

ENGLISH LANGUAGE

FOR TTCs

STUDENT'S BOOK

YEAR

3

OPTIONS: SSE & SME

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FOREWORD

Dear student,

Rwanda Basic Education Board is honoured to present TTC English textbook for Year three of Social Studies; and Science and Mathematics. This serves as a guide to competence-based teaching and learning to ensure consistency and coherence in the learning of the TTC Year three English content. The Rwandan educational philosophy is to ensure that you achieve full potential at every level of education which will prepare you to be well integrated in society and exploit employment opportunities.

In line with efforts to improve the quality of education, the government of Rwanda emphasises the importance of aligning teaching and learning materials with the syllabus to facilitate your learning process. Many factors influence what you learn, how well you learn and competences you 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 you can develop your ideas and make new discoveries during concrete activities carried out individually or with peers. With the help of the tutors, whose role is central to the success of the learning, you will gain appropriate English language skills and be able to apply what you have learnt in real life situations, especially in your teaching trainings and carrier. Hence, they will enable you to develop certain values and attitudes that will allow you to make a difference not only to your own life but also to the nation.

This contrasts with traditional learning theories which view learning mainly as a process of acquiring knowledge from the more knowledgeable who is mostly the tutor. In regard of competence-based curriculum, learning is considered as a process of active building and developing knowledge and meanings 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 you in doing things and thinking about what you are doing, and you are encouraged to bring your own real experiences and knowledge into the learning processes. In view of this, for the efficient use of this textbook, your role is to:

- Develop knowledge and skills by working on given activities which lead to the content;
- Communicate and share relevant information with other learners through presentations, discussions, group work and other active learning techniques

such as role play, case studies, investigation and research in the library, on internet or outside;

- Participate and take responsibility for your own learning;
- Carry out research or investigation by consulting printed or online material and resourceful people, and present findings;
- Ensure the effective contribution of each group member in assigned tasks go through clear explanations and arguments, critical thinking, responsibility and confidence in public speaking;
- Draw conclusions based on the findings from the learning activities.
- Etc

I wish to sincerely extend my appreciation to the people who contributed towards the development of this document, particularly REB staff who organized the whole process from its inception. Special appreciation goes to the teachers who supported the exercise throughout. Any comment or contribution would be welcome to the improvement of this textbook for the next versions.

Dr. MBARUSHIMANA Nelson

Director General, REB

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I wish to express my appreciation to all the people who played a major role in the development of this English textbook for Year three of Social Studies; and Science and Mathematics. It would not have been successful without active participation of different education stakeholders.

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

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

Joan MURUNGI,

Head of Department CTLR

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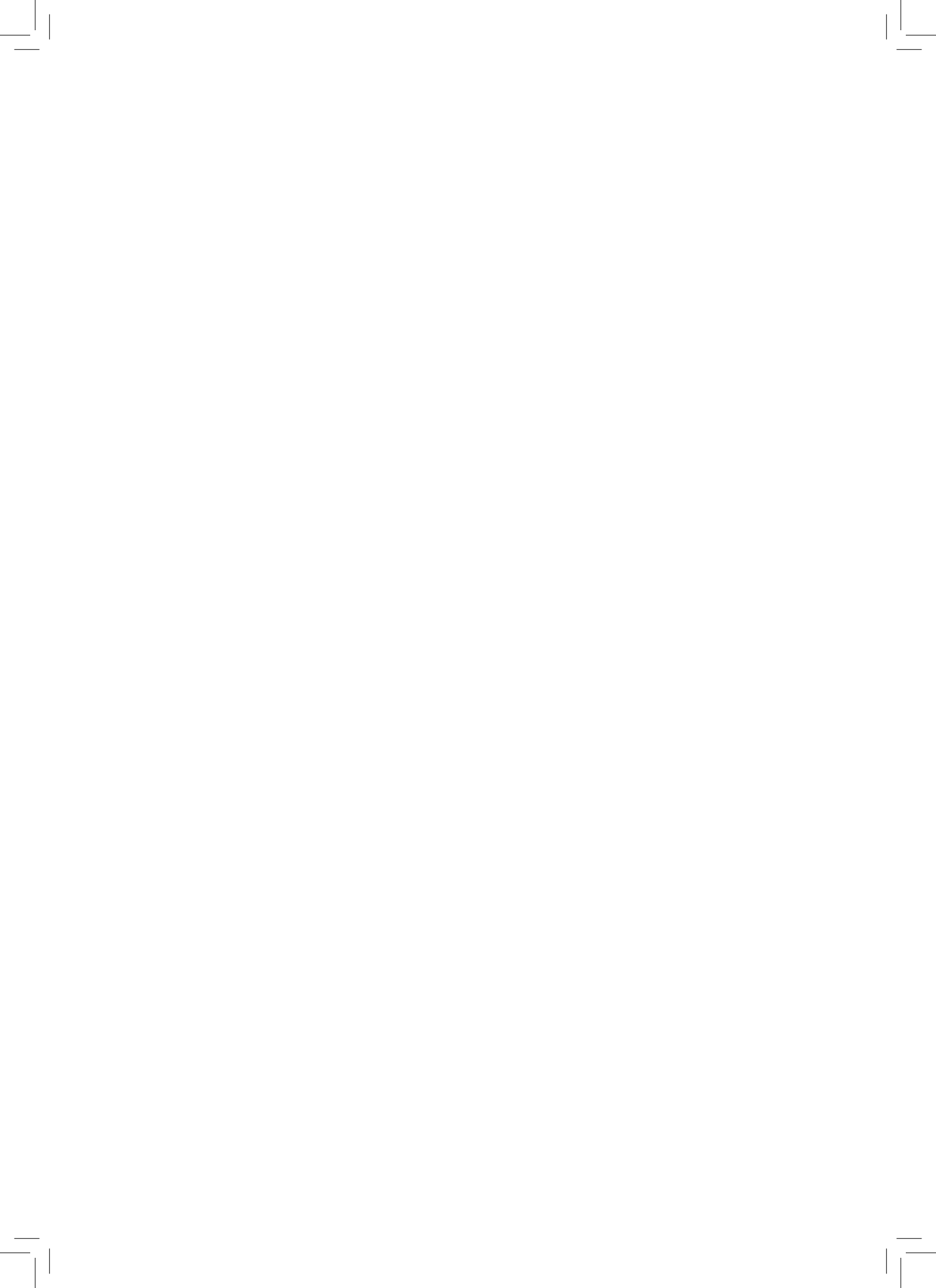
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UNIT 1

COMMUNICATION, INTERNATIONAL RELATIONS AND COOPERATION

Key Unit Competence:

To use language in the context of communication, international relations and cooperation.



Introductory activity

Picture observation and interpretation.

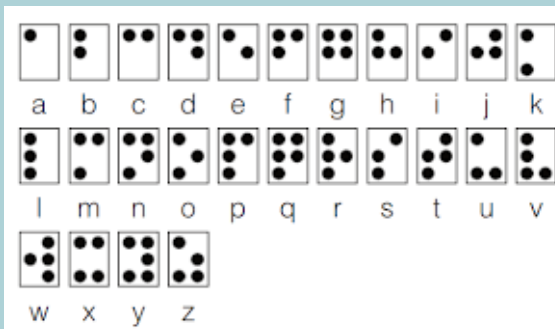


Fig.1

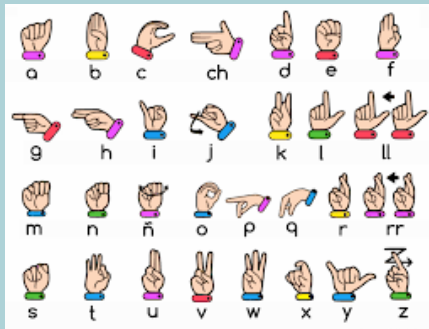


Fig.2

1. What does Fig.1 represent?
2. How can signs in Fig.2 help in communication?
3. Do we really need to have embassies in other countries? Explain.
4. Discuss the contribution of regional integration for countries.

1.1. Talking about types of communication.

1.1.1. Learning activity



Reading and text analysis

▪ Text 1: Some types of communication

Communication is a process by which information is exchanged between individuals through a common system of symbols, signs, or behaviour. We communicate continually throughout each and every day. We sometimes do it without thinking – we operate on communication autopilot. However, we should actually think about how we communicate. There are many different ways to communicate and each of which play an important role in sharing information. The four main categories or types of communication are verbal, nonverbal, written and visual communication.

Verbal communication occurs when we engage in speaking with others. It can be face-to-face, over the telephone, via Skype or Zoom, etc. Some verbal engagements are informal, such as chatting with a friend over coffee or in the office kitchen, while others are more formal, such as a scheduled meeting. Regardless of the type, it is not just about the words, it is also about the calibre and complexity of those words, how we string those words together to create an overarching message, as well as the intonation (pitch, tone, cadence, etc.) used while speaking. And when occurring face-to-face, while the words are important, they cannot be separated from non-verbal communication.

Nonverbal communication is the use of facial expressions, posture, eye contact, hand movements, and touch to convey information to others. It can be used both intentionally and unintentionally. What we do while we speak often says more than the actual words. For example, if you're engaged in a conversation with your boss about your cost-saving idea, it is important to pay attention to both their words and their non-verbal communication. Your boss might be in agreement with your idea verbally, but their nonverbal cues: avoiding eye contact, sighing, scrunched up face, etc. indicate something different.

In addition to nonverbal and verbal communication there is written communication. Written communication is the act of writing, typing or printing symbols like letters and numbers to convey information. Whether it is an email, a memo, a report, a Facebook post, a Tweet, a contract, etc. all forms of written communication have the same goal: to disseminate information in a clear and concise manner – though that objective is often not achieved. In fact, poor writing skills often lead to confusion and embarrassment, and even potential legal jeopardy. One important thing to remember about written communication, especially in the digital age, is the message lives on, perhaps in perpetuity. Thus, there are two things to remember: first, write well – poorly constructed sentences and careless errors make you look bad; and second, ensure the content of the message is something you want to promote or be associated with for the long haul.

On top of the above three mentioned types of communication, there is another type of communication which is referred to as visual communication. Visual

communication is the act of using photographs, art, drawings, sketches, charts and graphs to convey information. We are a visual society. Think about it, televisions are running 24/7, Facebook is visual with memes, videos, images, etc., Instagram is an image-only platform, and advertisers use imagery to sell products and ideas. Visuals are often used as an aid during presentations to provide helpful context alongside written and/or verbal communication.

In conclusion, you should know that understanding how you communicate is the first step to communicating more effectively. That is why you are advised to think about how you communicate. Words, sentences, pitch, tone, cadence and nonverbal cues you use can be a hindrance or furtherance to how you communicate effectively.

Adapted from Communications for Professionals: Five Types Of Communication By Anne Converse Willkomm.

▪ **Comprehension questions**

1. What do you understand by “we operate on communication autopilot”?
2. Does the author think that operating on communication autopilot is a good idea? Explain.
3. State the four main types of communication.
4. Referring to the text, answer the following question on this scenario: “As Kalisa stood up to ask for permission, the teacher looked at him deniably and he went back to his seat. Which type of communication was this?”
5. Suppose that you have watched a video on YouTube showing step by step how to insert a picture in Microsoft Word document. In which category of communication can you classify this communication?
6. Using a clear example, explain how one can use nonverbal communication unintentionally.
7. Explain how visual communication can help a primary teacher to teach science subjects.

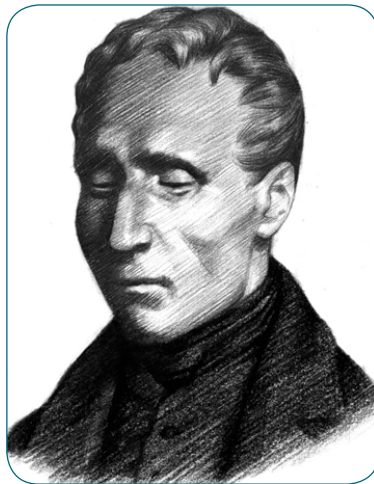
▪ **Text 2: History of Braille**

Braille is a system of touch reading and writing for blind people in which raised dots represent the letters of the alphabet. It also contains equivalents for punctuation marks and provides symbols to show letter groupings. Braille is read by moving the hand or hands from left to right along each line. The reading process usually involves both hands, and the index fingers generally do the reading. The average reading speed is about 125 words per minute. But, greater speeds of up to 200 words per minute are possible.

By using the braille alphabet, people who are blind can review and study the written words. They can also become aware of different written conventions such as spelling, punctuation, paragraphing and footnotes. Most importantly, braille gives blind individuals access to a wide range of reading materials including recreational and educational reading, financial statements and restaurant menus. Equally important are contracts, regulations, insurance policies, directories, and cookbooks that are all part of daily adult life. Through braille, people who are blind can also pursue hobbies and cultural enrichment with materials such as music scores, hymnals, playing cards, and board games.

Various other methods had been attempted over the years to enable reading for the blind. However, many of them were raised as versions of print letters. It is generally accepted that the braille system has succeeded because it is based on a rational sequence of signs devised for the fingertips, rather than imitating signs devised for the eyes.

The history of braille goes all the way back to the early 1800s. A man named Charles Barbier who served in Napoleon Bonaparte's French army developed a unique system known as "night writing" so soldiers could communicate safely during the night. As a military veteran, Barbier saw several soldiers killed because they used lamps after dark to read combat messages. Barbier based his "night writing" system on a raised 12-dot cell; two dots wide and six dots tall. Each dot or combination of dots within the cell represented a letter or a phonetic sound. The problem with the military code was that the human fingertip could not feel all the dots with one touch.



Braille as we know it today was invented by Louis Braille. He was born in the village of Coupvray, France on January 4, 1809. He lost his sight at a very young age after he accidentally stabbed himself in the eye with his father's awl as his father was a leather-worker.

At eleven years old, Braille found inspiration to modify Charles Barbier's "night writing" code in an effort to create an efficient written communication system for fellow blind individuals. One year earlier he was enrolled at the National Institute of the Blind in Paris. He spent the better part of the next nine years developing and refining the system of raised dots that has come to be known by his name, Braille.

After all of Braille's work, the code was now based on cells with only 6-dots instead of 12. This crucial improvement meant that a fingertip could encompass the entire cell unit with one impression and move rapidly from one cell to the next. Over time, braille gradually came to be accepted throughout the world as the fundamental form of written communication for blind individuals. Today it remains basically as he invented it.

However, there have been some small modifications to the braille system, particularly the addition of contractions representing groups of letters or whole words that appear frequently in a language. The use of contractions permits faster braille reading. It also helps reduce the size of braille books, making them much less cumbersome.

Braille passed away in 1853 at the age of 43, a year before his home country of France adopted braille as its' official communication system for blind individuals. A few years later in 1860, braille made its way "across the pond" to America where it was adopted by The Missouri School for the Blind in St. Louis. (Adapted from History of Braille by Braille works.

