.
- 5) The process of reconciliation includes the following 5 steps: acknowledgement, apology, forgiveness, restitution and redress among others.
 - Acknowledgement is concerned, the perpetrators should acknowledge wrongdoing and apologise to the victim group. This creates room for dialogue, speeds up the reconciliation process and removes fear and suspicion between the two groups.
 - Apology is important towards attaining reconciliation and repairing broken relationships. It serves to inspire forgiveness and reunion between the perpetrator and victim group.

- Forgiveness greatly contributes to the reconciliation process. The wronged party should be able to forgive. Forgiveness enables the wrongdoer and the wronged one to move on.
 - Restitution means giving back what was wrongly taken away from the victims by the perpetrators.
 - Redress, the perpetrator group should do something to correct wrongs they had done to the victim group.
- 6) Peace building involves various efforts that usually begin by creating a culture of peace which is accompanied by harmony, cooperation and coexistence among the people. A peaceful environment gives rise to behaviour that respects life and human dignity. Peace building promotes observance of human rights and fundamental freedom. It rejects violence and commits to principles of freedom, justice, solidarity, and understanding between people. Peace building finally encourages open communication, cooperation, harmony and observance of the rule of law.
- 7) Benevolence is the willingness to help, being generous or performing acts of kindness. Human beings are usually capable of expressing benevolence regardless of whether they are victims or perpetrators of violence. It involves development of empathetic feelings, which leads an individual to take responsibility for assisting victims.

4.5.2. Application activities: vocabulary, sentence construction, summary writing, research and project

Possible answers for application activities (Student Book page 69)

I. Vocabulary question

Using a dictionary or a thesaurus, explain the following terms used in the above passage

- 1) Reconciliation: The process of making two people or groups of people friendly again after they have argued seriously or fought and kept apart from each other, or a situation in which this happens.
- 2) Impunity: Freedom from punishment for something that has been done that is wrong or illegal.
- 3) Cohesion: The state of sticking together, or being in close agreement and working well together.
- 4) Interactive: Involving communication between people.

- 5) Restitution: Payment for damage or loss of property, or the return of items stolen or lost.
- 6) Redress: To put right a wrong action, or give payment for something wrong that has been done (money that you have to pay to someone else because you have injured that person or treated them badly).
- 7) Benevolence: The quality of being kind and helpful (The act of giving money or help to people or organizations that need it).
- 8) Coexistence: The fact of living or existing together at the same time or in the same place.
- 9) Empathetic: Having the ability to imagine how someone else feels.
- 10) Protective: Able to keep someone or something safe from injury or damage.

II. Sentence construction

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

III. Summary writing

Open ended question. The tutor may consider guidance provided in this unit of previous units.

IV. Research and project question.

This is an open ended question. The tutor may appreciate the student teachers' answers. He/She should carry to class a sample research project and use it when providing constructive feedback to students.

4.6. Talking about peace building 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 (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 peace building and peace building skills.

4.6.1. Learning activity: reading and text analysis

Possible answers for comprehension questions

(Student Book page 71-72)

- 1) The aim of Never Again Rwanda is to establish sustainable peace and prevention of future violence through providing platforms for citizens, especially youth, to discuss root causes of conflict and how to overcome them in their respective communities.
- 2) This is an open-ended question. However, the tutor should orient learners' answers so that they underscore the contribution of the youth to the journey towards peace building and peace building skills as ways that can help prevent genocide.
- 3) Never Again Rwanda organizes monthly meetings for the diversified groups to engage in dialogue about their individual wounds. Each of these groups is made of 30 participants including both male and female, though some groups are exclusively comprised of female participants like those for specific victims of sexual violence namely; women who were raped and children born out of rape during the 1994 genocide against the Tutsi. Never Again Rwanda also uses a method of instilling fundamental hope in adolescents through ten-session workshops.
- 4) The study demonstrates many personal benefits of a group approach including emotional and practical support, staving off feelings of isolation and the validation of experience, just to name a few. The group approach also supports reconciliation and peace building by rekindling mutual trust. It also promotes open and honest communication by developing group decision-making skills and restoring interpersonal relationships.
- 5) Several initiatives engage in socio-economic activities that provide material support to individuals while also promoting positive and social interaction among community members. In order to address conflicts and champion for peace regionally, we implement a great lakes program, which uses cross border dialogues as vital avenues to talk about any challenges to peace. The dialogues are made up of members from Rwanda, Burundi and the Democratic Republic of Congo.

4.6.2. Application activity: vocabulary, sentence construction, summary, composition writing, survey and presentation

Possible answers to application activities

(Student Book page 72)

I. Vocabulary question

- a) Diverse: Including many different types of people or things.
- b) Self-regulation: The act of making certain yourself that you or your employees act according to the rules, rather than having this done by other people.
- c) Encompass: To include different types of things.
- d) Infamous: Well known for something bad (notorious).
- e) Intimacy: The state of having a close or personal relationship with someone.
- f) Underscore: To emphasize the importance of something.
- g) Transcend: To go further, rise above, or be more important or better than something, especially a limit.
- h) Healing: The process in which a bad situation or painful emotion ends or improves.
- i) Rekindling: Making someone have a feeling that they had in the past.
- j) Avenues: A method or way of doing something (a possibility).

II. Sentence construction question

Open ended question. The tutor should ask students to exchange their sentences written and ask them to give feedback to their peers. Make sure you have a whole class correction at the end.

III. Summary writing question

The tutor should refer to the guidance of conducting summary activity and provide feedback accordingly. He/She may also take into consideration students with special needs.

IV. Composition writing question

Open ended question. The tutor can use a pre-written composition to help students get clear feedback to their work.

V. Survey and presentation question

Open ended. The tutor may refer to the guidance of conducting a survey to provide constructive feedback to student teachers.

4.7. Language structure: The past simple, subordinating conjunctions and phrasal prepositions

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 page 73-76)

I. Changing the verbs in brackets into the simple past.

- 1) They all (go) went shopping.
- 2) I never (imagine) imagined I would see you here.
- 3) We (book) booked two tickets for the show.
- 4) He (collect) collected his children from school.
- 5) Were you (frighten) frightened of the dark when you were young?
- 6) Who (eat) ate my chocolate?
- 7) I (feel) felt so tired that I went straight to bed.
- 8) We (grow) grew this tree from a seed.
- 9) She (lose) lost her way home.
- 10) He thought I (steal) stole his umbrella.

II. Completing sentences using appropriate subordinating conjunctions.

- 1) We were happy because we received the first prize.
- 2) The people were listening eagerly while the leader was speaking.
- 3) This is the place where we were attacked.

- 4) Although he worked hard, he failed.
- 5) Though she is beautiful, she is not intelligent.
- 6) You wait here until I come.
- 7) She will not come unless we compel her.
- 8) There was a silence after the guests had gone.
- 9) She began to cry because she had lost her golden chain.
- 10) If you work hard, you will get the first prize.