*Retrieved from <https://brailleworks.com/braille-resources/history-of-braille/>
(accessed on 26 December 2019)*

▪ **Comprehension questions**

1. Explain how written communication is possible for blind people.
2. Account for the weakness of other methods that had been attempted to enable reading for the blind.
3. What made Braille successful in enabling reading for the blind?
4. Appreciate the contribution of Charles Barbier's *night writing* to Louis Braille's work.
5. Which small modifications were done to the braille system?



1.1.2. Application activity

Vocabulary, sentence construction and summary writing.

I. Vocabulary (Text1)

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

Words/phrases	
On autopilot	
Chatting	
Calibre	The degree of quality or excellence of someone or something.
Overarching	
Embarrassment	
Jeopardy	
In perpetuity	

II. Sentence writing

Use each of the above words in your own sentence.

III. Vocabulary (Text2)

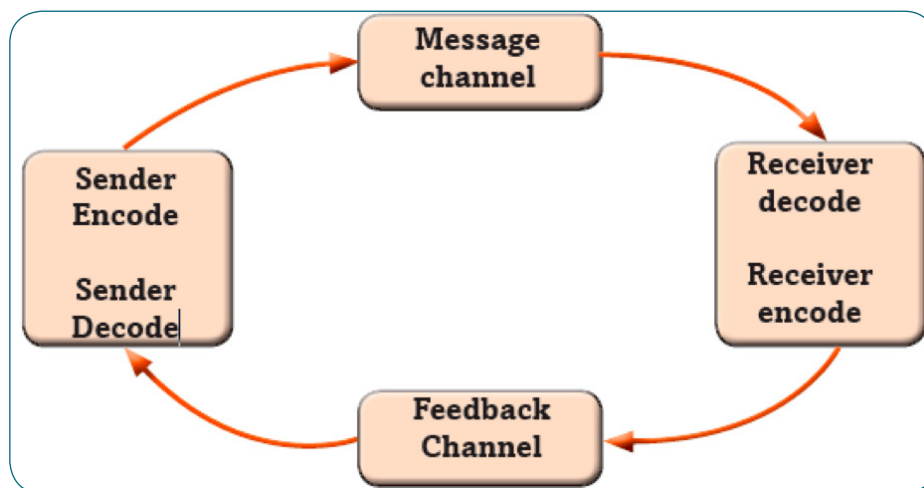
Use a dictionary and thesaurus to look up the missing meanings of the words/phrases in the table below. Copy the table into your book and fill in the blank spaces.

Words/phrases	Meaning
Index fingers	
Conventions	
Footnotes	
Recreational	

Board games.	
Served	
Veteran	Someone who has been in the armed forces during a war.
Stabbed	
Awl	
Encompass	

IV. Summarise the passage “History of Braille” in not more than 80 words.

1.2 Describing elements, functions of communication and communication process



1.2.1. Learning activity



Reading and text analysis

▪ Text: Components of communication

Communication is a two-way process in which participants not only exchange ideas, feelings and information but also create and share meaning for reaching mutual understanding. In other words, it is the exchange of ideas, thoughts, messages, or the like, by speech, signals or writing. Communication is said to be effective when the sender conveys information to the receiver in a way that guarantees the message is understood.

Communication comprises of 8 major components, which are the objects of study of communication theory. These are interdependent and are considered as basic elements of any communication process. Those components are: source, sender, channel, receiver, destination, message, feedback and context.

Source – is the first component. It produces a message or sequence of messages to be communicated to the receiving terminal.

Sender refers to transmitter, which operates on the message in some way to produce a signal suitable for transmission over the channel. Aristotle uses the term speaker (orator) to refer to this component. In other words, the sender is the person who encodes the message to be communicated.

Channel is merely the medium used to transmit the signal from transmitter to receiver.

Receiver performs the inverse operation of that done by the transmitter, reconstructing the message from the signal. Thus, the receiver is the person to whom the message is directed and who must decode the message and have feedback to send back to the sender.

Destination is the person (or thing) for whom the message is intended.

Message is derived from Latin word mittere, meaning “to send”. It refers to a concept, information, communication or statement that is sent in an oral/graphic/written/audio/visual/audio-visual form to the recipient.

Feedback is the loop of making a two-way communication process related to the response to the message. It is simply the reaction of the destination back to the source, direct and/or indirect. In this case, the receiver becomes the sender.

Context is considered as a very significant component as it decides the given communication process and fixes all the above said seven components. It refers to the background and the environment – immediate and far. Space and time play a larger role of a given communication. A good communication means different things to different (or even same) people at different times.

Three other elements associated with the process of communication are: entropy, redundancy and noise. Entropy is a measure of the amount of uncertainty in the message/content. redundancy either knowingly or unknowingly enters the communication process. If deliberate, it serves the purpose of reiterating the message; otherwise repetitiveness is undesired element. Noise is actually anything irrelevant, unwarranted, undesired and hence, a disturbance/interference to effective transmission. Noise is anything that disrupts or interferes with the effective communication process. Noise can be physical, psychological or semantic and can disturb the communication process at any point; noise may be associated with any element in the system:

- Physical noise or external noise are environmental distractions such as startling sounds, appearances of things, music playing somewhere else, and someone talking really loudly near you, etc;
- Physiological noise are biological influences that distract one from effectively communicating; these could include sweaty palms, pounding heart, butterfly in the stomach, induced by speech anxiety, or feeling sick, exhausted at work, the ringing noise in your ear, being really hungry, and if you have a runny nose or a cough.
- Psychological noise are the preconceived bias and assumptions such as thinking someone who speaks like a valley girl is dumb, or someone from a foreign country can't speak English well so you speak loudly and slowly to them.
- Semantic noise is word choices that are confusing and may have the effect of distorting the meaning.

Adapted from Theories & Models Of Communication by Amudavalli, A.

▪ **Comprehension questions**

1. What do you understand by “communication is a two-way process”?
2. Referring to the passage above, answer the following questions on this scenario: “Keza cried and her mother realised that she (Keza) was hungry.”
 - a. Between Keza and her mother, who is the sender, who is the receiver?
 - b. What is the message?
 - c. Suggest the feedback of the receiver.
3. In your own words, define the term “context” as a component of communication.
4. Choose which of these classifications (physical noise, physiological noise or Psychological noise) applies to the following scenarios:
 - a. Shema cannot hear properly due to the infection in the ear.
 - b. When John heard that Hassan had just come from Saudi Arabia, he started using gestures because he thought Hassan was not familiar with American accent.
 - c. Two soldiers are trying to communicate but the gun shot noise prevents them from hearing one another.



1.2.2. Application activity

Vocabulary, sentence construction and composition writing

I. Vocabulary

Use a dictionary and thesaurus to look up the meanings of the following words as they are used in the passage.

- a. Interdependent_
- b. Terminal
- c. Encode
- d. Decode
- e. Redundancy
- f. Deliberate_
- g. Reiterating_
- h. Disrupts_

II. Sentence construction

Use each of the above words in a sentence of your own.

III. Composition writing

Write a short composition explaining how effective communication is key to successful development of human society.

1.3 Describing international relations and cooperation

1.3.1. Learning activity



Reading and text analysis

▪ Text 1: History and the Evolution of Diplomacy

We do not know when human societies first felt the need to communicate with each other, but it is safe to assume that they did so from the very earliest times. We know that diplomatic status existed very early and it is both evident and instructive why it should have been so. If it has been decided that it may be better to hear the message than to eat the messenger, then there have to be rules about who a legitimate messenger is, and there have to be sanctions which will ensure his safety. The earliest diplomats were a response to a felt need for a mechanism to convey messages between societies safely and reliably. It is

instructive to note that right from the beginning, diplomacy, even in its crudest forms, evolved in response to political needs reciprocally felt. It has continued and is continuing thus until today.

Once diplomacy actually existed and was conceded to be irreplaceably useful, a reverse factor also became possible. The nature and functioning of the diplomatic machine at any particular historical moment could of itself shape the way in which principals - whoever they might be - conducted their exchanges. Thus it has occasionally occurred that functions which had developed within diplomacy came to create a particular international activity simply because they existed. Of course, sometimes what the machine could not do, or could not be seen to be doing without damaging its basic function, could be done by other means - by Secret Services, for example, or by hired assassins.

The evolution of foreign ministries followed from the desire of rulers and their ministers to maintain a continuous flow of diplomatic business in which cross relationships between diplomatic partners, between internal sources of political influence and between differing issues could be carefully followed and controlled. To do this successfully and to have instantly available knowledge of current obligations and commitments required an institutional memory obtainable only through a properly managed single foreign ministry.

In the beginning, the role of foreign ministries was to coordinate embassies and their staffs. These embassies were still far smaller than their modern form. With embassies legitimate messengers in foreign countries became ambassadors. The embassy staffs were made up of highly qualified professionals including some dedicated to espionage. The information gathered by spies plays an increasingly important role in diplomacy. Treaties to prevent wars would not be possible if a country has no information about military activities of another.

These kinds of development occasionally engendered reluctance from contemporary traditionalists. None, however, encountered the fierce opposition and disapproval from the principals themselves that accompanied the emergence of the resident ambassador. There could be no doubt that this was an inescapable response to particular circumstances otherwise it could not have triumphed over the objections of the proprietors of the system itself. The origin of the problem lay in a change of emphasis in the purpose of diplomacy.

Diplomacy steadily developed as the means by which sovereign rulers communicated with other sovereign rulers. It was the great assertion of sovereign individuality, functioning in a sometimes avowedly - or sometimes simply politely - adversarial mode, depending on circumstances. Diplomacy and international relations were then considered the most effective and principled means of resolving conflict.

In today's diplomacy, the most effective response to a crisis is to call a meeting in peacetime to discuss it before it gets out of hand. Conferences or congresses had of course been well known devices, but always in the context of bringing an existing war to an end. In most of discussions, each country is encouraged to try to satisfy another country's needs in order to avoid a war.

Adapted from History and the Evolution of Diplomacy by Richard Langhorne.

▪ **Comprehension questions**

1. Do we know when diplomacy started? Explain.
2. What do you understand by "it may be better to hear the message than to eat the messenger"?
3. Explain the measures taken to ensure the safety of diplomats.
4. In the second paragraph, the author says that sometimes what the machine could not do was done by other means. What does he mean by "machine"?
5. Does diplomacy have anything to do with espionage? Explain.
6. Do you think that espionage is justifiable? Justify your answer.

▪ **Text 2: Economic and Commercial Diplomacy**

Economic diplomacy, narrowly defined, is concerned with international economic policy questions, such as how to preserve global financial stability without indefensible levels of youth unemployment and unmanageable levels of wholly defensible levels of civil unrest; and how to stimulate economic growth, particularly in the poorest countries, while arresting or at least slowing down climate change. Commercial diplomacy, on the other hand, consists mainly of assistance to the promotion of exports and foreign direct investment (FDI), and access to raw materials. Modern diplomacy was influenced by commerce from its earliest days. The priority given to economic as well as commercial diplomacy has risen more in recent years. The role of foreign ministries and especially embassies is undeniably great in both economic and commercial diplomacy.

The invention and spread of resident diplomatic missions in the late fifteenth century had probably been encouraged by the example of the consulates earlier established by trading peoples in and around the Mediterranean world, and, from the first, they sometimes had a decidedly commercial flavour. In a few exceptional cases, major trading companies, with the blessing of their sovereigns at home, themselves established full-blown embassies, not only financing them but also appointing and sharing in the instruction of ambassadors. Thereafter, although high politics came to dominate the work of most embassies until World War I, the 'trade'-averse aristocrats who usually headed them were rarely able to ignore commercial work altogether.

This was because they had field responsibility for the consular posts that, in time, fell under state control; because international trade began to grow enormously in the first half of the eighteenth century; and because embassies themselves came to be given direct responsibility for the negotiation of commercial treaties –that is, the general framework in which trade was conducted in bilateral relationships.

In the late nineteenth century, as international rivalry intensified for markets – as also for foreign concessions to sink mine shafts, drill for oil, build railways, and cut canals – so commercial diplomacy was given a strong fillip. Diplomats were required to interest themselves in projects such as these, especially when they were thought to have the additional advantage of serving political and strategic interests. The Suez Canal and the Berlin–Baghdad Railway are well known examples. Diplomatic missions intervened with local ministries both to support the placement of capital by their nationals on advantageous terms and subsequently to provide protection to their investments against violence, breach of contract, and hostile legislation. The latter role gave rise to the legal doctrine of ‘diplomatic protection’ and, inevitably, to a counter-doctrine.

Adapted from Economic and Commercial Diplomacy. In: Diplomacy (P.210-211) by Berridge G.R.)

▪ **Comprehension questions**

1. Differentiate economic diplomacy from commercial diplomacy.
2. Do you really think that commerce can influence diplomacy? Justify your answer.
3. What do you understand by “with the blessing of their sovereigns at home”?
4. Evaluate the role of major trading companies in foreign politics.
5. What caused commercial diplomacy to be given a strong fillip in the late nineteenth century?
6. What do you understand by “diplomatic protection”?

▪ **Text 3: Rwanda’s diplomacy in 2018**

In her work, ‘the secret life of bees’ Sue Monk Kidd observed that, “if you need something from somebody, always give that person a way to hand it to you”. I couldn’t think of a better statement to aptly describe Rwanda’s diplomacy in 2018.

Towards the end of October, it’s not too early to begin analysing the year and for Rwanda’s diplomacy, it’s not an exaggeration to assert that this will go down as one of the country’s best, both at home and away, especially from the international relations front.

Rwanda's post-1994 diplomacy template is one that international relations scholars need to study closely, as one of the areas where the country has arguably performed best, tactfully managing to navigate through powerful players to safeguard its own national interests.

For this commentary's case, we can track that record from November 2009, when Rwanda was admitted into the Commonwealth becoming the first non-formerly British colony, after Mozambique, to join the 50 plus Anglophone grouping of former British colonies.

As a former colony of the Belgians, the move to dine with the Queen's party was not only brave but also a strategic way of giving, in Sue Monk Kidd's words, the British, a way to extend Rwanda with substantial development aid at a time when it was most needed.

With just nine years of membership in the Commonwealth, Rwanda was in April 2018, announced the host of the next Commonwealth Heads of Government Meeting (CHOGM) slated for 2020.

In the same year, on October 12, 2018, Rwanda's Foreign Affairs Minister Louise Mushikiwabo, who was fresh in the role when the country became a Commonwealth member, was unanimously confirmed the 4th Secretary General of Organization Internationale de la Francophonie (OIF).

Mushikiwabo's unanimous victory as Africa's and Rwanda's candidate of choice was yet another major highlight of the country's ability at the art and practice of conducting negotiations between nations.

President Kagame's ability to convince and influence his counterparts to front Rwanda's candidate as Africa's, was aided by his own election as Chairperson of the African Union in January, at the 30th Ordinary Session of the Assembly of Heads of State.

The OIF is a big deal; probably bigger than the Commonwealth as it comprises of 84-member states and governments compared to the latter's 53 members. The two groupings, led by two European powers, in UK and France, are naturally competing to retain influence on African states.

But Rwanda has managed to secure its interests, winning big from both sides, getting the honours to host the CHOGM 2020 and leading the OIF for a four-year term. No wonder, one of the definitions of diplomacy is, the 'skill of handling affairs without arousing hostility.'

On its admission into the Commonwealth in 2009, analysts pointed to the frosty bilateral ties between Rwanda and France and saw Kigali's dining with the Queen's Anglophone party as an act of breaking ties with the France's Francophonie grouping.

When Ambassador Mushikiwabo's candidature for the OIF was first revealed, that history immediately popped up. The early analysts pointed out that Rwanda's move to join the Commonwealth would mar her otherwise solid profile, especially as a fluent French speaker.

Those factors were fair enough, yet they didn't stop Mushikiwabo's October victory which became eminent the moment Canada withdrew support for its own and incumbent, Michaëlle Jean. So, the question is: what was the swinging factor in her campaign?

President Paul Kagame's charisma and the respect he enjoys among his counterparts made it possible for him to unite Africa behind the Rwandan candidate. But credit also goes to Mushikiwabo who has built an appealing brand of a diplomat, in her decade at Foreign affairs.

The other factor was the May Meeting between French President Emmanuel Macron and Paul Kagame at the Élysée Palace as Paris sought to improve bilateral ties with Kigali, following years of tension. The meeting ended with Macron endorsing Mushikiwabo's candidature.

In a nutshell, 2018 has been a defining year for Rwandan diplomacy. It has proven that an African country can navigate the influence of international super powers to pursue its own interests. Without a doubt, Rwanda has stepped on many a toe, in the past, in pursuit of its interests.

But victories of this year have shown that, Rwandan diplomats have mastered the tact stepping on a man's toes without messing up the shine on their shoes."

Adapted from The New Times <https://www.newtimes.co.rw/opinions/year-remember-rwandas-diplomacy>

▪ **Comprehension questions**

1. How does the journalist describe Rwanda's diplomacy in the first paragraph?
2. Appreciate Rwanda's post-1994 diplomacy template.
3. Why do you think Rwanda joined the Commonwealth while it was not formerly a British colony?
4. What do you think boosted Mushikiwabo's victory in OIF elections?
5. Did analysts think that Mushikiwabo would easily win elections? Explain.
6. Mention two Rwanda's diplomatic victories in 2018.



1.3.2. Application activity

Vocabulary, sentence construction and paragraph writing.

I. Vocabulary (Text1)

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

Words	Meanings
Diplomats	
Diplomacy	
Reciprocally	
Espionage	
Reluctance	
Ambassador	
Sovereign	
Devices	A device is method which is used to produce a desired effect;

II. Vocabulary (Text2)

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

Words/phrases	Meanings
Embassies	An embassy is a group of people who represent their country in a foreign country or the building that these people work in.
Consulates	
Sovereigns	
Consular posts	
Rivalry	
Shafts	
Fillip	
Breach of contract	

III. Vocabulary (Text3)

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

Words/phrases	Meaning
Aptly	
Template	
Commonwealth	
Dine	
Host	
Slated	
Unanimous	(Of an opinion, decision, or vote) held or carried by everyone involved.

Hostility	
Frosty	
Counterparts	
Endorsing	
In a nutshell	
Mastered	

IV. Sentence construction:

Use each of the following words/phrase in your own sentence.

- a) e-communication
- b) Sign language
- c) Embassy
- d) Sovereigns
- e) Rivalry
- f) Diplomacy
- g) Espionage

V. Paragraph writing

In one paragraph, explain why embassies are needed. You can again have a look at the techniques of writing a good paragraph in year one, unit 5.

1.4 Treaties and agreements:

1.4.1. Learning activity



Reading and text analysis

▪ **Text 1: Regional integration to foster prosperity**

President Paul Kagame has said that regional integration and close partnership between members of regional economic communities can fast-track development and prosperity for individual nations.

Kagame was, on 1st November 2017, speaking at the Global Business Forum on Africa held in Dubai, United Arab Emirates. The session was moderated by John Deferios, the emerging Markets anchor at CNN UAE.

The Head of State noted that regional integration in Africa would enable countries to get past divisions that have long prevented the continent from being as prosperous as it should.

Citing the example of the East Africa Community integration, Kagame said the initiative has yielded positive impacts such as free movement of people, customs union and joint infrastructure projects.

“If you look at the East African region, even more progress has been realised, for example, in the area of customs union, integration in the area of infrastructure that bring the countries of the East African Community together, whether it is telecommunication in the area of realising one area network, where there are no roaming charges,” Kagame said.

Other impacts, he noted, include working together to implement reforms that cover aspects such as the economy and security. EAC integration has, among others, seen the liberalisation of free movement of people, goods and services, consequently increasing opportunities for the over 160 million citizens of the bloc.

Four countries in the bloc (Kenya, Uganda, Rwanda and South Sudan) in 2014 rolled out the One Area Network, scrapping calls roaming rates which brought down the cost of communication. The region is also in the process of rolling out the Standard Gauge Railway, a 2000km project which will further ease movement of goods.

On the side-lines of the Global Business Forum on Africa, Rwanda signed two bilateral agreements with UAE, which are expected to enhance investor relations.

The pacts will facilitate the promotion and reciprocation of protection of investments as well as double taxation avoidance. This, experts say, will serve to increase investor confidence in Rwanda's business regulatory environment.

Speaking to *The New Times*, from Dubai, Emmanuel Hategeka the Chief Operating Officer of the Rwanda Development Board, said that the forum presents an ideal platform to mobilise investments.

"The forum presents an excellent platform to attract private investors to Rwanda. We are able to access a global network of investors brought together by the Dubai Chamber and showcase Rwanda's investment opportunities and engage in forward-looking discussions," he said.

The United Arab Emirates, he said, is one of Rwanda's main sources of investors. "UAE has been a major source of investors to Rwanda registering over \$100 million in planned investments in logistics, hospitality and financial services," Hategeka said.

The two-day forum, which was opened recently was the fourth on Africa. H.E Paul Kagame attended it at the invitation of Sheikh Mohamed Al Maktoum, the vice-president of UAE and the ruler of Dubai.

The forum was organised by the Dubai Chamber of Commerce and Industry. Convening over 1,000 top-level government and corporate decision-makers as well as industry experts the forum was running under the theme "Next Generation Africa."

Participants examined the current economic outlook for the African continent, and explored prospects for its development, investment opportunities and the potential for forging partnerships between African businesses and their UAE counterparts.

(Adapted from The New Times <https://www.newtimes.co.rw/section/read/222853>)

▪ **Comprehension questions:**

1. Assess the importance of regional integration for countries.
2. What do you understand by "joint infrastructure projects"?
3. Explain the role EAC played as far as telecommunication is concerned.
4. What should we expect from rolling out the Standard Gauge Railway?
5. Appreciate the role of The United Arab Emirates in Rwanda's investment.

▪ **Text 2:** International Criminal Tribunal for Rwanda (ICTR)

The United Nations Security Council established the International Criminal Tribunal for Rwanda to "prosecute persons responsible for genocide and other serious violations of international humanitarian law committed in the territory of

Rwanda and neighbouring States, between 1 January 1994 and 31 December 1994". The Tribunal was located in Arusha, Tanzania, and had offices in Kigali, Rwanda. Its Appeals Chamber was located in The Hague, Netherlands.

Since it opened, the Tribunal indicted many individuals whom it considered responsible for serious violations of international humanitarian law committed in Rwanda in 1994. Those indicted include high-ranking military and government officials, politicians, businessmen, as well as religious, militia, and media leaders.

With its sister international tribunals and courts, the ICTR has played a pioneering role in the establishment of a credible international criminal justice system, producing a substantial body of jurisprudence on genocide, crimes against humanity, war crimes, as well as forms of individual and superior responsibility.

The ICTR was the first ever international tribunal to deliver verdicts in relation to genocide, and the first to interpret the definition of genocide set forth in the 1948 Geneva Conventions. It also is the first international tribunal to define rape in international criminal law and to recognise rape as a means of perpetrating genocide.

Another landmark was reached in the media case, where the ICTR became the first international tribunal to hold members of the media responsible for broadcasts intended to inflame the public to commit acts of genocide.

On 14 December 2015, the International Criminal Tribunal for Rwanda (ICTR) delivered its final judgment on appeal in the case against former Minister of Family and Women's Development Pauline Nyiramasuhuko and five co-accused. Nyiramasuhuko was the first woman convicted of genocide by an international court. The court found her guilty of rape, among other crimes. The Appeals Chamber upheld convictions for most of the charges against Nyiramasuhuko, her son Arsène Ntahobali, and four local government officials.

"The creation of the ICTR was an extraordinary evolution in the international response to serious and widespread human rights violations," said Geraldine Mattioli-Zeltner, international justice advocacy director at Human Rights Watch. "It signalled that all serious crimes, whoever commits them and wherever they are committed, should be prosecuted and tried."

At the ICTR's closing event, Rwandan Justice Minister Johnston Busingye called upon states where indicted genocide suspects are sheltering to understand that they owe a duty to humanity, and to the Rwanda victims. He urged them to ensure that those suspects are brought to justice.

"Diplomatic pressure on countries where Rwandan genocide suspects are living to step up efforts to apprehend and prosecute them is of primary importance," Mattioli-Zeltner said. "The UN Security Council should make clear that they will

be held to account, wherever they may be, and that justice for the Rwandan genocide does not end with the closure of the ICTR.”

Adopted from International Residual Mechanism for Criminal Tribunals by United Nations.

▪ **Comprehension questions**

1. Why was the International Criminal Tribunal for Rwanda established?
2. Before ICTR establishment, had any other international tribunal delivered verdicts in relation to genocide? Justify your answer.
3. Describe ICTR’s achievement in terms of media cases.
4. The court found Nyiramasuhuko guilty of rape. Explain how a woman can be involved in rape.
5. Discuss the Minister Johnston Busingye’s message at the ICTR’s closing event.
6. Advise countries that harbour genocide suspects.



1.4.2. Application activity

Vocabulary, sentence construction and composition writing.

I. Vocabulary (Text1)

Use a dictionary and thesaurus to look up the meanings of the following words/phrases

- a. Integration
- b. Anchor
- c. Roaming charges
- d. Rolled out
- e. Bilateral agreements
- f. Pacts
- g. Reciprocation
- h. Hospitality
- i. Prospects

II. Vocabulary (Text2)

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

Words	Meaning
Prosecute	
Indicted	
Pioneering	
Jurisprudence	
Verdicts	
Perpetrating	
Landmark	An important stage in something's development.
Inflame	
Convicted	

Guilty	
Tried	
Apprehend	

III. Sentence construction

Use each of the words in the above table in your own sentences.

IV. Composition writing

Write a 300 word composition explaining the role of regional integration.

1.5 Language structure: Uses of gerunds and ing-clauses and Verbs used with either infinitive or ing- forms

I. Uses of gerunds

Note: A gerund is a noun formed from a verb which refers to an action, process, or state. Gerund will always contain the ending -ing and used as a noun. In short, any verb ending in -ing and used as a noun is a gerund.

Verb / Gerund

Study the following sentences:

1. She is running very fast. (verb)
2. She likes running very fast. (gerund)

In the first sentence, run is used as a verb. She is doing the action of running. In the second sentence, running is used as a gerund (noun) and like is the verb. Therefore, a gerund will always be used as a noun and does not replace the progressive form of the verb.

Functions of Gerunds

- Because a gerund is a noun, it can be the subject of a sentence

Examples:

- Singing makes Sarah happy.
- Smoking is prohibited in public places.
- A gerund can also be the direct object

Examples:

- Kayitesi enjoys singing.
- When her mother died, she started misbehaving.
- Gerunds can be Subject Complement.

Example: It was singing that made Kayitesi happy.

- Because a gerund is a noun, it can be the object of a preposition in a prepositional phrase.

Example: Besides singing, Kayitesi likes dancing.

When to use gerund

- There are verbs that are commonly followed by a gerund. Those verbs include:
 - like
 - love
 - enjoy
 - dislike
 - hate
 - start
 - admit
 - avoid
 - keep etc

Example: I like playing soccer but I hate boxing.

Note that some verbs such as like/love/hate... can be also followed by an infinitive.

- Gerund is also used after prepositions. Those prepositions include:
 - aim at
 - keep on

- interested in
- instead of
- good at
- before ...
- after ...

Examples:

I am interested in collecting stamps.”

After playing football I drank an orange juice”.

- Gerund is equally used after expressions, such as:
 - It's no use ...
 - It's no good ...
 - There's no point in ...
 - I can't help...
 - I don't mind...
 - I can't stand/bear...

Example: It's no use convincing him to meet her.

II. Verbs used with either infinitive or ing- forms

Study the following sentences:

- The bus stopped picking up the children.
- The bus stopped to pick up the children.

Do the above sentences have the same meaning?

Notes: Some verbs have a different meaning depending on whether they are followed by an -ing form or to + infinitive.

Stop

- Stop + -ing means the action is not happening any more.

Examples:

- I've stopped buying the newspaper because now I read the news online.
- Janet stopped reading her morning newsletters.
- Stop + to + infinitive means that someone or something stops an activity so that they can do something else.

Examples:

- Muhire stopped to greet the Ambassador.
- He stopped the video to ask the students some questions.

Try

- Try + gerund means that you are trying something as an experiment, especially as a possible solution to a problem, to see if it works or not.

Examples:

- Have you tried turning the computer off and on again?
- I want to try studying with a friend to see if it helps us stay more motivated.
- Try + infinitive means that something is difficult but you are making an effort to do it.

Examples:

- I'm trying to learn Japanese but it's very difficult.
- Our country tried to satisfy your needs but you look indifferent.
- I'm trying to study but it's impossible with all this noise.

Remember/forget

- Remember + gerund and forget + gerund refer to having (or not having) a memory of something in the past.

Examples:

- I remember watching this film before.
- I'll never forget meeting you for the first time in this café.
- Remember + infinitive and forget + infinitive refer to recalling (or not recalling) that there is something we need to do before we do it.

Examples:

- Please remember to buy some milk on the way home.
- He forgot to lock the door when he went out.

Exercise

Choose the correct verb form from the brackets to complete the sentences.