III. Completing sentences using phrasal prepositions.

- 1) In spite of his hard work, he failed the test.
- 2) According to doctors, smoking can cause cancer.
- 3) I am standing here on behalf of my colleagues.
- 4) The trains arrived late because of heavy rains.
- 5) I stayed in bed all day instead of going to work.
- 6) Thoughts are conveyed by means of words.
- 7) Gandhi gave up his legal practice for the sake of his country.
- 8) In addition to his own family, he has to support his brothers.
- 9) There is a school in front of my house.
- 10) I would like to have lemon juice instead of coffee.

4.8. Spelling and pronunciation

Possible answers for spelling and pronunciation questions (Student Book page 76)

A. Spelling and dictation

The tutor should read the paragraph below to learners and ask them to listen carefully without writing. Then he should 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

“Never Again”

“When the Genocide Convention was passed by the United Nations in 1948, the world said, ‘Never again’. But the history of the twentieth century instead proved that ‘never again’ became ‘again and again’. The promise the United Nations made was broken. As again and again, genocides and other forms of mass murder killed 170 million people, more than all the international wars of the twentieth century combined.” Why? Why are there still genocides and massacres going on right now? In order to prevent genocide, we must first understand it. We must study and compare genocides and develop a working theory about the genocide process.

Dr. Gregory H. Stanton.

B. Phonetic transcription exercise

Word	Phonetic transcription
Extermination	/ɪkˌstɜːmɪˈneɪʃ(ə)n/
Prosecution	/ˌprɒsɪˈkjuːʃən/
Arson	/ˈɑːsən/
Perpetrators	/ˈpɜːpətreɪtə(r)z/
Prominent	/ˈprɒmɪnənt/
Indoctrinate	/ɪnˈdɒktrɪneɪt/
Ideology	/ˌaɪdɪˈɒlədʒi/
Escalation	/eskəˈleɪʃ(ə)n/
Reconciliation	/ˌrek(ə)nʃɪlɪˈeɪʃ(ə)n/
Benevolence	/bəˈnevələns/

4.9. End unit Assessment

Possible answers for end unit assessment

(Student Book page 77-78)

- 1) 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.
- 2) 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.

- 3) This is an open-ended question. The tutor should appreciate the student teachers' answers and he/she can remind them how to write an essay. Then he/she should provide constructive feedback accordingly.
- 4) Choosing the right subordinating conjunction to complete sentences.
- i) While he claims that he is innocent, everyone knows he is guilty.
 - ii) Now that you're here, I'm going to tell you a secret.
 - iii) Whether or not you like him personally, you have to agree that he's done a lot for the company.
 - iv) Whereas I prefer to live in an apartment, my wife wants to buy a house.
 - v) Although I had seen that movie three times, I watched it again.
 - vi) Since you already know the answer, why are you asking me?
 - vii) Before you go to the beach, call your brother.
 - viii) Rather than giving the money to my sister, I gave it to my cousins.
 - ix) Whenever she calls me, I feel happy.
 - x) Once the test starts, you will not be able to talk.

UNIT 5

Study skills and writing

5.1. Key unit competence

To use language learnt in the context of Study skills and writing

5.2. Prerequisite (knowledge, skills, attitudes and values)

Before undertaking this unit, students are expected to have knowledge about some academic writing such as letters, compositions. Students should be able to express their ideas both orally and composition writing.

5.3. Cross-cutting issues to be addressed

▪ 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.

5.4. Guidance on the introductory activity

The tutor should give time to students to discuss the pictures (**Student Book page 79**)

That relate to Study skills and writing.

Picture 1: Someone who is writing something on a computer

Picture 2: Students who are reading in the classroom

Picture 3: A student who is reading a book and writing notes in the library.

**Possible answers to unit1 introductory activity questions
(Student Book page 79)**

The questions are open ended. Students can observe pictures and interpret them by discussing the activities that are being carried out, some cases in which they need to write letters and importance of study skills in academic achievements.

5.5. 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	Language use for instructions for working in class	<p>Knowledge</p> <ul style="list-style-type: none"> – Identify expressions used for working in class <p>Skills</p> <ul style="list-style-type: none"> – Read a text talking about instructions for working in class – Write about instructions for working in class. <p>Attitudes and values</p> <ul style="list-style-type: none"> – Show interest in using effective language in class. 	4
2	Reading extracts from literature	<p>Knowledge</p> <ul style="list-style-type: none"> – Recognising some words and expressions used in an extract from literature <p>Skills</p> <ul style="list-style-type: none"> – Reading the extract from literature – Discussing characters, and plot of extract from literature <p>Attitudes and values</p> <ul style="list-style-type: none"> – Develop the culture of reading and writing about literature 	4

3	Writing compositions	<p>Knowledge</p> <ul style="list-style-type: none"> – Identify the stages of composition writing and parts of an effective composition. <p>Skills</p> <ul style="list-style-type: none"> – Reading texts about composition writing – Writing composition by applying stages discussed <p>Attitudes and values</p> <ul style="list-style-type: none"> – Showing self-organization in composition writing. 	4
4	Making notes and Writing a summary	<p>Knowledge</p> <ul style="list-style-type: none"> – Identify the process of summary writing, and making notes <p>Skills</p> <ul style="list-style-type: none"> – Reading texts about making notes and writing a summary – Writing reports from what has been read <p>Attitudes and values</p> <ul style="list-style-type: none"> – Appreciate the role of making notes and writing a summary in academic life. 	4
5	Explaining, Defining, Giving examples and Contrasting in an essay	<p>Knowledge</p> <ul style="list-style-type: none"> – Identifying types of essay and tips for writing them <p>Skills</p> <ul style="list-style-type: none"> – Reading a text describing types of essays – Reading a narrative essay and recounting – Writing about types academic essays <p>Attitudes and values</p> <ul style="list-style-type: none"> – Show interest when writing some essays 	3

6	Academic and Professional writing	<p>Knowledge</p> <ul style="list-style-type: none"> – Identifying some academic professional writing (letter writing, CV, memo, etc) <p>Skills</p> <ul style="list-style-type: none"> – Reading texts talking about academic and professional writing. – Writing academic and professional works (letters, memos, CV, etc.) <p>Attitudes and values</p> <ul style="list-style-type: none"> – Show interest in writing some academic and professional works – Appreciating the role of academic and professional writing skills in real life 	6
7	Language structure: Connectors of example giving, contrast, explaining, listing	<p>Knowledge</p> <ul style="list-style-type: none"> – Mentioning some connectors of example giving, contrast, explaining and listing – Identifying the use of those connectors in sentences <p>Skills</p> <ul style="list-style-type: none"> – Using connectors of example giving, contrasting, explaining and listing 	3
8	End Unit Assessment		2

5.1. Language use for instructions for working in class

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

Before starting this lesson the tutor should ask student some questions related to language used while giving instructions. They are expected to have this prior knowledge from English language teaching and learning methodology

5.1.1. Learning activities: Reading and text analysis

Guidance on learning activities

The tutor will refer to guidance of teaching reading provided at the beginning of the unit 1 of this book.