1. I'd forgotten _____ to Canada when I was small, but then my parents showed me photos. (to go/ going)
2. I always forget _____ my alarm for Monday morning. (to set/ setting)

3. She tried _____ the whole book but it was very long and complicated. (to read/ reading)
4. You'll be OK. I remember _____ really nervous on my first day too! (to be/ being)
5. Try _____ the video with subtitles. This might help you understand better. (to watch/ watching)
6. She had to stop halfway through the race _____ the wheel on her bike. (to repair/ repairing)
7. Remember _____ your swimming costume in case we go to the pool. (to pack/ packing)
8. He's stopped _____ French classes and changed to Spanish. (to take/ taking)
9. Kamali is good at _____ (to dance/ dancing)
10. Rutebuka couldn't give up _____ (to smoke/ smoking)

1.6 Spelling and pronunciation

A. Spelling

Identify and correct misspelled words in the following paragraph

The ability to practice diplomacy is one of the defining elements of a stete, and diplomacy has been practiced since the formation of the first city-stetes. Originally dipolomats were sent only for specific negotiasions, and would return immediately after their mission concluded. Dipolomats were usually relatives of the ruling family or of very high rank in order to give them legitimasy when they sought to negotiate with the other stete. Ambassadors at that time were nobles with little foreign or dipolomatic experience and needed to be supported by a large emberssy staff.

B. Phonetic transcription

Give the missing phonetic transcriptions of the words in the table below and practise their pronunciations.

Words	Phonetic transcription
Embassy	
Sovereigns	
Diplomacy	/di'pləʊ.mə.si/
Consulates	
Indicted	

Diplomats	
Prosecute	
Jurisprudence	
Ambassador	

1.7. End unit assessment



End of unit assessment

- I. Fill in blank space with the correct word from those suggested in brackets.
 - a) Historically,(diplomats/diplomacy) meant the conduct of official, usually bilateral, relations between(sovereign/ colony) states.
 - b) A(diplomat/consulate) is an official whose job is to represent one country in another, and who usually works in an embassy.
 - c) The office where a consul works is called.....(consultancy/ consulate)
 - d)(Braille/sign language) is a system of printing for blind people, in which each letter is represented as a raised pattern which can be read by touching with the fingers.
 - e)(Braille/sign language) a system of hand and body movements representing words, which is used by and to people who cannot hear or talk.
- II. Choose the correct form of the verbs (infinitive or gerund)
 1. Kamali stopped.....(seeing/ to see) whether he had not forgotten his driving licence.
 2. I always forget.....(to take/ taking) my pills.
 3. I tried.....(talking/ to talk) to him but he couldn't listen.
 4. I am keen on..... (to work/ working) in the computer industry.
 5. Kalisa decided..... (to see/ seeing) a doctor.
 6. Leila enjoys..... (to work/ working) love stories.
 7. Do you intend..... (learning/ to learn) Italian or English?
 8. Do you mind (helping/ to help) me wash the dishes?

9. Alan asked..... (talking/ to talk) to the boss
 10. I can't help..... (laughing/ to laugh) when I watch Mr Been.
 11. If Sara keeps.....(to come/ coming) to work late, she'll have problems with the boss.
 12. Liza hates..... (to study/ studying) Maths.
 13. Are you interested in.....(living/ to live) in Africa?
- III. Write a 300 word composition detailing benefits of Rwanda's integration in East African Community.

UNIT 2

PEOPLE AND TECHNOLOGY

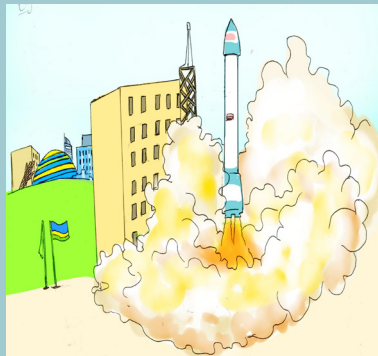
Key Unit Competence:

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



Introductory activity

Picture observation and interpretation



Picture 1



picture 2



Picture 3

1. After observing picture one, describe different activities currently taking place due to technological advancements.
2. Using picture two, explain some disadvantages of different new technologies and suggest suitable solutions.
3. Look at picture three and describe what you can see.

2.1. Describing concepts related to both humankind and technological trends

2.1.1. Learning activity



Reading and text analysis

▪ **Text: Intelligent interfaces**

At a dinner party, your spouse, across the table, raises an eyebrow ever so slightly. The gesture is so subtle that no one else notices, but you received the message loud and clear: “I’m bored. Can we leave yet?”

Most people recognize this kind of intuitive communication as a shared language that develops over time among people in intimate relationships. We accept it as perfectly natural-but only between humans. It seems a bit farfetched-or, at least, premature-that machines might also be able to recognize the intent behind a subtly raised eyebrow and respond in contextually appropriate ways.

Yet in an emerging technology trend that could redraw-or even erase-boundaries between humans and computers, a new breed of intelligent interfaces is turning the farfetched into reality. These interfaces are actually a sophisticated array of data-gathering, processing, and deploying capabilities that, individually or in concert, provide a powerful alternative to traditional modes of human-computer interaction. For example, using cameras, sensors, and computer vision, a retailer can track and analyse shoppers’ store movements, gaze, and behaviour to identify regular customers and gauge their mood. By cross-analysing the information with these customers’ purchase histories, the retailer can push promotions in real time to shoppers’ mobile devices-or, in the not-too-distant future, be able to predict a need based on a customer’s subconscious behaviour and pre-emptively place an order on her behalf.

In this example, the deployed technologies become an intelligent interface between users and systems. And this is only the beginning. Thermal imaging

technologies can detect changes in shoppers' heart rates. A variety of wearable ranging from today's smart watches to tomorrow's augmented-reality goggles capture a wearer's biofeedback. Smartphone data captured in real time can alert retailers that customers are checking online to compare prices for a specific product, suggesting dissatisfaction with store pricing, product selection, or layout.

During the next two years, more companies will likely embrace aspects of the growing intelligent interfaces trend. As a first step, they can explore how different approaches can support their customer engagement and operational transformation goals. Companies already on such journeys can further develop use cases and prototypes. Though investments of time, labour, and budget may be required before companies can begin reaping benefits, the steps they take during the next 18 to 24 months will be critical to maintaining future competitiveness.

Intelligent interfaces represent the latest in a series of major technology transformations that began with the transition from mainframes to personal computers and continued with the emergence of the web and mobile. At each stage, the ways in which we interface with technology have become more natural, contextual, and ubiquitous. This is seen through the progression from keyboards to mice, to touchscreens, to voice and the consequent changes in the way we manipulate onscreen data.

Today, voice-user interfaces such as those found in popular mass-market products such as Amazon's Alexa, Google Assistant, Apple's Siri® voice recognition software, and Microsoft's Cortana are the most widely deployed types of intelligent interface. The on-going competition among these tech giants to dominate the voice systems space is standardizing natural language processing and AI (Artificial intelligence) technologies across the interface market-and fuelling innovation. Amazon offered a US\$1 million prize through its annual Alexa competition to any team of computer-science graduate students building a bot capable of conversing "coherently and engagingly with humans on popular topics for 20 minutes."

Voice use cases are proliferating in warehouse, customer service, and, notably, in field operation deployments where technicians armed with a variety of voice-enabled wearable can interact with company systems and staff without having to hold a phone or printed instructions. Likewise, we are seeing more organizations explore opportunities to incorporate voice dialog systems into their employee training programs. Their goal is to develop new training methodologies that increase the effectiveness of training, while shortening the amount of time employees spend learning new skills.

Though conversational technologies may currently dominate the intelligent interfaces arena, many see a different breed of solutions gaining ground, harnessing the power of advanced sensors, IoT (internet of things) networks, computer vision, analytics, and AI. These solutions feature, among other capabilities, computer vision, gesture control devices, embedded eye-tracking platforms, bio-acoustic sensing, emotion detection/recognition technology, and muscle-computer interfaces. And soon this list also may include emerging capabilities such as brain-controlled interfaces, exoskeleton and gait analysis, volumetric displays, spatial computing, and electro vibration sensing.

(Extracted from *Reimagining the way humans, machines, and data interact*, by Allan V. Cook, Jonathan Berman, and Jiten Dajee)

▪ **Comprehension questions**

1. Discuss the technological advancement experienced in the field of business as shown in paragraph three.
2. Explain how companies can embrace the intelligent interface trend.
3. Show how intelligent interfaces represent the latest technology transformations today.
4. State the current most widely deployed types of intelligent interface.
5. Assess the extent to which voice dialogue systems are used today.
6. Determine the aim of using voice dialog systems in different organizations nowadays.
7. State and discuss the new technological solutions that are currently gaining ground as described in the last paragraph.



2.1.2. Application activity

Vocabulary, sentence construction, summary writing and research

I. Vocabulary

Using a dictionary or thesaurus, find the meanings of the words in the table below used in the above passage.

Word	Meaning
Subtle	
Intuitive	
Farfetched	

Sophisticated	
Pre-emptively	
Ubiquitous	
Proliferate	
Harnessing	
Bio-acoustic	
Exoskeleton	

II. Sentence construction

Using the words in the above table, make grammatically correct sentences.

III. Summary writing

In not more than 100 words, summarize the above passage.

IV. Research

Conduct a research on the positive result of new technologies. Then present your findings to the class.

2.2. Advantages of new tech trends

2.2.1. Learning activity



Reading and text analysis

- **Text:** Advantages and disadvantages of modern technology

Today, technology is very important because it is used for almost everything. Like everything, technology has advantages and disadvantages.

In the world today, people cannot live without technologies such as televisions, mobile phones, computers and others. These technologies have slowly taken an essential part in people's day-to-day lives and being without them would be unimaginable for some of us. To understand technology, one must know what it provides in terms of advantages, but also disadvantages.

First, the evolution of technology is beneficial to humans for several reasons. At the medical level, technology can help treat more sick people and consequently save many lives and combat very harmful viruses and bacteria.

The invention of the computer was a very important point. Communication is thus enhanced, and companies can communicate more easily with foreign countries. Research is also simplified.

For companies, progress in implementing strategic technology trends is helping them save time and therefore, money. Exchanges are faster especially with the internet. Sales and purchases are now facilitated and possible worldwide. This allows businesses to buy raw materials with discounts or at reduced prices. Similarly, global tourism has grown.

When observed more closely, new things are discovered every day. Let's take for instance when radio waves were discovered, radio broadcasts followed suit almost immediately. The same applies to the television and electricity. If no one had discovered that electricity could be generated, then the entertainment industry wouldn't be at its current stage of development.

Technology improves daily lives; allowing to move physical storage units to virtual storage banks and more. Scientists of the time are also able to send astronauts to the moon thanks to technology.

In the modern industrial world, machines carry out most of the agricultural and industrial work and as a result, workers produce much more goods than a century ago and work less. They have more time to exercise and work in safer environments.

On the other hand, the evolution of modern technology has disadvantages, for example, dependence on new technology. Man no longer needs to think. Even if the calculator is a good invention, man no longer makes mental calculation and no longer works his memory. The decline of human capital implies an increase in unemployment. In some areas, devices can replace the human mind.

The use of technology certainly needs rule and new laws. For example internet use is an individual freedom. However, the invention of the atomic bomb cannot be an individual freedom. In fact, regulations are difficult to implement when these technologies are introduced-such as regulation surrounding the impending arrival of autonomous vehicles.

Finally, as most technological discoveries aim to reduce human effort, it would imply that more work is done by machines. This equates to less work for people: the human is becoming ever so obsolete by the day, as processes become automated and jobs are made redundant. The influence that the negative impact of technology has on children should not be underestimated as well.

Extract from Key Events in the Story of Technology, London (2019) Bonhill Group Plc, by Michael Baxter

▪ Comprehension questions

1. Why is technology very useful?
2. Assess the importance of technology at the medical level.
3. Show how the invention of the computer was a very important point.
4. Evaluate the usefulness of implementing strategic technological trends for companies.
5. Analyse the utility of technological discoveries in media and entertainment.
6. Explain how technology improves daily lives.
7. Discuss the use of technology in agriculture and industrial work.
8. Using suitable examples from the passage, explain the disadvantages of the evolution of modern technology.
9. Why rules and new laws are needed for the optimal use of technology?
10. Analyse the impact of technological discoveries on employment.



2.2.2. Application activity

vocabulary, sentence construction, summary and composition writing, debate and research

I. Vocabulary

Use a dictionary or thesaurus to find the missing meanings of the words in the table below.

Words	Meanings
Unimaginable	
Harmful	Causing physical or other injury or damage
Enhance	
Purchase	
Broadcast	
Astronaut	
Unemployment	
Autonomous	
Obsolete	
Redundant	

II. Sentence construction

Using the terms in the above table, construct correct and meaningful sentences.

III. Summary writing

In not more than 80 words, summarize the advantages and disadvantages of modern technology as developed in the above passage.

IV. Composition writing

Write a 300 word composition predicting the impact of technological advancement on Rwanda's future generation.

V. Debate

Debate on the following motion: "Technological discoveries cause more good than harm."

VI. Research

Conduct a research on the current impact of modern technology on the community in your area. Analyse both positive and negative influences of technology and suggest practical measures that should be implemented to encourage optimal use of technological discoveries.

2.3. Challenges caused by new technologies

2.3.1. Learning activity



Reading and text analysis

▪ **Text: How will technology impact on us?**

Perhaps the most fundamental and direct impact that technology has on the everyday life of most people is economic in nature. The issue of jobs and unemployment is one that strikes a chord of concern in just about every person. While competition between machinery and human labour has long existed in the realm of physical tasks, it has only recently been introduced into the domain of mental work. Much as heavy machinery has eliminated the need for physical exertion on the part of humans, so too does modern technology, in the form of microchips and computers. It brings with it the potential to eliminate mental drudgery. Does this mean, however, that humans will no longer have any purpose to serve in the world?

To gain some perspective on the issue, we can take a look at the past. At the beginning of the 20th century in the United States, jobs in factories and agriculture were disappearing at a rapid rate. But with the loss of those jobs came the potential for millions of new jobs and economic development in new industries. Indeed the macroeconomic trend of the past century has been overwhelmingly positive. Jobs have grown 10-fold in the United States (from 12 million in 1870 to 116 million in 1985) and the percentage of people employed has grown from 21 percent to 48 percent. Per-capita gross national product, as well as the average earning power of jobs, has increased 600 percent in constant dollars during the same period. Today, new manufacturing technologies are rapidly reducing the number of production jobs. The advent of new technology is projected to rapidly decrease the demand for clerical workers and other such semiskilled and unskilled workers.

Computers, which have revolutionized the workplace, are similarly infiltrating society. They have brought about innumerable advances in education and personal communication. Slowly but surely, computers have begun to infiltrate the classroom. Though not yet optimized for education, the personal computer has much potential in this arena. Wireless networks can allow for the easy sharing of courseware, submissions by students of papers, exams, courseware responses, and other creations. The networking of information can provide students with instant access to vast amounts of information and knowledge.

The realm of communications has likewise seen immense change. We are provided with new ways to communicate with each other, such as email and instant messaging. Documents placed on the internet are sources of information for the rest of the world. Vast databases allow for the easy storage of information. Global positioning satellites allow us to track our exact location and find our way to various destinations.

The potential applications of technology to warfare are well known. But is this application positive or negative? One might argue that the military application of science is undoubtedly negative in that it has led to the creation of the atomic bomb and other such weapons of mass destruction. Technology has made the complete destruction of humanity possible. That capacity continues to grow, as more nations develop nuclear technology and the proliferation of nuclear warheads continues.

On the other hand, it is also possible to argue that science has made it possible for the more accurate destruction of enemy targets and, in doing so, has lessened unintended damage to civilian populations. Smart bombs and cruise missiles have lessened the human component of war at least to some degree.

(Extract from "Why the Future Doesn't Need Us", by Bill Joy, Stanford University, April 2000)

▪ Comprehension questions

1. Assess the economic impact of technology on the everyday life of some people.
2. Evaluate the positive impact of technology on employment at the start of the 20th century.
3. What is the impact of the new manufacturing technologies on employment today?
4. Analyse the outcome of technology in education.
5. How did new technologies influence the way people communicate?
6. Examine the negative applications of technology to warfare.
7. Discuss the positive impact of the use of science and technology in the field of war.



2.3.2. Application activity

Vocabulary, sentence construction, summary, composition writing and debate

I. Vocabulary

Use a dictionary or a thesaurus to find the meanings of the following terms.

1. ...realm... (paragraph one)
2. ...microchips... (paragraph one)
3. ...drudgery... (paragraph one)
4. ...macroeconomic... (paragraph two)
5. overwhelmingly... (paragraph two)
6. ...advent... (paragraph two)
7. ...clerical... (paragraph two)
8. ...innumerable... (paragraph three)
9. ...infiltrate... (paragraph three)
10. ...courseware... (paragraph three)
11. ...warfare... (paragraph five)
12. ...proliferation... (paragraph five)
13. ...lessen... (paragraph six)

II. Sentence construction

Using the above terms used in the above passage, construct grammatically correct sentences.

III. Summary writing

In less than 90 words, summarize the above passage.

IV. Composition writing

Write a 350 word composition on the optimal use of modern technological discoveries.

V. Debate

Debate on the following motion: "With modern technology humans will no longer have any purpose to serve in the world."

2.4. Language Structure: Correlative connectors

- Notes

Correlative connectors are words that function as separable compounds, occurring in pairs, and have corresponding meanings. A correlative connector is a type of connector that functions in a pair, with both words working together to balance words, phrases, or clauses. These connectors are only used when equal, correlative ideas are presented. They should not be used with ideas that are disparate or unequal. There are many examples of correlative connectors but the most common are:

- either ... or
- neither ... nor
- not only...but also
- both ... and
- the more... the less
- the more... the more
- no sooner... than
- whether... or
- rather ... than
- hardly/scarcely...when

Examples

1. Both the planning of technology projects and their uses are costly.
2. John will either sleep or go to school.
3. Computers are not only useful but also stressful.
4. Not only is management of waste technological tools expensive but also harmful to the environment.
5. Not only did she forget my birthday, but she also didn't apologise for forgetting it!
6. No sooner did he enter the room than my tablet disappeared.
7. No sooner had I closed my eyes than I fell asleep.
8. Do you care whether we use a smart camera or a projector in the conference?
9. The more you think about it, the less likely you are to take action.
10. The more it rains, the more serious the problems become.
11. Wouldn't you rather take a chance to owe me than be in debt to Michael?
12. Hardly had I reached the station when the train came.
13. Scarcely had I reached the station when the train arrived

Note that when we begin a sentence with a negative word or phrase like hardly, scarcely, not only or no sooner, we put the auxiliary verb before the subject. When there is no auxiliary verb or main verb be, we use do, does or did.

▪ Language practice

Complete each sentence using the correlative connector pair from the parenthesis:

1. I plan to take my vacation in June in July. (whether/ or, either / or, as / if)
2. I'm feeling happy sad, I try to keep a positive attitude. (either / or, whether / or, rather / than)
3. had I taken my shoes off I found out we had to leave again. (no sooner / than, rather / than, whether / or)
4. only is dark chocolate delicious, it can be healthy. (whether / or, not / but also, just as / so)
5. I will be your friend you stay here..... move away. (either/ or, whether/or, neither/nor)

6. flowers trees grow during warm weather. (neither / nor, both / and, not / but also)
7. do we enjoy summer vacation,we enjoy winter break. (whether / or, not only / but also, either / or)
8. I knew it was going to be a bad day because I over slept missed the bus.(only/but also, neither/nor, whether/or)
9. It's going to rain snow tonight. (The more / the less, either / or, both / and)
10. Savoury flavours are sweet sour. (often / and, neither / nor, both / and)

2.5. Spelling and pronunciation

A. Spelling and dictation

Listen carefully to the text read or recorded about technology and social welfare. Write it down as correctly as possible.

B. Phonetic transcription

Complete the table below by giving the phonetic transcriptions of the words studied across this unit. Pay attention to the placement of the stress where necessary. Then practise their pronunciation. You can use a dictionary where you find it necessary. One is done for you.

Word	Phonetic transcription
Proliferation	
Innumerable	
Infiltrate	
Redundant	
Unimaginable	
Sophisticated	
Ubiquitous	
Harness	/ˈhɑ:nəs/
Obsolete	
Astronaut	

2.6. End unit assessment



End of unit assessment

1. Carry out a survey in your area with the aim of evaluating the progress that Rwanda has made in the implementation of modern technology and the impact that this has had on socio-economic life. Then present your findings to the class.
2. Each correlative connector comes in a pair of words. Use one of the following pairs to complete each sentence: either ... or, neither ... nor, both ... and, not only ... but also, whether ... or, not only...also, not only...but...also
3. "Could I come over at three four o'clock?" asked Joan.
4. The teacher refused to mark his work because his book was torn dirty.
5. I really need a holiday but in Spain France.
6. I'm going to fish tomorrow, it rains shines.
7. did he borrow a lot of money from us, he refused to pay back a single cent.
8. The children at the centre can hear speak.
9. She employs a maid to do the cooking washing for her family.
10. We have enough spices for only one type of curry. We can cook chicken curry mutton curry.
11. The boy is really talented. He knows how to play the piano can also compose music.
12. I do not like him. He is rude selfish.
13. Conduct a research on key economic areas that need modern technology in Rwanda. Suggest appropriate ways of using technology in those areas and show how this could boost their productivity.
14. Write a 300 word essay on the following topic: "The impact of effective implementation of technology on the learning process in Rwandan schools."

UNIT 3

NATIONAL SERVICES AND SELF-RELIANCE

Key Unit Competence:

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



Introductory activity

Picture observation and interpretation

Observe the following pictures and carry out the following tasks



Picture 1



picture 2

1. Discuss with your partner the activities that are being carried out on the above pictures and how they relate to national services and self-reliance.
2. Discuss how Rwandan people handle their problems in different domains such as health, education, agriculture, justice, leisure and arts. Write your answer on not more than one page.

3.1. National services and self-reliance rationale

3.1.1. Learning activity



Reading and text analysis

Read the texts below and answer the comprehension questions that follow:

- **Text 1:** Home Grown Initiative

Home Grown Initiatives (HGIs) are Rwanda's brain child solutions to economic and social development. They are practices developed by the Rwandan citizens based on local opportunities, cultural values and history to fast track their development. Being locally created, HGIs are appropriate to the local development context and have been the bedrock to the Rwandan development successes for the last decade.

After the 1994 genocide against Tutsi, Rwandan economic structure was devastated none was hoping that the county should be rebuilt and continues its development process. After this period, Rwandan government has adopted several programs and policies to boost Rwandan economy and to promote the general welfare of the population.

HGIs had a significant impact on recipient households and the community. In terms of social impact, Home Grown Initiatives have contributed to beneficiary households through the increased access to health and education services, shelter, improved nutrition, social cohesion and sustained participation in decision making at community level.

HGIs include community work, truth and reconciliation traditional courts, mediators, performance contracts, community-based and participatory effort towards problem solving, solidarity camps, national dialogue, National Leadership Retreat and One cow per Family program. They are all rooted in the Rwandan culture and history and therefore easy to understand by the communities.

(Adapted from History for Rwanda Schools senior six. Rwanda Education Board)

- **Comprehension questions**

1. What does HGIs mean in full?
2. When were HGIs thought of?
3. Who are to execute the HGIs and who benefit from them?
4. Discuss the HGIs contribution to social and economic development.

▪ **Text 2: The contribution of the youth national services**



In most countries, the youth represents the future of their countries; therefore, they have a vital role to play in the development of each country by participating in national service.

The training and participation of the youth contribute to the increase of national army, where some become soldiers permanently or part time after accomplishing military trainings. The youth is the manpower provider because they participate in national service by offering their physical force in order to accomplish national service goals like construction of houses for the poor families, repairing the roads, construction of vegetable gardens for family consumption. In environmental protection, the youth in national service construct terraces and plant trees in order to fight against soil erosion.

In Rwanda, the youth at Urugerero have contributed in making data collection. Most data collected were about the number of illiterate people in their area of operations, the cases of school dropout and children of school going age who are not yet in school, of local population who have not yet registered for health insurance, number of family living in illegal marriage and vulnerable groups.

Through Urugerero, the graduates of senior six secondary schools also perform different national duties in line with the Government's notion of self-reliance and dignity. The most activities the students are engaged in include awareness campaigns on development projects, HIV/AIDS, gender balance, family planning, adult literacy and community work among others. Furthermore, the youth contribute in fighting and preventing people against the genocide and genocide ideology, fighting against the drug abuse and sensitizing and mobilizing local population about credit – saving through micro-finances like Umurenge SACCO.

The youth also contribute in national service by contributing in service provision and delivery to local population at sector and cell levels. Services delivered including distribution of official documents namely identity cards and land registration certificates. Data entry in computers and customer care are also done by national service participants. This boosts the service delivery to the local population.

Adapted from history for Rwandan schools senior six, student's book. Rwanda education board.

1. Why do you think the youth present the future of the country?
2. Discuss the contribution of “urugerero” program in national services delivery.
3. Assess your contribution to the national service delivery. Share it to your class.



3.1.2. Application activity

Vocabulary, sentence and composition writing

- I. Vocabulary: use dictionary and thesaurus to check the meanings of the following words and phrases. Practice spelling them correctly
 1. Track
 2. Devastated
 3. Boost
 4. Leadership Retreat
 5. Manpower
 6. Sensitizing
 7. Self-reliance
 8. Dignity
- II. Construct meaningful sentences with the above words and phrases
- III. Write a 250 word composition appreciating the contribution of the Rwandan youth in the national services.

3.2. National services that encourage unity, peace and reconciliation

3.2.1. Learning activity



Reading and text analysis

Read the following texts and answer the questions that follow:

▪ **Text 1: Establishment of the mediation committees**

In 2004, the Government of Rwanda established mediation committees as an alternative dispute resolution mechanism.

Established at the cell and sector levels, mediation committees primarily address family disputes, such as those relating to land or inheritance. By institutionalizing mediation committees, low level legal issues could be solved at a local level without the need to be heard in conventional courts. Citizens experiencing legal issues are asked to first report to mediation committees, cases not exceeding 3,000,000 Frs (for land and other immovable assets) and 1,000,000 Rwf (for cattle and other movable assets). Cases of these types can only be heard in a conventional court if one party decides to appeal the decision made at the sector level by the mediation committee.

As the mediation committees system gained recognition as a successful method to resolve conflict and deliver justice, the importance of providing more structure and formality to their work increased. Consequently, the mediation committees started receiving trainings on mediating domestic conflicts and support from both governmental and non-governmental organisations to improve the quality of their mediation services.

The mediation committee, at the cell and sector level, is headed by a bureau composed of a president and a vice-president elected by their peers. Claims made to the mediation committees are received by the Executive Secretary who in turn forwards them to the mediation committee. If the Executive Secretary is unable to receive the claim, the request is delivered to the chairman of the mediation committee. The relevant council (cell or sector level) is then notified.

The mediation committees that make up the mediation committees operate at a cell level in the first instance (initial cases) and at a sector level in the event of appeal (appeal cases). According to the law establishing the structure of mediation committees, the committee is composed of twelve people known for their integrity, who reside respectively in the concerned cell and sector and who are recognised for their ability to reconcile differences. These mediators

are elected by the Cell Council and the Sector Council respectively for a renewable term of five years.

In order to initiate a case, one of the parties must first submit a complaint to the Executive Secretary of the cell verbally or in writing so that it can be registered by the mediation committee. The applicant must provide a brief outline of the case to inform the proceedings, after which the mediation committee can summon parties and decide on the venue, as well as the date and time for hearing the case.

(Adapted from history for Rwandan schools. senior six, student's book. Rwanda education board)

▪ **Comprehension questions**

1. Give examples of some conflicts solved by the mediation committees.
2. Describe the structure of a mediation committee.
3. After reading the above passage, assess the function of your local mediation committee referring to their responsibilities. Share it to your class.
4. Explain the process that citizens follow to have their cases dealt with.

▪ **Text 2: Civic Education Program**

In the aftermath of the Genocide against the Tutsi, the Government of Rwanda reintroduced civic education program in view of societal transformation. This HGS translated as Civic Education Program, was adopted following the 4th National Leadership Retreat in February 2007.

Contemporary civic education program includes physical activities along with classes on Rwandan history that reintroduce some of the cultural values lost during colonization. Training is adapted for the group participating in civic education program. For example, health workers have been trained on activities relevant to their profession, while local leaders have been trained on service delivery and good governance.

The Government of Rwanda established the National civic education program Commission with the objective of mobilizing Rwandans to uphold important cultural values and the culture of intore. The commission was entrusted with developing a program that allowed Rwandans from diverse backgrounds to undertake personal development and contribute to the wellbeing of the communities where they live or that they serve. The civic education program provides opportunities for participants to enhance positive values build a sense of responsibility through patriotism and gain professional knowledge.

The values at the core of contemporary civic education program are unity, patriotism, selflessness, integrity, responsibility, volunteerism and humility.

Civic education program is designed for all Rwandans. Different curricula have been developed to suit the program's varied participants. Children of seven years and above take part in their villages, to help them grow up to become responsible citizens. Compulsory National Service (Urugerero) is designed for those between the ages of 18 and 35 who have completed secondary education.

Rwandan citizens living abroad also join Urugerero and a number of young Rwandans have organised civic education program in cities including London and Brussels. Non-nationals desiring to participate and provide service to the country can also do so. University graduates and retired people who participated in Urugerero before and wish to do so again are also given the opportunity to join civic education program. Participants come from each administrative level across the country.

(Adapted from history for Rwandan schools. senior six, student's book. Rwanda education board.)

▪ **Comprehension questions**

1. What are the civic education program values?
2. What is the relevance between the civic education program and peace, unity and reconciliation?
3. Explain the contribution of the civic education program towards societal transformation.
4. Justify the activities carried out in the civic education program that you appreciate?