Possible answers to comprehension questions:

text (Student Book page 81)

- 1) The passage is talking about guidance for teacher to create Cooperative learning
- 2) This passage is meant for the teacher to conduct cooperative learning
- 3) Students will read the passage and explain what the teacher is asked to do in the classroom (reading a folktale, perform without a script, writing a dialogue and performing it in class)
- 4) Question four and five are open ended. Students will discuss the same activities done in their class.

5.1.2. Application activities: vocabulary, sentence construction, paragraph writing (Student Book page 81)

Possible answers to vocabulary questions

- 1) Dramatize: When writers dramatize books, stories, poems, etc., they write them again in a form which can be performed
- 2) Myths: an ancient story or set of stories, especially explaining in a literary way the early history of a group of people or about natural events and facts:
- 3) Folktale: a story originating in popular culture, typically passed on by word of mouth
- 4) Script: the words of a film, play, broadcast or speech
- 5) Costume: a set of clothes worn in order to look like someone or something else, especially for a party or as part of an entertainment
- 6) Cues: a thing said or done that serves as a signal to an actor or other performer to enter or to begin their speech or performance

5.2. Reading extracts from literature.

a) Learning objectives

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

b) 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”

c) 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 should build on that knowledge to introduce this lesson.

5.2.1 Learning activity: Reading and text analysis.

Possible answers to comprehension questions on the extract (Student Book page 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 answers.

5.2.2. Application activities: (Student Book page 85-86)

I. Vocabulary

- a) **Smothered:** entirely covered. To smother is to stifle or suffocate, as by smoke or other means by preventing free breathing.
- b) **Rag:** a worthless piece of cloth, especially one that is torn.
- c) **Briar/(brier):** a wild rose bush with long stems and sharp thorns
- d) **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)
- e) **Tombstone:** a stone marker, usually inscribed, on a tomb or grave. (a gravestone)
- f) **Tilted:** lifted
- g) **Clung:** to cling is to stick onto or hold something or someone tightly, or to refuse to stop holding them.

- h) **Tremendous:** very great in amount or level, or extremely good
- i) **Peculiar:** something or someone that is cool and peculiar (awesome and weird) at the same time.

II. Paragraph writing

This is an open-ended question. The tutor may consider guidance provided in year 1 unit 5.

III. Composition writing.

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

5.3. Writing compositions

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

Before starting this lesson the tutor should ask student some questions related to composition writing such as parts of a composition and stages they follow when writing.

5.3.1. Learning activities: reading and text analysis

Guidance on learning activities

The tutor can refer to guidance of teaching reading provided at the beginning of the unit 1 of this book.

Possible answers to comprehension questions:

text 1 (Student Book page 87)

- 1) An essay writer has first to understand an essay topic
- 2) The main types of essay topics are open ended topics and closed essay topics.
- 3) You can either use a direct quotation or in your own words (paraphrasing or summarizing).
- 4) Whenever you do a research and want to quote someone's idea, you directly mention the surname of the writer of the material you are reading, the date the material was published, and the page you are getting the quotation from..

Possible answers to comprehension questions:

text 2 (Student Book page 88)

- 1) According to the passage above writing is described as a process of discovering ideas, developing and organizing them.
- 2) This is an open ended question. The tutor should give students time to discuss in few words the stages passed through when writing an essay they are clearly explained in the passage.

5.3.2. Application activities

I. Possible answers to vocabulary questions

(Student Book page 88-89)

Using dictionary and thesaurus to check the meaning of the words in bracket and Spelling them correctly.

Vocabulary	Meaning
linear	Arranged in or extending along a straight or nearly straight line.
thesis	a short statement, usually one sentence, that summarizes the main point or the claim of an essay, research paper, etc., and is developed, supported, and explained in the text by means of examples and evidence.
sloppiness	The quality of being careless and unsystematic
vivid	very clear, powerful and detailed images in the mind
yield	produce or provide
jot down	to write something quickly on a piece of paper so that you remember it
paraphrase	express the meaning of (something written or spoken) using different words, especially to achieve greater clarity.
credit	praise, approval or honour
grading	Arrange in or allocate to grades; classify or sort.

II. Possible answers to writing activities questions

(Student Book page 89)

1. Sentence construction

This is an open ended question. The tutor should give time to learners either individually, in pairs or in groups to write sentences using the above explained words.

2. Essay and summary writing

The tutor will refer to the guidance of conducting an activity of composition writing and assessment criteria provided at the beginning of this unit to conduct this application activity .

5.4. Making notes and Writing a summary

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

Before starting this lesson the tutor should ask student some questions related to how they summarize information from what they read.

5.4.1. Learning activities: reading and text analysis

Guidance on learning activities

The tutor can refer to guidance of teaching reading provided at the beginning of the unit1 of this book.

Possible answers to comprehension questions:

text 1 (Student Book page 90)

- 1) The only way you can tell whether or not you have understood what you have read is to try to report the information
- 2) In order to find the important points, a reader should underline or write in his/her notebooks the message of each paragraph
- 3) This is an open ended question. The student should share with others how often he/she reports what he/she reads
- 4) Students will read the passage and describe the process of reporting what one reads focusing on reading, note taking and reporting.

Possible answers to comprehension questions:

text 2 (Student Book page 90)

- 1) This is an open ended question. The student should share with others how often he/she writes summaries
- 2) A writer focuses on the main points in which he/she may not include supporting ideas such as facts, reasons, etc.
- 3) The passage defines a summary a brief statement, one's own words, of the main ideas in a passage that one is reading.
- 4) Students will describe stages that we should go when summarizing a piece of work such as to read the original work well and understand it thoroughly; to identify the main ideas; to restate all these main ideas.

5.4.2. Application activities: vocabulary, sentence construction, paragraph writing (Student Book page 91-92)

I. Vocabulary questions

Using dictionary and thesaurus to check the meaning of words as they are used in the

- 1) Extract: to take a short passage from a text, film, or piece of music.
- 2) Suffice: to be enough
- 3) Rhetoric: speech or writing which is intended to be effective and persuasive
- 4) Facets: parts of a subject, situation, etc. that has many parts
- 5) Simplistic: the state of something complicated being simple

II. The writing activity questions

1. Sentence construction

This is an open ended question. The tutor should give time to learners either individually, in pairs or in groups to write sentences using the above explained words.