3.2.2. Application activity

Vocabulary, sentence, summary and composition writing

1. Vocabulary: use a dictionary and thesaurus to check the meanings of the following words. Practise their spellings.
 1. Notified
 2. Instance
 3. Appeal
 4. Reconcile
 5. Mediators

6. Aftermath
7. Retreat Contemporary
8. Uphold
9. Undertake
- II. Make meaningful sentences that are related to peace, unity and reconciliation with the above words.
- III. Summary and composition writing
 1. Summarize the text “civic education program” in not more than 10 lines.
 2. Write a composition of 300 words explaining the contributions of mediators, community health workers and election process managers to Rwanda nation building.

3.3. National services in Rwanda



3.3.1. Learning activity



Reading and text analysis

Read the following texts and answer questions that follow

▪ **Text 1: One Cow per Poor Family programme**

The programme describes a centuries' old cultural practice in Rwanda whereby a cow was given by one person to another, either as a sign of respect and gratitude or as a marriage dowry.

The contemporary programme was introduced in 2006 against a backdrop of alarmingly high levels of poverty and childhood malnutrition. The results of the Integrated Household

Living Conditions Survey 2 conducted in 2005 showed rural poverty at 62.5%. The Comprehensive Food Security and Vulnerability Analysis (CFSVA) and Nutrition Survey showed that 28% of Rwanda's rural populations were food insecure and that 24% of the rural populations were highly vulnerable to food insecurity.

The programme is based on the premise that providing a dairy cow to poor households helps to improve their livelihood as a result of a more nutritious and balanced diet from milk, increased agricultural output through better soil fertility as well as greater incomes by commercializing dairy products.

Since its introduction in 2006, more than 203,000 beneficiaries have received cows. One cow per poor family programme has contributed to an increase in agricultural production in Rwanda –especially milk products which have helped to reduce malnutrition and increase incomes. The program aimed at providing 350,000 cows to poor families by 2017.

The programme is structured in two phases. First, a community member identified as someone who would greatly benefit from owning a cow is given a pregnant dairy cow. That person benefits from its milk and manure production. Beneficiaries are then obliged to give the first born female calf to another worthy beneficiary in their community. This is known as the 'pass on' principle.

One cow per poor family programme is one of a number of programs under Rwanda's Vision 2020, a set of development objectives and goals designed to move Rwanda to a middle income nation by the year 2020.

(Adapted from History for Rwanda Schools senior six student's book. Rwanda Education Board, Kigali January 2019)

▪ **Comprehension questions**

1. Describe the above mentioned surveys that indicate the vulnerability to food insecurity.
2. How does the program assist in eradicating malnutrition and poverty in general?
3. Describe the one cow per family programme phases

4. How is this programme executed in your community?

▪ **Text 2: Contemporary performance contract**

Performance contracts were re-initiated by Rwanda's President, Paul Kagame, in March 2006. This was as a result of the concern about the speed and quality of execution of government programs and priorities. The government's decentralization policy required a greater accountability at the local level. Its main objective was to make public agencies and institutions more effective and accountable in their implementation of national programs and to accelerate the socioeconomic development agenda as contained in the Vision 2020 and Economic Development and Poverty Reduction Strategy (EDPRS) policies as well as the Millennium Development Goals (MDGs).

Today, performance contracts are used across the government to ensure accountability. All levels of government, from the local district level to ministries and embassies, are required to develop and have their contracts evaluated. Members of the public service also sign performance contracts with their managers or head of institution.

While performance contracts are now widely used across government, it first began at the district level. When developing its performance contracts, each local government administrative unit determines its own objectives (with measurable indicators) taking into account national priorities as highlighted in the national as well as international strategy and policy documents such as the MDGs, Vision 2020, EDPRS, District Development Plans (DDPs) and Sector Development Plans (SDPs). The performance contracts, at both planning and reporting phases, are presented to the public for the purpose of accountability and transparency. The mayors and province governors also sign the performance contracts with Rwanda's President committing themselves to achieving set objectives. The performance process ensures the full participation and ownership of citizens because priorities are developed at the grassroots level.

Between 2006 and 2009 a limited evaluation process took place whereby the best ten performing districts from across the nation were reviewed (two from each province and the City of Kigali). Each province and the City of Kigali would rank the performance of their districts with the top two then communicated to the national evaluation team. This team then conducted their own review and ranked them from 1-10. This approach suffered from significant limitations including the fact that it was not possible to objectively compare the performance of all districts because while one province may have had better performing districts than another, this system did not allow that to be discovered. Due to these shortcomings, a nation-wide district performance contract evaluation exercise was conducted in 2010 for all the thirty districts. A national evaluation committee with technical expertise and experience conducts this process.

(Adapted from *History for Rwanda Schools senior six student's book*. Rwanda Education Board, Kigali January 2019)

▪ **Comprehension questions**

1. What was the reason of re-initiating the performance contract by H.E Paul Kagame, the president of Rwanda?
2. What were the shortcomings in the former performance contract evaluation process?
3. What are responsibilities of national evaluation committees?
4. Is this program applied in your district? How far do you know this? Explain with clear examples.

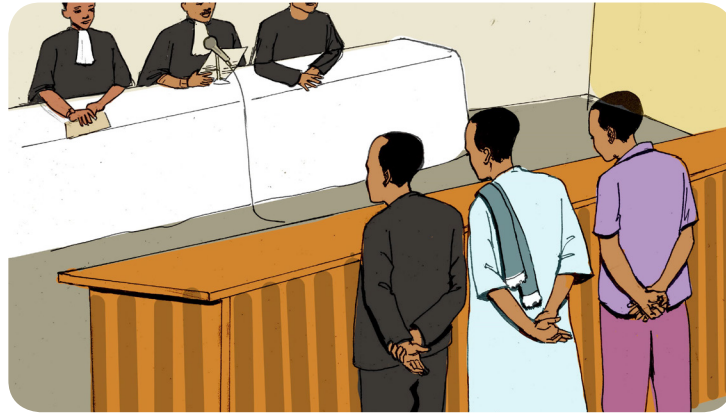


3.3.2. Application activity

Vocabulary and composition writing

- I. Vocabulary and sentence construction: use a dictionary and thesaurus to check the meanings of the following words and use them to make meaningful sentences related to national services in Rwanda. Practise their spellings.
 1. Alarmingly
 2. Vulnerability
 3. Households
 4. Millennium
 5. Grassroots
 6. Transparency
 7. Shortcomings
- II. Composition writing: write a 300 word composition evaluating how “the one cow per family program” is conducted in your community.

3.4. Scope of national services worldwide



3.4.1. Learning activity



Reading and text analysis

Read the text below and answer the questions that follow

▪ **Text: Concepts of Judicial Systems**

The judicial or court system interprets and applies the law on behalf of the state. The judiciary also provides a mechanism for the resolution of disputes.

In some nations, under the doctrine of separation of powers, the judiciary does not make law (which is the responsibility of the legislature) or enforce law (which is the responsibility of the executive), but rather interprets law and applies it to the facts of each case.

In other nations, the judiciary can make law, known as common law, by setting precedent for other judges to follow, as opposed to statutory law made by the legislature. The judiciary is often tasked with ensuring equal justice under the law.

In many jurisdictions, the judiciary has the power to change laws through judicial review. Courts with judicial review power may annul the laws and rules of the state which are incompatible with a higher norm, such as primary legislation, the provisions of the constitution or international law. Judges are responsible for the interpretation and implementation of a constitution, thus charged with creating the body of constitutional law in common law countries.

For a people to establish and keep the rule of law great care must be taken in the appointment of unbiased legal experts who are truthful and cannot be corrupted. For the law to be accepted courts must stick to justice and the laws must be culturally relevant.

The term judiciary is also used to refer collectively to the personnel, such as judges, magistrates and other adjudicators, who form the core of a judiciary (sometimes referred to as a “bench”), as well as the staffs who keep the systems running smoothly.

In some countries the judiciary includes legal professionals and institutions such as prosecutors, state attorneys, ombudsmen, public notaries, judicial police service and legal aid officers. These institutions are sometimes governed by the same administration that governs courts. In some cases the judiciary also administers private legal professions such as lawyers and private notary offices.

(Adapted from history of Rwandan schools. Senior 5, student's book. Rwanda Education Board)

▪ **Comprehension questions**

1. How far do you know the judicial system in your country? Share your ideas to class.
2. **C**ompare the judicial system in the second and third paragraph.
3. What personnel are involved in the judiciary within some countries according to the last paragraph?



3.4.2. Application activity

Vocabulary and sentence writing and survey

- I. Vocabulary: match words with their meanings in the above table.
Spell the words correctly

Word	Meaning
doctrine	someone who works for a government or large organization and deals with the complaints made against it
enforce	a person who acts as a judge in a law court that deals with crimes that are not serious
incompatible	someone whose job is to give advice to people about the law and speak for them in court
jurisdictions	to make people obey a law, or to make a particular situation happen or be accepted

legislation	a legal representative who officially accuses someone of committing a crime, especially in a court of law
unbiased	an official who has the legal authority to say that documents are correctly signed or truthful or to make an oath
magistrates	a belief or set of beliefs, especially political or religious, taught and accepted by a particular group
prosecutors	a law or set of laws suggested by a government and made official by a parliament
notaries	able to judge fairly because you are not influenced by your own opinions
ombudsmen	the authority of an official organization to make and deal with especially legal decisions
attorneys	not able to exist or work with another person or thing because of basic differences

II. Make meaningful sentences with the words in the table pages 55-56.

III. Conduct a survey about some national services in a country of your choice and write a composition about it.

3.5. Language structure: Coordinate connectors

▪ Notes

These connectors join two independent clauses together. Their purpose is to show the connection between two words, actions, ideas, items in a series and complete sentences. The most common examples are: and / or/ nor/ so / but/ for/yet. The following table summarizes how coordinate connectors are used.

Coordinate connector	Use	Example
And	One idea that chronologically follows another.	She put the food on the plate and waited for it to cool.
	An idea which is the result of another.	Charles heard the news and packed up his bags to leave the area.
Nor	It is commonly used to indicate two negative ideas that are interrelated.	Kalisa does not eat potatoes, nor will he touch beans.
But	To show contrast between the first and second clause especially because of the idea expressed in the former.	Mary lost her family in the plane crash last week but she still managed to put on a brave face.
Yet	We use yet mainly in negative sentences (He isn't here yet) and questions (Is he here yet?). Yet shows that the speaker is expecting something to happen. Yet usually goes at the end of a sentence.	1. It's 10 o'clock and Joe isn't here yet 2. Have you met your new neighbours yet?
	As a synonym of although.	They are good at all badminton, yet they weren't encouraged to play at a younger age.
Or	Or is used to suggest one possibility that can be realized.	You can choose to pursue wealth or pursue God.
For	To introduce the reason for the preceding clause.	Many of the brothers were happy meeting together, for it had been a while

So	Sometimes act as a kind of summing up device or transition, especially if it appears at the beginning of a sentence. Here it is often set off from the rest of the sentence with a comma.	Yesterday Karen and Jim played tennis. They started at 10 o'clock and finished at 11.30. So, at 10.30 they were playing tennis
----	---	--

Exercise

Choose the best answer from the brackets to complete each sentence.

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

3.6. Spelling and pronunciation

A. Practise the pronunciation of the words below. Pay attention to where you put stress. You can use dictionary where necessary.

1. Contemporary
2. Programme
3. Sustainable
4. Partnership
5. Household
6. Entrust
7. Successful
8. Doctrine
9. Interpret

B. Match the words with their corresponding phonetic transcriptions.

Words	Phonetic transcriptions
Brain	/rekənsɪli'eɪʃ(ə)n/
Population	/i:kə'nɒmɪk/
Reliance	/fʊd/
Community	/pəʊə(r)/
Culture	/brɛɪn/
Reconciliation	/jet/
Yet	/rɪ'laɪəns/
Economic	/kə'mju:nəti/
Should	/'kʌltʃə(r)/
Power	/pəʊə'leɪʃ(ə)n/

3.7. End unit assessment

1. Complete the following sentences using appropriate coordinating connectors

1. They were poor,..... often suffered great hardship.
A. And B. but
2. He overslept himselfthus missed the train
A. And B. but
3. That coat cannot be mine,.....it is too big for me.
A. and B. but C. for
4. As a boy he had never been to school,he had no opportunity of learning to read and write.
A. so B. for C. yet
5. This must not happen again,.....you will be dismissed
A. or B. but C. and
6. He is rich,.....he is not happy.
A. and B. but
7. Hurry up,.....you will be late
A. and B. or C. yet
8. He must have done his duty,.....he is a conscientious man
A. for B. so C. nor

9. He tried hard,.....he did not succeed.

A. but B. and C. so

10. The parents were horrifiedthey saw blood stains on the floor and no sign of their child.

A. and B. for C. so

II. In not more than 300 words, Write an essay assessing the achievements and challenges of government of Rwanda in social and economic sector and propose what can be done to improve it.

III. Write a short text explaining the role that must be played by the youth in the national services

IV. Conduct a survey comparing national services in two different countries of East African Community.

UNIT 4

GENOCIDE AND PEACE BUILDING

Key Unit Competence:

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



Introductory activity

Picture observation and interpretation



Fig 1.



Fig 2.

1. How would you define the term genocide and peace?
2. Why should people remember some tragic events like genocide?
3. Explain different quotes found in fig 2.
4. Examine ways of addressing the consequences of genocide.

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

4.1.1. Learning activity



Reading and text analysis

▪ **Text: Genocide and related terms**

The history of the world has always been punctuated by cycles of violence, regardless of time, region or race. Genocide, which is one of the worst forms of violence, has always led to horrific socio-economic and environmental impacts. The last decade of the 20th century was the most turbulent some countries like Rwanda has ever experienced in its history. The following paragraphs discuss some of terms used in the context of genocide.

Firstly, crimes against humanity are codified in article 7 of the Rome Statute of the International Criminal Court (ICC). “The notion encompasses crimes such as murder, extermination, rape, persecution and all other inhumane acts of a similar character (wilfully causing great suffering, or serious injury to body or to mental or physical health), committed ‘as part of a widespread or systematic attack directed against any civilian population, with knowledge of the attack’. The mapping report says that most incidents listed may fall within the scope of “widespread or systematic attacks” characterized by “multiple acts of large-scale violence, carried out in an organized fashion and resulting in numerous victims. Most of these attacks were directed against non-combatant civilian populations consisting primarily of women and children. As a consequence, the vast majority of acts of violence perpetrated during these years, which formed part of various waves of reprisals and campaigns of persecution and pursuit of refugees, were in general terms all transposed into a series of widespread and systematic attacks against civilian populations and could therefore be classified as crimes against humanity by a competent court.”

Secondly, Laue (1993:256) defined conflict as ‘escalated natural competition between two or more parties about scarce resources, power and prestige’. Parties in conflict believe they have incompatible goals, and their aim is to neutralize, gain advantage over, injure or destroy one another (Laue 1993:257). According to Fry and Bjorkqvist (1997:26), conflict, although inevitable, is not inherently pathological, sick behavior or always dysfunctional. Some conflicts are harmful but they may, in some cases, improve society and social relations on a long-term basis. Conflict can be a constructive force in social life (Fry and Bjorkqvist 1997:26). The theoretical links between geography, society and conflicts were also highlighted by Ferguson (1994:59) who emphasized that genocides had negative consequences on the infrastructure, structure and superstructure.