2. Summary writing

This is an open ended question. The tutor should give students time to read any written piece (article from a newspaper, internet or a passage from a book). They will summarize it and share it to the class.

5.5. Explaining, Defining, Giving examples and Contrasting in an essay

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

Before starting this lesson the tutor should ask students some questions related types of essays that they are always asked to write.

5.5.1. Learning activities: reading and text analysis

The tutor will refer to the guidance of teaching reading provided at the beginning of the unit 1 of this book to carry out this activity.

Possible answers to comprehension questions:

text 1 (Student Book page 93)

- 1) This is an open ended question. The tutor should give students time to reflect on how often they write an essay following the discussed essay writing tips?
- 2) According to the writer's goals discussed in the first paragraph, there are the following types of essays: Narrative essays, descriptive essays, expository essays, persuasive essays
- 3) A good paragraph should have a topic sentence, supporting sentences and the concluding sentence
- 4) Find either from internet or the library some expository essays that follow the above mentioned tips. This is an open ended question. The tutor should give students time to read any expository essay (article from a newspaper, internet or a passage from a book) and share it to class.

Possible answers to comprehension questions: text 2

(Student Book page 95-96)

- 1) Students will read the passage and classify it as a narrative essay since it narrates someone's life.
- 2) He got inspired when he heard the elders' stories of his ancestors' valour during the wars of resistance
- 3) African National Congress was formed for fighting for civil right in South Africa.

- 4) Students will read the biography and explain Mandela's struggle throughout his life in politics focusing on his trials.
- 5) Students will narrate Mandela's incredible achievement after his release focusing on being elected ANC President to replace his ailing friend, Oliver Tambo, winning the Nobel Peace Prize and being elected as South Africa President
- 6) This is an open ended question. To check Students' comprehension the tutor should give them time to appreciate Mandela's success to freedom in not more than 10 lines.

5.5.2. Application activities: vocabulary, sentence construction, summary and essay writing

I. Possible answers to vocabulary questions

(Student Book page 96)

- 1) Using dictionary and thesaurus to check the meaning of words and phrases
- 2) Clan: people who have same ancestors through many generations.
- 3) Valour: great courage in the face of danger, especially in battle.
- 4) Matriculated: to be formally admitted to study at a university or college
- 5) Restricted: limited in extent, number, scope, or action.
- 6) Charter: The Freedom Charter was the statement of core principles of the South African Congress Alliance, which consisted of the African National Congress (ANC) and its allies.
- 7) Acquitted: free (someone) from a criminal charge by a verdict of not guilty
- 8) Sabotage: to intentionally prevent the success of a plan or action.
- 9) Immortalised: to make someone or something so famous that they are remembered for a very long time.

2. Matching words with their synonym

Word	synonym
convicted	sentenced
immersed	involved
ailing	diseased
wavered	falter
devotion	passion

II. Possible answers to writing activities questions

(Student Book page 96)

1. Sentence construction

This is an open ended question. The tutor should give time to learners either individually, in pairs or in groups to write sentences using the above explained words.

2. Essay and summary writing

The tutor will refer to the guidance of conducting an activity of composition writing and assessment criteria provided at the beginning of this unit to conduct this application activity . Students can also refer to guidance on summary writing in the previous lesson to summarize Nelson Mandela's biography.

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 like formal letters that they write in their school lives. The tutor can ask some questions regarding the features of a formal letter.

5.6.1. Learning activities: reading and text analysis

The tutor will refer to the guidance of teaching reading provided at the beginning of the unit 1 of this book to carry out these activities.

Possible answers to comprehension questions:

text 1 (Student Book page 98)

1. Curriculum means course, history or way while the vitae means life. The form "vitae" means "of life". When combined therefore they mean "course or history of life".

2. CV is someone's advertisement because it highlights his skills, achievements and experience in such a way that the reader will be interested to meet you

3. This is an open ended question. After reading the passage, students explain the three types of CV format. (The chronological CV format, The functional CV format, the hybrid CV or targeted CV format).

4. This is an open ended question. Students can share with partners some cases in which they may need to write a CV.

Possible answers to comprehension questions:

text 2 (Student Book page 99)

- 1) The major classes of letters are informal and formal letters
- 2) This is an open ended question. Students can discuss the major purpose of writing a letter as discussed in the passage such as (To apply for a job, to communicate, to invite etc.)
- 3) Because it uses short sentences and is written in brief.
- 4) For this open ended question, students will share to class how often they need to write a formal letter and give examples
- 5) The main parts of a cover letter are: the first paragraph (introduction) justifies why you are writing, the middle paragraphs (body) justify and support what you have to offer. The last or final paragraph (conclusion) may illustrate how you will follow up

Possible answers to comprehension questions

text 3 (Student Book page 101)

- 1) What is a speech according to the above passage?
According to the passage, a speech is a spoken statement that presents a position and tries to convince an audience to accept to take action.
- 2) The speech addresses an issue of concern which is important to the audience
- 3) You should consider the audience when preparing a speech in order to convince them
- 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) When it comes to speech delivery one should make frequent eye contact with audience and use hand gestures to emphasize key points, speak slowly and clearly, and vary the tone and volume of the voice to match the content of the speech.

5.6.2. Application activities: vocabulary, letter and composition writing

I. Possible answers to vocabulary questions:

(Student Book page 102)

Using dictionary and thesaurus to check the meaning of the words.

- 1) **Indispensable:** absolutely necessary
- 2) **Sentiment:** a view or opinion that is held or expressed.
- 3) **Rigid:** not able to be changed or adapted.
- 4) **Clarity:** the quality of being clear and easy to understand
- 5) **Aforementioned:** mentioned earlier
- 6) **Grant:** to give or allow someone something, usually in an official way
- 7) **Anecdotes:** a short amusing or interesting story about a real incident or person.
- 8) **Periodicals:** a magazine or newspaper, especially on a serious subject, that is published regularly
- 9) **Prominent:** very well-known and important

II. Possible answers to writing activities questions

(Student Book page 102)

1. Sentence construction

This is an open ended question. The tutor should give time to learners either individually, in pairs or in groups to write sentences using the above explained words.

2. Letter and composition writing

In these activities, students get opportunity to apply the tips for composition and letter writing that they have studied in this lesson. The tutor should assess their work following criteria provided at the beginning of unit2 of this book page

5.7. Language structure: Connectors of example giving, contrast, explaining, listing

Possible answers to the language structure questions

(Student Book page 110)

Using connectors to complete sentences (than, and, but, not only.....but also, as.....as, both....and, while, though, although)

- 1) Although/though he is busy, he spends time with his family
- 2) He is not only intelligent but also hard working
- 3) She was unhappy, though/although she was rich
- 4) Veda is both kind and humble.
- 5) He was not punished though he was guilty.
- 6) No sooner did he see the tiger than he fainted.