Thirdly, the term 'genocide' was coined by a Polish-Jewish lawyer named Raphael Lemkin who formed the word by combining the Greek word for race or tribe (*Geno*) with the Latin word for killing (*cide*). In proposing this new term, Lemkin had in mind "a coordinated plan of different actions aiming at the destruction of essential foundations of the life of national groups, with the aim of annihilating the groups themselves."

Therefore, the crime of genocide since it was initially formulated in 1948, in article 2 of the convention on the prevention and punishment of the crime of genocide, the definition of 'genocide' has remained substantially the same. Article 6 of the Rome Statute borrows from this convention and for example, defines the crime of genocide as "any of the following acts committed with intent to destroy, in whole or in part, a national, ethnical, racial or religious group, as such. According to the United Nations (cited in Destexhe 1996:5), means any of the following acts committed with intent to destroy, in whole or in part, a national, ethnic, racial or religious group, including; killing members of the group, causing serious bodily or mental harm to members of the group, deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part. This terminology has been reviewed and enriched and even subjected to controversies by social scientists who have shown that all mass murders or massacres are not necessarily genocide (Staub 1992:8), but one can also conceive genocide where there is no murder (Robbins and Robbins 2003:151).

Lastly by no means least, as far as the convention on the prevention and punishment of the crime of genocide is concerned, for a perpetrator to be guilty of genocide, the people he intends to destroy must belong to one of the following four categories: First, a national group which is a set of individuals whose identity is defined by a common country of nationality or national origin; second, an ethnic group that refers to the set of individuals whose identity is defined by common cultural traditions, language or heritage; third, a racial group where individuals whose identity is defined by physical characteristics; fourth, a religious group that is defined as a set of individuals whose identity is defined by common religious creeds, beliefs, doctrines, practices, or rituals.

Adapted from: Gahima, A. (2007). The socio-economic impacts of the genocide and current developments in Rwanda: Case studies of the towns of Butare and Cyangugu. Unpublished Master's Dissertation, Department of Geography and Environmental Studies, University of KwaZulu-Natal, Durban.

▪ **Comprehension questions**

1. Examine the worst forms of violence that happened in Rwanda and its impact as described in the passage.

2. Identify some crimes against humanity as are codified in article 7 of the Rome Statute of the International Criminal Court (ICC).
3. Compare and contrast genocide and conflict.



4.1.2. Application activity

Vocabulary, sentence and essay writing

- I. Use a dictionary and thesaurus to find the meaning of the words below
 - a. horrific.....(paragraph one)
 - b. violence.....(paragraph one)
 - c. turbulent.....(paragraph one)
 - d. victims.....(paragraph two)
 - e. perpetrated.....(paragraph two)
 - f. reprisals.....(paragraph two)
 - g. pathological.....(paragraph three)
 - h. annihilating.....(paragraph three)
 - i. massacres..... (paragraph four)
- II. Make grammatical and meaningful sentences using the following words or phrases
 - a. Conflict
 - b. Genocide
 - c. Violence
 - d. Survivors
 - e. Victims
 - f. a national group
 - g. ethnic group
 - h. a racial group
 - i. a religious group
- III. Write an essay comparing and contrasting genocide and a war.

4.2. Genocide in the world

4.2.1. Learning activity



Reading and text analysis

▪ Text: Genocide in the world

It is worth noting that the occurrence of genocide is not limited to Rwanda. There have been other cases of genocide in different parts of the world that occurred in different times. Some of the cases of genocide that happened in the 20th Century are as follows: Genocide against the Herero in Namibia by the German colonialists (1907), the Holocaust genocide that occurred in Germany and its occupied territories (1939 – 1945) and the 1994 genocide against the Tutsi in Rwanda.

The first one was the Nama Herero Genocide was not recognized for unknown reasons by the United Nations Organization. However, many authors and specialists in the study of genocides qualify it as a pure act of genocide committed against the Nama and the Herero in 1907. When the Germans arrived in South-West Africa (Namibia) in 1880, they found the area populated by certain groups of people such as the Nama (Namaqua) who were about 20,000 in number by then. Another group of people was the Herero who were about 75,000 in number. Their occupation was cattle herding. These people violently resisted occupation of their land and establishment of the German rule. The German commander who led the conquest, vowed to meet any resistance from the natives with 'uncompromising brutality'. He vowed to wipe out the natives completely in 15 year time.

The second one is called Holocaust, this is a genocide that occurred in Germany and its occupied territories. It 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.

Events leading to the planning and execution of the 1994 Genocide against the Tutsi in Rwanda date back to 1959. The cause of the 1994 Genocide against Tutsi 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 – 1961 targeting the Tutsi and Hutu members of UNAR. 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 for their way back into their country. Afterwards, there were no active threats posed by the Tutsi refugees to the Hutu-controlled government in Rwanda. 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. The 1994 Genocide against the Tutsi did not take a long time to be recognised by UN. The Security Council created the International Criminal Tribunal for Rwanda (ICTR) by the Resolution 955 of November 8th, 1994. Based in Arusha, the ICTR was established to deal with the prosecution of the Rwandans responsible for the 1994 Genocide against Tutsi.

Adapted from: History for Rwanda Secondary Schools (REB, 2016).

▪ **Comprehension questions**

1. Identify some cases of genocides that took place in the world as described by the writer.
2. Evaluate different cases of genocide and use examples to decide the one which was the worst.
3. When were the events leading to the planning and execution of the 1994 Genocide against the Tutsi start? Identify the role of first and second Republics of Rwanda in this process of planning and execution of the 1994 Genocide against the Tutsi.
4. Explain the contribution of UN after 1994 genocide against the Tutsi in Rwanda.
5. Suggest some pieces of advice to the countries and international organizations for the genocide to never happen again.



4.2.2. Application activity

Vocabulary, sentence construction and essay writing

- I. Using dictionaries and thesaurus, find the meaning of the following words
 - a. vowed(paragraph 2)
 - b. murdered.....(paragraph 3)
 - c. rivalries.....(paragraph 4)
 - d. monopoly.....(paragraph 5)
 - e. riots.....(paragraph 5)
 - f. arson.....(paragraph 5)
 - g.out-group....(paragraph 7)
 - h. grievances.....(paragraph 7)
- II. Use the above words to write meaningful sentences.
- III. Write an essay describing and contrasting 1994 genocide against Tutsi in Rwanda and other genocides in the world.

4.3. Talking about genocide ideology

4.3.1. Learning activity



Reading and text analysis

▪ **Text: Fight against genocide ideology**

Before speaking of the strategies or ways of fighting against the different forms and channels of genocide denial and ideology, it is essential to reflect on the real or perceived causes of genocide. In fact, the perceived or real causes of genocide provide the foundation for the peddling of genocide ideology by extremists in our society. What then is genocide ideology? Whether genocide is an actual ideology or not is debatable but it is certainly a developing stream of ideas rooted in fear and thirst for power usually in the context of a history where the people are of different origin. Genocide is an extermination or destruction of the other who has been part of a whole but is now being separated and targeted as an enemy (and man's spontaneous reaction to the enemy, as we have learnt through history, is to eliminate the enemy). So the genocide ideology begins with the process of identification and stigmatization of the 'other' that is, labelling of the 'other' and eventually the separation of the 'other' from the rest of 'us'.

The cumulative process of segregation of the 'other' is initiated by the political leadership and disseminated through various means including addressing the public at political rallies, teaching students at schools, universities and other institutions of learning and indoctrinating the general public including party militants through the radio and television broadcasts and dissemination of disinformation and propaganda through print and electronic media. The 'other' is presented by 'us' as dangerous, unreliable, and, like a dangerous virus, must be destroyed.

The separation of 'us' from the 'other' or 'them' is through racial or ethnic segregation which may then result in internment, lynching, proscription or exile. The process of separation begins when political leaders start to brand a section of their own population as the 'other', 'these people', 'enemy of the state', 'enemy of the people', 'security risk', 'rebel sympathizer', 'accomplice', 'cockroaches', 'Inyenzi', or similar derogatory remarks. Cultural or racial branding like 'atheist', 'communist', 'Muslim', 'Christian' or 'white', 'black' or 'Arab' have also been known to have been used. The result of the separation of 'us' from the 'other' by the political leadership is the process through which genocide ideology evolves.

These examples of the early warning signals at the formative stages of genocide ideology are not exhaustive. Extremists are very resourceful people and are constantly inventing new ways and vocabularies for identifying, stigmatising and dehumanising the 'other'. Once the 'other' is sufficiently stigmatised and dehumanised, it becomes easy, and even necessary for 'us' to massacre 'them' without any sense of guilt or remorse. Every African will recognize some or all of these processes either in their own national histories or elsewhere. Yet, it is not possible to construct the 'other' before establishing the identity of the 'us'. The political leadership ensures that the public understands that the 'us' is more superior, intelligent and deserving of a better life, with higher dignity and respect than the useless and backward 'others'.

How can the law then deal with such situations and discourage or prevent the use of political demagoguery? It is important to understand how the 'ideology' of genocide becomes part of the dominant discourse of a society where the 'other' is terrorized by the 'us' into silence. The hand of the state is never far from any genocide or mass killings. The state plays a major role, either as active participant or silent supporter, accomplice or collaborator. To commit the crime of genocide, considering the scope and magnitude of mass murder that is required for it, also needs a monopoly of arms, of propaganda, of terror, of resources and of power. Only the state in modern history possesses such resources. To that extent, without the participation, complicity, collaboration or corroboration of the state, it is most unlikely that any group of individuals can commit the crime of genocide.

(Adapted from: Chaste N. (2017). History for Rwanda schools learner's Book: Kigali. Fountain Publishers Rwanda Ltd Aegis trust, (2016). Education for sustainable peace in Rwanda: Facilitators' guide on sustainable peace: Kigali)

▪ Comprehension questions

1. Explain how genocide ideology begins.
2. Who do you think would initiate the process of segregation in the people? Explain
3. Justify why you think extremists are very resourceful people when it comes to ideology.
4. What would you recommend to the governments in order to fight against genocide ideology?



4.3.2. Application activity

- I. Find the meanings of the following words and phrases using dictionaries and treasures
 - a. ...peddling..... (paragraph one)
 - b. ... genocide ideology (paragraph one)
 - c.stigmatization..... (paragraph one)
 - d.disseminated.....(paragraph two)
 - e. ...militants....(paragraph two)
 - f.internment....(paragraph three)
 - g. ...lynching(paragraph three)
 - h.proscription..... (paragraph three)
 - i.(cockroaches)..... (paragraph three)
 - j. derogatory.....(paragraph three)
- II. Using the words above, make correct and meaningful sentences.
- III. Conduct a survey about the effect of genocide ideology on socio-economic development of a country and present it to the classroom.

4.4. Prevention of genocide

4.4.1. Learning activity



Reading and text analysis

▪ **Text: Prevention of genocide**

The prevention of the crime of genocide is intrinsically connected to the prevention of crimes against humanity and war crimes. I have been referring to these crimes as “atrocities crimes” as they reveal extreme forms of human rights violations of a deeply violent and cruel nature, that typically, but not always, occur on a massive scale. These crimes also tend to occur concurrently in the same situation rather than as isolated events, as has been demonstrated by their prosecution in both international and national jurisdictions. Consequently, initiatives aiming at preventing one of the crimes will, in most circumstances, also cover the others.

The duty to prevent genocide, crimes against humanity and war crimes is well established both under several treaties and under rules of customary international law binding on all states. This duty was reiterated in the political commitment made by all United Nations member states in 2005, under the umbrella of the responsibility to protect principle. In paragraph 138 of the Outcome Document of the 2005 World Summit, states recognized their primary responsibility to protect their populations from genocide, war crimes, ethnic cleansing and crimes against humanity, including their incitement, through appropriate and necessary means. Alarming, most conflicts come hand in hand with allegations of serious violations of international human rights law and international humanitarian law being committed. It is also well known that the risk of atrocity crimes dramatically increases in an environment of conflict. Therefore, the prevention of conflict contributes to the prevention of atrocity crimes and vice versa.

However, genocide and crimes against humanity do not only occur during armed conflict. According to international law, these crimes can also take place in peacetime. A prevention agenda that strictly focuses on conflict prevention risks overlooking these cases. Situations that place states under serious levels of stress, including as a result of political instability, threats to the security of a country or even volatility in economic or social affairs, can create environments that are conducive to serious human rights violations and, in the most serious cases, to atrocity crimes, even where there is no armed conflict. This report looks into measures taken by states to comply with their international obligations and responsibilities in this respect.

Through their Ministries of Education, several states implement programmes for human rights education in schools. As respect for human rights is at the core of prevention of genocide and other atrocity crimes, these programmes contribute in general to national atrocity prevention efforts.

Education can play an important role in preventing genocide and other atrocity crimes by promoting pluralism, inclusion, and a greater understanding of the value of and respect for diversity. Instilling these ideas in young people

contributes to creating a society that is resilient to violence and atrocity crimes by mitigating long-term risk-factors such as enrooted discriminatory attitudes and prejudice. To do so, education systems should reflect the ethnic, national and cultural diversity of societies and set an example of inclusiveness in their policies. They should also adopt and implement curricula and teaching methods that emphasize respect for diversity, equal citizenship and the importance of human rights, particularly non-discrimination.

In addition, education can help foster a culture of prevention by teaching new generations about past instances of systematic human rights violations, including genocides or other atrocity crimes. Education encourages a better understanding of past crimes, including the causes, dynamics and processes that led to them, such as discrimination and dehumanization of the affected group that preceded the violence. Education also examines the consequences of atrocity crimes and invites new generations to reflect on their society and inspire them to act against the warning signs. Education is further a powerful tool to prevent incitement to violence that could lead to atrocity crimes. By understanding these processes, and being able to identify early warning signs, new generations will be able to prevent recurrence of similar violent events. In this way, education strengthens societies' resilience to atrocity crimes.

For example, in Germany, teaching about the Holocaust is mandatory in secondary schools and the education system also places emphasis on extracurricular activities, including visits to historic locations and memorials as well as meeting with survivors. In Croatia, Poland and Romania teaching about the Holocaust and other past incidents of atrocity crimes is part of formal education in order to teach future generations on the urgency of preventing genocide.

Incorporating instances of past atrocity crimes in educational materials shows that a state acknowledges and recognizes the suffering of victims and of the groups to which they belong. Education and the teaching of a recent history of violence, war, conflict and oppression could become a tool to transform relationships among individuals from different groups, making recurrence to violence less likely. In Rwanda, the Education Board and the Ministry of Education have integrated genocide studies in the curricula of its primary, secondary and higher education institutions. The curriculum, developed in 2008, incorporated the genocide against the Tutsi in Rwanda, in which moderate Hutus and others who opposed the genocide were also killed, while emphasizing the unifying and inclusive qualities of nationality, citizenship and patriotism, instead of ethnicity. In this way, focus is put on a collective identity as Rwandan rather than Hutu or Tutsi.