5.8. Sound and spelling (Student Book page 110)

A. Writing the correct spelling for the words.

- 1) propel+-er = propeller
- 2) wrap+ -ing= wrapping
- 3) copy+-er= copier
- 4) classify+-ed=classified
- 5) mercy+-ful= merciful
- 6) defy+-ance = defiance
- 7) pay+ -ed: paid
- 8) notice+ - able= noticeable
- 9) care+- ing= caring
- 10)day+ - ly= daily

B. Write the phonetic transcription for the following words. One example is done for you:

Word	Phonetic transcription
memorandum	/, mem. ə' ræn. dəm/
speech	/spi:tʃ/
resignation	/rezɪg'neɪʃən/
apology	ə' pɒlədʒi
indispensable	, ɪndɪ' spensə. bəl
valuable	/' væljəbəl/

5.9. End unit assessment

Possible answers to end unit assessment questions

(Student Book page 112)

I. Completing sentences with connectors (although, and, but, not only....but also)

- 1) Allan brought some food for the party although he was not asked to do so.
- 2) Although I don't usually like spicy food; I enjoyed the chicken curry your mother made.
- 3) I didn't only send him many letters but I also tried to telephone him.
- 4) The residents wrote a letter and sent it to the local town council.
- 5) The police searched through the crime scene many times but they could not find any clues.
- 6) Mr. Berahim still managed to send his children to university although he was jobless for a year.

II. Joining the two sentences with not only....but also

- 1) There are not only problems with the children but there are also problems with their parents.
- 2) He can not only make people laugh but he can also make people cry.
- 3) She doesn't only write plays for television but she also acts in movies.
- 4) I not only sent him many letters, but I also tried to telephone him.
- 5) We don't only visit our grandfather's house in summer but we also visit it in winter.

III. Composition writing

For composition, speech, biography, letter and CV writing, the tutor should give learners time to write individually referring to the generated criteria of professional writing. The tutor will assess their work and set remedial activities for students who have proved to be weak.

UNIT 6

Literature in English

6.1. Key unit competence

To analyse literary texts based on their genres and period

6.2. Prerequisite (knowledge, skills, attitudes and values)

Student-teachers can importantly make this Unit, Literature in English a success by simply coordinating their lives. The story of students' life is already a literature piece. The tutor may utilize the environment and society to make this unit a great success. Employ role play, simulation to draw maximum attention from the class. Student teachers may also use their previous knowledge about literature from their lower classes to assist them in the mastery of the content that this unit will avail. The learning in this unit may be interactive.

6.3. Cross-cutting issues to be addressed

▪ 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 be involved in different activities since all are members of the society. 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

Literature is all about the society. Different pieces of writing deal with issues and problems we all come across in our daily life. 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**

Learners should acquire not only skills but also values in this unit which will enable them to work and achieve high life standards. They will also need to work with others peacefully. 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.

6.4. Guidance on the introductory activity

As a tutor, one of the most important things you may do is to provide relevance for students. It gives them a context within which they can develop into engaged, motivated and self-regulated learners. Emphasize on the relevance of literature while teaching because Literature helps student teachers to realise truth through imaginations or real stories written by authors of the texts, novels, and short stories. Literature helps students to relate situations in the texts, fictions, drama, narratives, etc. Authors portray and compare it to what happens in their daily lives.

The lessons learnt can be used to correct them or improve in their personal life, especially as behaviour, morals, attitude, and character. Student teachers may associate with events happening in stories, drama, novels, and may develop positive attitudes towards any situation related to the societies they come from. Hence they will become good citizens, good parents, critical thinkers, and they will develop into responsible people with moral virtues.

The tutor may use the style called 'lightening rounds' to have this activity run faster and effectively. The tutor should have all the discussion questions prepared ahead of time so that the questioning time is faster. The answers in this activity are supposed to be short. Student teachers can either answer or say 'pass' if they cannot. Ask the questions rapidly but before, you may ask if students are ready for the next question. "Ask the question before calling on a student so that all students must be ready to answer. The lightning round should not take more than 10 minutes. Summarize the main points on the board.

Picture 1: A photo on the cover page of William Shakespeare's play Julius Caesar.

Picture 2: A play is being performed on the stage.

Picture 3: People are watching farce, a piece of drama, that is being performed on television.

Picture 4: The picture shows people listening to a radio broadcast or a play. This describes radio drama.

Possible answers to unit 6 introductory activity questions (Student Book page 114)

- 1) This is an open-ended question. The tutor should appreciate the student teachers' answers and provide feedback accordingly
- 2) Prose is any special written piece of work that is built on sentences, paragraphs and grammatical structure rather than a rhythmic structure as in traditional poetry, where the common unit of verse is based on meter or rhyme. The term prose is used simply as a contrast to verse. It is what linguists call the "unmarked" form of language.
- 3) Key aspects of prose are: character, setting, plot, point of view, and mood.
 - a) Setting: Is the time and place in which the story takes place. The definition of setting can also include social statuses, weather, historical period, and details about immediate surroundings. Setting can be real or fictional, or a combination of both real and fictional elements.
 - b) Characters and characterization: A character is a fictional human being, animal or thing in a story. Characterization is a literary device that is used step-by-step in literature to highlight and explain the details about a character in a story. After introducing the character, the writer often talks about his behaviour; then, as the story progresses, the thought-processes of the character.
 - c) Plot: Plot is how a novella, short story or novel progresses. It is also the succession of events in the novella, short story or novel. It starts with the beginning or exposition of the problem and goes on with the rising of the problem. It then reaches to the climax. Then, the climax is the part in the novella, short story or novel that everything leads up to. The story comes down to reach the resolution.
 - d) Point of view: In literature, point of view is the mode of narration that an author employs to let the readers "hear" and "see" what takes place in a story, poem, or essay.
 - e) Mood: In literature, mood is a literary element that evokes certain feelings or vibes in readers through words and descriptions. Usually, mood is referred to as the atmosphere of a literary piece, as it creates an emotional setting that surrounds the readers.
- 4) Prose and poetry are the two common forms of literature; wherein prose is written work, which contains sentences and paragraphs, and does not have any metrical structure as is the case in poetry. The basic difference between prose and poetry is that we have sentences and paragraphs, whereas lines and stanzas can be found in poetry.

6.5. 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	Classifying and characterizing different periods of literature in English	Knowledge <ul style="list-style-type: none">– Classify different literary works based on their genres.– Draw similarities, links and differences between various literary based on their period of publication. Skills <ul style="list-style-type: none">– Read texts to distinguish imaginary and true facts.– Write a summary of a given literary work. Attitudes and values <ul style="list-style-type: none">– Participate actively in oral storytelling and listening for exchange of ideas.– Be creative and imaginative to role-play a genre of Literature in English.– Mobilise and advocate for the culture of innovation and creativity in reading and reciting poems.	3
2	Using literary terms and devices in sentences and texts	Knowledge <ul style="list-style-type: none">– List and highlight figures of speech in a literary piece of writing.– Explain with support from the text some of the literary techniques used. Skills <ul style="list-style-type: none">– Listen to radio and watch TV drama to outline their themes.– Recite poems with meaning.– Write and present a literary text.– Use proverbs in expressing hidden and confidential information.	3

		Attitudes and values – Develop the culture of reading and writing both inside and outside the college. – Take care of books and other literary resource materials. – Readiness to educate people through literature.	
8	End Unit Assessment		2

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 from 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 the 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.

6.1. Classifying and characterizing different periods of literature in English

a) Learning objectives

Refer to the table showing the list of sub-headings/lessons

b) Teaching resources

Pictures that portray poetry reciting, drama performance or any other picture related to prose (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 literary genres.

6.1.1. Learning activity: Reading and analysing extracts of prose, poems and drama from literary works

I. Prose

Extract from the story “When the Sun Goes Down” by Goro wa Kamau.

A. Possible answers to comprehension questions:

(Student Book page 115-116)

- 1) In the title, saying that the sun goes down, the poet uses a figurative language. It shows that there is something negative or something related to problems that might have happened to someone. Maureen, the main character is in her second marriage. This shows that she might have divorced with her first husband. However, she was left with HIV/AIDS. In other words, the sun went down for her (a sign of sorrows or problems). The content really relates to its title.
- 2) Maureen had gone for a routine prenatal check when the doctor broke the news. When she was diagnosed with AIDS, she prayed that her son could be born free of the virus.
- 3) She was so much worried because she intently prayed that Steve, her husband, and her expected son would be free of the virus too. And when her son was born and he turned out negative, Maureen’s night suddenly went ablaze with a thousand stars.
- 4) Maureen told Steve, her husband: “Oh, you don’t know how it feels seeing you suffer and knowing that I brought this pestilence on you but I swear I have been a faithful woman..... I was faithful to my husband. I was faithful to you, Steve.....” And Steve never blamed her. Steve even told Maureen: “I have forbidden you to blame yourself for anything.”
- 5) Maureen really cared for her newly born son’s future. She had two daughters from her first marriage but this boy, the fruit of the only true love she had ever known in her thirty and five years under the sun, was the crown of her life. Still, a fear tugged at her heart leaving her belly feeling an airy hollowness. She asked herself the following questions: “Would she leave to see him grow up into a man? And if she died, would Steve care for him or would he let the boy to wonder unloved, unwanted on the harsh streets of life?”(Quotation from the story)
- 6) Maureen finally realized that her son would be taken care of even in her absence. The story says: “She looked at Steve and their son again, the way a seer peers at the contents of his diviner-gourd to read the secrets of life and she smiled wearily. These were her men. She could die but these two, father and son, would always be together. Nothing could separate them. She could see that in the way they sat and played so snugly with his father, in the way Steve held him as if he would never let go. It was such a perfect picture. It was just as if the whole world was just the two of them.”

B. Vocabulary question answers

- a) Suffocating: Something that is suffocating makes you feel uncomfortably hot or unable to breathe.
- b) Perplexed: Confused, because something is difficult to understand or solve.
- c) Ablaze: Painful in a way that feels hot (burning very strongly).
- d) Acquiesced: To accept or agree to something, often unwillingly.
- e) Earnestness: Determination and seriousness, especially when this is without humour.
- f) Pestilence: Any very serious infectious disease that spreads quickly and kills large numbers of people.
- g) Tenderness: Tenderness is gentleness, or is feelings of warmth and affection for someone or something. It is also the tendency to express warm, compassionate feelings.
- h) Hollowness: The fact of being (feeling) without value, or not true or sincere:
- i) Wearily: In a way that is boring, or that shows that you are bored with something because you have experienced too much of it.
- j) Judicious: Having or showing reason and good judgment in making decisions.

II. Poetry

Possible answers for comprehension questions

(Student Book page 118)

- 1) The title of the poem matches the poem. She is very attractive to the persona. He falls in love with her and says that the girl thinks about him as “an innocent heart for her to steal.” She is a kind of the “thief” who steals his mind.
- 2) The setting of the poem “I Met a Thief”, the poet has created a vivid image in the first stanza by describing the scene on the beach which makes the reader who has ever been on the beach recap such romantic moments or imagine such a scene for the one who has not been there.
- 3) The persona in the poem “I Met a Thief” is the first person “I”, a boy who falls in love with a girl on the beach.
- 4) The writer uses imagery in the poem to show how beautiful the girl is. He is describing her hair as being soft as “the wool of a mountain sheep.” Her eyes are deep and silky as “a pair of brown-black beans floating in milk.” Her breasts are smooth and warm like a pillow. Her voice is sweet as “fresh banana juice.” He illustrates her appearance as a beauty.

- 5) This is somehow an open-ended question. However, student should stick to the message of the poem and give answers which do not contradict the following one:

The poem "I Met a Thief" is talking about a boy who falls in love with an attractive girl. She is kind and beautiful, so the persona loves her. However, she leaves to "high and south." He is upset and promises that his mind is always toward his lover as "left my carcass roasting in the fire she'd lit." The writer shows about the experience of his love.

III. Drama

Excerpt from An Enemy of the People by Henrik Ibsen.

Possible answers for comprehension questions

(Student Book page 123)

- 1) The purpose of Dr. Stockmann in the excerpt is to establish a school in order to change the society's mind.
- 2) He is declared as a strong man because he discovered that the baths were contaminated by bacteria and though the municipal authority opposed the idea, he never abandoned it. Later on, he started a school to educate the people on their rights. He said that the strongest man in the world is he who stands (mostly) alone.
- 3) The teacher guides the learners' discussion and find out main themes in the extract. Here are some of them: education and determination.

6.1.2. Application activities

Possible answers for application activities

(Student Book page 124-125)

- 1) a) Prose:
Prose is any special written piece of work that is built on sentences, paragraphs and grammatical structure rather than a rhythmic structure as in traditional poetry, where the common unit of verse is based on meter or rhyme. The term prose is used simply as a contrast to verse. It is what linguists call the "unmarked" form of language.
- b) Poetry: Poetry is any literary work in which the expression of feelings and ideas is given intensity by the use of distinctive style and rhythm. Poetry is also referred to as a genre of literature that deals with the study of poems collectively.

c) Drama: Drama is literature that is primarily written for theatrical performance. It is a mode of fictional representation through dialogue and performance. Drama is one of the literary genres, which is an imitation of some action.

2) Stating and explaining types of poetry.

- Lyric poetry: Lyric poetry is a formal type of poetry which expresses personal emotions or feelings, typically spoken in the first person. It is an emotional writing focusing on thought and emotion-can consist of a song-like quality. Subdivisions include elegy, ode and sonnet. Lyric poetry does not attempt to tell a story. Popular lyric poems include the works of Sappho, "Go, lovely Rose" by Edmund Waller and the many sonnets of William Shakespeare.
- Narrative poetry: Narrative poetry is a form of poetry that tells a story, often making the voices of a narrator and characters as well; the entire story is usually written in metered verse. Narrative poems do not need rhyme.
- Dramatic poetry: Dramatic poetry, also known as dramatic verse or verse drama, is a written work that both tells a story and connects the reader to an audience through emotions or behaviours. In a form of narrative closely related to acting, it usually is performed physically and can be either spoken or sung.

3) Differentiating the types of prose.

- Narrative prose: writing which tells a story (can be fiction or non-fiction); usually told in chronological order. It has characters and follows the basic plot-line/ development/chart/diagram which is exposition, rising action, climax, falling action and resolution.
- Expository prose: It gives basic information; used often in speeches and essays; it does not tell a story or argue.
- Descriptive prose: It describes something in detail, again without telling a story or arguing a point; used most often in combination with another mode of writing, but alone is often found in scientific or medical reports.
- Persuasive prose: It tries to convince (persuade) someone to take a particular issue or point.

4) Contrasting different types of drama.

- a) **Comedy:** Comedy is a play characterized by its humorous or satirical tone and its depiction of amusing people or incidents, in which the characters ultimately triumph over adversity. Comedies are lighter in tone than ordinary works, and provide a happy conclusion. The intention of dramatists in comedies is to make their audience laugh. Hence, they use quaint circumstances, unusual characters, and witty remarks.

- b) **Tragedy:** Tragedy is a play dealing with tragic events and having an unhappy ending, especially one concerning the downfall of the main character. Tragic dramas use darker themes, such as disaster, pain, and death. Protagonists often have a tragic flaw—a characteristic that leads them to their downfall.
 - c) **Farce:** Farce is a comic dramatic work using buffoonery and horseplay, typically including crude characterization and ludicrously improbable situations. Generally, a farce is a nonsensical genre of drama, which often overacts or engages slapstick humour. It uses exaggerated and funny situations, starting with jokes, physical humour, drunkenness, and silly visuals just for the sake of getting people laugh.
 - d) **Melodrama:** Melodrama is a play or style of acting in which the characters behave and show emotion in a more noticeable way than real people usually do. It is an exaggerated drama which is sensational and appeals directly to the senses of the audience. The characters are of a single dimension and simple, or may be stereotyped.
 - e) **Radio Drama:** Radio Drama or audio drama is a play that is read by actors for radio broadcast rather than performed on the stage. There is no visual component in radio drama. It depends on dialogue, music, and sound effect to create the images in your mind, to develop the characters and plot, to indicate the passage of time. It is auditory in the physical dimension but equally powerful as a visual force in the psychological dimension.
- 5) Free verse is a literary device that can be defined as poetry that is free from limitations of regular meter or rhythm, and does not rhyme with fixed forms. It is made of poems without rhythm and rhyme schemes. Although they don't follow regular rhyme scheme rules, they still provide artistic expression. In this way, the poet can give his own shape to a poem as he or she desires. However, it still allows poets to use alliteration, rhyme, cadences, and rhythms to get the effects that they consider are suitable for the piece.
- 6) This is an open-ended question. The tutor should help the learners to continue and finish the poem. He will then appreciate the learners' work and give feedback accordingly.

6.2. Using literary terms and devices in sentences and texts

a) Learning objectives

Refer to the table showing the list of sub-headings/lessons

b) Teaching resources

Pictures that portray literature in general (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 any type of literary genre.

6.2.1. Learning activities: reading and analysis of literary extracts

A. Suggested answers comprehension questions

(Student Book page 127)

- 1) Okonkwo's fame rested on solid personal achievements. As a young man of eighteen, he had brought honour to his village by throwing Amalinze the Cat. Amalinze was the great wrestler who for seven years was unbeaten, from Umuofia to Mbaino. He was called the Cat because his back would never touch the earth. It was this man that Okonkwo threw in a fight which the old men agreed was one of the fiercest since the founder of their town engaged a spirit of the wild for seven days and seven nights. Amalinze was a wily craftsman, but Okonkwo was as slippery as a fish in water. Every nerve and every muscle stood out on their arms, on their backs and their thighs, and one almost heard them stretching to breaking point. In the end Okonkwo threw the Cat.
- 2) Okonkwo was tall and huge, and his bushy eyebrows and wide nose gave him a very severe look. He breathed heavily, and it was said that, when he slept, his wives and children in their houses could hear him breathe. When he walked, his heels hardly touched the ground and he seemed to walk on springs, as if he was going to pounce on somebody. And he did pounce on people quite often. He had a slight stammer and whenever he was angry and could not get his words out quickly enough, he would use his fists.
- 3) This question is somehow open-ended. However, the question asks learners to give answers based on passage. So learners should first agree that Okonkwo was a wealthy man. Then they should go further giving an explanation that is much similar to this One:
Okonkwo was a wealthy farmer and had two barns full of yams, and had just married his third wife. To crown it all he had taken two titles and had shown incredible prowess in two inter-tribal wars. And so although Okonkwo was still young, he was already one of the greatest men of his time.
- 4) a) Amalinze the Cat: The man (Amalinze) was agile like a cat; his back never touched the ground.
b) b) The flutes sang: The flutes sounded melodious.
c) c) As slippery as a fish: The idiom or simile is "as slippery as an eel" meaning very difficult to catch or hold.
d) d) If a child washed his hands he could eat with kings: When someone however lowly, behaves with decorum, the world recognises him or her and shows respect.

- 5) These words add a local flavour to the story and help create a lot of imagery, which makes the story more appealing to the reader.
- 6) These expressions are called literary terms/devices. They are used in a figurative language.

B. Vocabulary questions' answers

- a) Fame: The state of being known or talked about by many people, especially on account of notable achievements.
- b) Wrestler: A person who takes part in wrestling, especially for sport. Wrestling is the sport or activity of grappling with an opponent and trying to throw or hold them down on the ground, typically according to a code of rules.
- c) Wily: Skilled at gaining an advantage, especially deceitfully.
- d) Stretching: Causing something to reach, often as far as possible, in a particular direction. It is also making your body or your arms and legs straight so that they are as long as possible, in order to exercise the joints (= place where two bones are connected) after you have been in the same place or position for a long time.
- e) Pounce: To jump or move quickly in order to catch or take hold of something.
- f) Prowess: Great ability or skill.
- g) Revered: Greatly respected and admired.
- h) Doomed: Certain to fail, die, or be destroyed.
- i) Bloodshed: A great amount of killing and injury.
- j) Ill-fated: Unlucky (certain to experience failure that cannot be avoided) and unsuccessful, often resulting in death.

6.2.2. Application activities

Possible answers for application activities

(Student Book page 129-130)

- 1) Explaining literary devices.
- a) Metaphor: For example, she is a rock. Metaphor is a comparison between two objects, one object is used to give clear meaning to the other, and in this case the rock is used to show that she is firm or strong.
- b) Assonance: The repetition of vowel sounds. For example, "Fleet feet sweep by sleeping geese."

- c) Simile: A comparison between two objects using words such as 'like' and 'as'.
- d) Synecdoche: Using a part of something to represent the whole. For example, bread can be used to represent food in general.
- e) Personification: Giving or assigning animals, ideas, or inanimate objects human abilities. For example, the sun smiled, to mean the sun was bright.

2) Writing a story highlighting literary terms/devices.

This is an open-ended question. The tutor should help and guide learners on how to write the story. He then will appreciate the learners' work and give feedback accordingly.

3) Showing the important of literary devices to the writer and the reader.

This is an open-ended question. The tutor should appreciate the learners' answers and give feedback accordingly.

4) Discuss the literary device used a dialogue.

The literary device used in this dialogue irony. Irony is a literary device in which there is a difference between what one says or does and what he/she really means. For example: A man is found by a woman, urinating in public and the woman exclaims, "What an intelligent man!"

5) Sentence construction highlighting literary devices learnt.

This is an open-ended question. The tutor should appreciate the learners' answers and give feedback accordingly.

6.3. Spelling and pronunciation

Possible answers for spelling and pronunciation questions (Student Book page 115-116)

A. Spelling and dictation

The tutor should read the paragraph below to learners and ask them to listen carefully without writing. Then he should read for them different sentences giving them reasonable time to copy down what you read. Finally he reads again to allow learners to check and correct their mistakes. Then he writes 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

As for the boy himself, he was terribly afraid. He could not understand what was happening to him or what he had done. How could he know that his father had taken a hand in killing a daughter of Umuofia? All he knew was that a few men had arrived at their house, conversing with his father in low tones, and at the end he had been taken out and handed over to a stranger. His mother had wept bitterly, but he had been too surprised to weep.

B. Phonetic transcription

Word	Phonetic transcription
Onomatopoeia	/,ɒnəʊmətə'pi:ə /
Soliloquy	/sə'lɪləkwɪ/
Earnestness	/'ɜ:nɪstnəs/
Melodrama	/'melə,dɾɑ:mə/
Prowess	/'praʊəs/
Synecdoche	/sɪ'nekdəki/
Euphemism	/'ju:fəmɪzəm/
Juxtaposition	/,dʒʌkstəpə'zɪʃ(ə)n/
Hyperbole	/'haɪ'pɜ:bəli/
Suffocating	/'sʌfəkeɪtɪŋ/

6.4. End unit assessment

Possible answers for end unit assessment (Student Book page 115-116)

- 1) Reading a poem and answering the questions on it.
 - a) The poem is talking about the concept of nation building as taken by African bourgeoisie class that came to power after colonialism. The poet shows that independence was just the change in colour but the leaders adopted the very tenets of their predecessors.
 - b) Who is speaking in the poem? How do you know?

The speaker is a driver who represents the low class. This is clearly shown in line three of the first stanza whereby he says "I drove the permanent secretary."
 - c) The tone of this poem is both sad and ironical/satirical.

d) Poetic devices used in the poem Building the Nation are:

i) Alliteration

Highly delicate diplomatic duties.

And secretly smiling...

Cold Bell beer

ii) Onomatopoeia

Ah, he continued yawning again.

This is the sound of yawning

iii) Satire

To an important urgent function

In fact to a luncheon at the Vic.

Lunch is called an important urgent function, this is very satirical

iv) Irony.

The title of the poem 'Building the Nation' is ironical because the guys in the poem were not building the nation.

e) Not really. These two people were not building the nation. The permanent secretary was eating while his driver was waiting for him outside. The poet uses this as a satire to criticise the idea that people always claim to build the nation but they end up building their stomachs satisfying themselves.

2) Reading the poem and answering one question about it.

The literary device used in that verse is hyperbole. The author has used an overstatement to emphasize how fast the girl was. The poet means that she was "very, very fast." In fact, the poem is about an extraordinary girl who was faster than light. Her fastness is exaggerated that she went out one day and came back the previous night. This makes the poem to sound hyperbolic.

3) This is an open-ended question. The tutor should guide learners on how to proceed in order to plan and rehearse the sketch. He/she will then appreciate the learners' answers and give feedback accordingly.

4) This is an open-ended question. The tutor should guide learners on how to proceed in order to write and rehearse the play before the final performance. He/she will then appreciate the learners' answers and give feedback accordingly.

5) In the poem “Do not Go Gentle into that Good Night,” Dylan Thomas uses juxtaposition to talk about life and death. The speaker is asking his father not to give up, like ordinary dying men, but to fight against it to survive. The juxtaposition is in the action of struggle for life, to put off death by not merely lying down to wait for death. In the fifth line, “Curse, bless, me now with your fierce tears, I pray,” the poet places cursing and blessing side by side. That is a clear example of juxtaposition.

Other examples of literary devices like metaphor and alliteration are used by the poet. In the poem, light and night are used as metaphors. Light is representing life and night is representing death. Alliteration is used when the speaker says “rage, rage” “go gentle into that good night.”

6) Reading an excerpt and answering questions on it.

- a) Xuma, the main character, migrated from his rural village to the city to look for a job. He got the job and became a Mine Boy.
- b) The story tells us that the people were divided into two groups; the group of haves (the rich white people) and have not (black people). The black people had no value and were discriminated in the society. They were simple labourers.
- c) The main message or theme is discrimination/racial segregation. Black people were totally discriminated.

7) The 3 main literary genres are prose, poetry and drama.

- a) Prose: Prose is any special written piece of work that is built on sentences, paragraphs and grammatical structure rather than a rhythmic structure as in traditional poetry, where the common unit of verse is based on meter or rhyme. The term prose is used simply as a contrast to verse. It is what linguists call the “unmarked” form of language.
- b) Poetry: Poetry is any literary work in which the expression of feelings and ideas is given intensity by the use of distinctive style and rhythm. Poetry is also referred to as a genre of literature that deals with the study of poems collectively.
- c) Drama: Drama is a literature that is primarily written for theatrical performance. It is a mode of fictional representation through dialogue and performance. Drama is one of the literary genres, which is an imitation of some action.

8) This is an open-ended question. The tutor should appreciate the learners' answers by checking whether they explain the right literary terms/devices with the right examples. Then he/she will give constructive feedback accordingly.

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