In conclusion, in relation to national security forces, establish transparent, accountable and democratic civilian oversight, including on budgetary matters; include staff from diverse population groups at all levels, promote professionalism

among uniformed personnel, create programmes to improve relations with local communities; vet officers for participation in atrocity crimes and remove identified perpetrators; provide training on international humanitarian law and international human rights law and on the collection of evidence of atrocity crimes; establish operating procedures for the use of force and firearms that are compliant with international standards; and adopt international humanitarian law and international human rights law standards in national military statutes along with the creation of international disciplinary and other accountability mechanisms to address violations committed by security forces personnel.

(Adapted from: S/RES/2150 (2014) on Threats to International Peace and Security. UNESCO, 2017. Education about the Holocaust and preventing genocide: policy guide. Pg.16. The Office of the United Nations High Commissioner for Human Rights has been implementing the World Program for Human Rights Education since 2005.)

▪ **Comprehension questions**

1. As what are crimes against humanity and war crimes referred to in the passage? Give reasons.
2. According to the law, who has the responsibility to prevent genocide from the people? Explain.
3. Why do you think genocide and crimes against humanity do not only occur during armed conflict?
4. How would you explain the role of education in prevention of genocide in the world?
5. Suggest other important strategies that should be used to prevent genocide.



4.4.2. Application activity

Vocabulary, sentence writing and discussion

- I. Use the dictionary to explain the following words
 - a. atrocity.....(paragraph one)
 - b. Jurisdictions.....(paragraph one)
 - c. allegations.....(paragraph two)
 - d. threats.....(paragraph three)
 - e. mitigating.....(paragraph five)
 - f. dehumanization.....(paragraph six)
 - g. Compliant....(paragraph nine)
- II. Make different meaningful sentences using the words above.
- III. Discuss different strategies any government should take to prevent genocide.

4.5. Talking about peace building

4.5.1. Learning activity



Reading and text analysis

▪ **Text: Peace building**

Peace building is one of the core pillars at Never Again Rwanda. Under this program, NAR works with youth and adults under various programs and projects with the aim of establishing 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. Through our interventions, we hope to enable diverse groups of community members, and youth to openly discuss their sensitive past, current or emerging issues. Based on this, psychosocial support groups (safe spaces for peace) are created, where youth and community members from diverse backgrounds meet to discuss their traumatic sensitive issues in order to overcome their trauma.

They meet on a monthly basis to engage in dialogue about their individual wounds. Each of these groups is comprised of 30 participants inclusive of 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 Tutsis.

We also aim to foster a society where youth participate actively in peace processes by using critical thinking in open and safe spaces for dialogue and appreciate diversity. We also use a method of instilling fundamental hope in adolescents through ten-session workshops. Hope in its fullest sense encompasses the four greatest needs of a human being. These include: Attachment (trust, openness and connection), Survival (self-regulation and feelings of liberation), Mastery (empowerment, ambition and ideals) and Spirituality (faith and higher support for attachment, mastery and survival).

Still recovering from one of the worst genocides of the 20th century infamous for its speed, brutality, and intimacy of neighbours killing neighbours, Rwanda offers an exceptional case study of how societal healing and reconciliation are mutually reinforcing; despite their conceptual distinction. As stated in the report, “Reconciliation is a relationship-building process, while healing is a process aimed at the reduction of suffering”. Nevertheless, repairing relationships and building trust help heal societal wounds, just as letting go of fear and anger advances reconciliation. The fact that many genocide survivors and perpetrators continue to live in the same communities underscores the need for healing to transcend the individual level into societal healing and reconciliation. As expected, most actors affirm the profound need for healing work in all of Rwanda’s provinces.

Actors and academic experts agree that healing must begin with the individual but it is imperative that the work of individual healing moves into a group and community context in order to achieve societal healing. While the results of this study demonstrate the many personal benefits of a group approach, which include 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, promoting open and honest communication, developing group decision-making skills and restoring interpersonal relationships. Several initiatives engage in socioeconomic activities that provide material support to individuals while also promoting positive, 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.

(Adapted from: <http://neveragainrwanda.org/peace-building/>)

▪ Comprehension questions

1. According to the text, what is the aim of never again Rwanda's programs and projects?
2. Why do you think the youth should be involved in peace building programs?
3. Explain the methods used by never again Rwanda in peace building campaign.
4. Justify the relevance of group approach when healing people's wounds left by genocide.
5. Examine the achievements of never again Rwanda within the country and the region.



4.5.2. Application activity

Vocabulary, sentence construction, conducting a survey and debate

- I. Find the meanings of the words below using dictionaries and thesaurus.
 - a.platforms..... (paragraph one)
 - b.self-regulation.....(paragraph three)
 - c. transcend..... (paragraph four)
 - d. healing.....(paragraph five)
 - e. rekindling..... (paragraph five)
 - f. avenues.....(paragraph six)
- II. Using the words above, make different meaningful sentences.
- III. Conduct a survey on the role of the youth in building sustainable peace.
- IV. Debate on the following motion: "Never again clubs are considerably necessary to the youth rather than to adults in countries like Rwanda"

4.6. Ways of addressing the consequences of genocide

4.6.1. Learning activity



Reading and text analysis

▪ **Text: Addressing the consequences of genocide**

The government of national unity alongside other partners and citizens has actively led in efforts aimed at addressing the consequences of genocide. Various practical measures have been adopted to reach that goal. Some of these measures include the following:

Gacaca Courts were used to find out what happened during Genocide against the Tutsi. These 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.

The Rwandan society was gravely affected by the genocide. Its social structures were completely destroyed. Social reconstruction means rebuilding the social structures that were once destroyed. Reconciliation was very much needed in order to regain social cohesion. Reconciliation refers to the process of making parties in a conflict mend and then going on improving relations with each other. The two parties, after reconciling, re-establish friendly relations having put aside their differences.

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. The government can do this by promoting positive moral values and peaceful coexistence through policies and practices. The process of reconciliation includes the following steps: acknowledgement, apology, forgiveness, restitution and redress among others.

As far as 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. As for redress, the perpetrator group should do something to correct wrongs they had done to the victim group.

Above all, peace building and benevolence are strong weapons in the process of addressing consequences of genocide. Genocide begins in the minds of the people; therefore, it is also in the people's minds that defences of peace must be constructed. 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.

Benevolence refers to 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. People who have suffered usually care about other peoples' suffering, especially if they have been involved in a protective and healing processes. This involves having been helped by others or acting on other peoples' behalf at the time of suffering. Therefore, the victim group reaches out to assist other groups undergoing similar situations to them.

(Adapted from General Studies and Communication Skills for Rwandan Schools, book 6, Moran Publishers Limited)

▪ **Comprehension questions**

1. Appreciate the contribution of the Gacaca courts in addressing the consequences of the genocide against the Tutsi.
2. Explain the term reconciliation.
3. Evaluate the help of a third party in the reconciliation process.
4. How can the government play the role of third party in reconciling people after genocide?
5. State and explain 5 steps of the reconciliation process as shown in the above passage.
6. Discuss efforts that should be made to promote peace building in a post-genocide community.
7. What do you understand by benevolence in the process of addressing the aftermath of genocide?



4.6.2. Application activity

Vocabulary, Sentence construction, summary writing and research

I. Vocabulary

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

1. ...reconciliation... (paragraph two)
2. ...impunity... (paragraph two)
3. ...cohesion... (paragraph three)
4. ...interactive... (paragraph four)
5. ...restitution... (paragraph five)
6. ...redress... (paragraph five)
7. ...benevolence... (paragraph six)
8. ...coexistence... (paragraph six)
9. ...empathetic... (paragraph seven)
10. ...protective... (paragraph seven)

II. Sentence construction

Use the above words to make correct and meaningful sentences.

III. Summary writing

In not more than 100 words, summarize the text: "Addressing the consequences of genocide" -

IV. Research and project

Conduct a research on the consequences of the 1994 genocide against the Tutsi. Devise ways that would prevent the genocide from happening. Then work on a project to set strategies that will help reconstruct the Rwandan society

4.7. Language structure: Past simple tense, subordinating conjunctions and phrasal prepositions

1. Past simple tense

Exercise

Read the following paragraphs extracted from the text and identify different tenses used.

Laue (1993:256) defined conflict as 'escalated natural competition between two or more parties about scarce resources, power and prestige'.

The crime of genocide since it was initially formulated in 1948, in article 2 of the convention on the prevention and punishment of the crime of genocide, the definition of 'genocide' has remained substantially the same. Article 6 of the Rome Statute borrows from this convention and for example, defines the crime of genocide as "any of the following acts committed with intent to destroy, in whole or in part, a national, ethnical, racial or religious group, as such.

The term 'genocide' was coined by a Polish-Jewish lawyer named Raphael Lemkin who formed the word by combining the Greek word for race or tribe (*Geno*) with the Latin word for killing (*cide*). In proposing this new term, Lemkin had in mind "a coordinated plan of different actions aiming at the destruction of essential foundations of the life of national groups, with the aim of annihilating the groups themselves."

Notes

I. Past simple tense:

This tense is usually used to:

- Describe events completed in the past at time indicated by such adverbs of time as yesterday, ago, last month, last week and last year.

Examples:

- a) Jimmy didn't call me during memorial week!
 - b) Mary went to Huye District three years ago.
 - c) Sarah arrived in Kigali a week ago.
- Express habits in past

Examples:

- a) Robert went to Kigali memorial site every Friday.
- b) They sang different songs regularly during commemoration week.

Such past habits are usually described in simple past with adverbs of frequency like: always, never, frequently, sometimes, generally,...

- Express actions that happened over a long time in the past.

Examples:

- a) The orphan girl struggled and became rich.
- b) The perpetrators united with their neighbours.

The simple past is also used after conditional phrases such as if only, as if, as though, wish, etc.

Examples:

- a) If I were the leader during genocide against Tutsi in Rwanda, I would support many people.
- b) He spoke to me as if he were my boss.
- c) I wish I had wings I would fly far away.

II. Spelling of regular verbs in past simple

- a) **Verbs that** end with y, letter y is replaced by letter i followed by ed:

Examples:

- a) carry - **carried**, study - **studied**, fry - **fried**, try - **tried**
- b) **A** one syllable regular verb that ends with a consonant, the consonant is doubled and followed by ed.

Examples:

- a) Stop - **stopped**, plan - **planned**, rob - **robbed**, beg - **begged**
- b) If a regular verb has more than one syllable and ends with a consonant, the past simple tense is formed by doubling the final consonant and adding ed only **if the final syllable is stressed.**

Examples:

- a) prefer - **preferred**, regret - **regretted**
- b) Exception:

In British English verbs ending in **-l** have **-ll** before **-ed** whether the final syllable is stressed or not.

Example: travel - **travelled**

Exercise

1. Use the correct past simple tense of the verb in brackets.
 - a. The genocide that _____ (occur) in Germany and its occupied territories, It _____ (target) Jews of whom approximately 6,000,000 were killed by Adolf Hitler and his Nazi regime.
 - b. The government of Rwanda _____ (show) that it was possible to bring about reconciliation in a country.
 - c. Peter and his entire family _____ (be) executed during the Genocide.
 - d. RPF _____ (stop) people who were killing innocents during 1994 genocide against Tutsi.
 - e. The Security Council _____ (create) the International Criminal Tribunal for Rwanda (ICTR) by the Resolution 955 of November 8th, 1994.
2. Using the past simple tense, write a paragraph talking about the role of youth in preventing genocide ideology.

III. Subordinate conjunctions

Notes

A subordinating conjunction is a word that connects an independent clause to a dependent clause. An independent clause can stand alone as a sentence. In other words, it does not need any additional information to operate as a sentence. The sentence "The student failed the test" is an example of an independent clause.

A dependent clause adds extra information to the main clause. These clauses cannot stand by themselves and their meaning is dependent on the independent clause. They are not complete sentences. For example, "because she didn't study" is not a complete sentence.

However, combine the two clauses, and we have "The student failed the test because she didn't study." A complete idea has been expressed and enough information has been presented to fully explain the thought. What joined the two clauses? It is the word "because." And there we have our first subordinating conjunction.

Here are examples of other subordinating conjunctions and their uses;

- **Although**

Although—means "in spite of the fact that":

Example:

- 1) Although it was raining, I ran home.
- 2) He came to work although he felt sick.

3) Although my mum told me to come home early, I stayed out late.

- **After**

“After” shows “subsequently to the time when”:

Examples:

- 1) Call me after you arrive at the station.
- 2) We couldn't see the film after the electricity went out.
- 3) I always tell my daughter that she can have dessert after she eats her dinner.

- **Before**

“Before” shows “earlier than the time that”:

Examples:

- 1) He had written a book on history of Rwanda before he died.
- 2) Before he contacted me, I was going to call him.
- 3) I need to finish the report before the manager arrives from Paris.

- **Because**

“Because” means “for the reason that”:

Examples:

- 1) He became rich because he was smart and worked hard.
- 2) They stopped building the house because it was raining hard.

- **If**

“If” means “in the event that”:

Examples:

- 1) If it rains, it will be difficult to go to the memorial site.
- 2) If I receive a promotion, you will be the first to help orphans.

- **Since**

“Since” means “from the time when”:

Examples:

- 1) I've been a dancer since I was young.
- 2) Since Paul graduated, he has been helping genocide survivors.
- 3) This shop has been refurbished three times since 1994 genocide against the Tutsi in Rwanda happened.

▪ **Until**

“Until” means “up to the time that”:

Examples:

- 1) Don't do anything until I come back.
- 2) She didn't know she was a talented singer until she sang in the school concert.
- 3) They won't allow us to start until everyone arrives.

▪ **Unless**

“Unless” means “except, on the condition”:

Examples:

- 1) You will not pass the exam unless you work harder.
- 2) I will not tell you anything unless you tell me what you know about my parents' death.
- 3) Unless you use dialogues, you will not easily improve your peace club.

Exercise

- a) I visit our memorial site _____ a month. (once, whenever, wherever)
- b) This is the place _____ we stayed last time we visited. (where, when, how)
- c) _____ you win first place, you will receive a prize. (wherever, if, unless)
- d) You won't pass the test _____ you study. (when, if, unless)
- e) I could not get a seat, _____ I came early. (as, though, when)
- f) We are leaving Wednesday _____ or not it rains. (if, whether, though)
- g) Pay attention to your work _____ you will not make mistakes. (so that, unless, or)
- h) The musicians delivered a rousing performance _____ they had rehearsed often. (though, as, once)
- i) She's honest _____ everyone trusts her. (if, so, when)

IV. Phrasal prepositions

Notes

Phrasal prepositions are grouped into phrases of three or more words that could include adverbs, verbs and other words that function as one phrasal preposition. All words are separated to form one phrasal preposition. Phrasal prepositions include: *in addition to, in spite of, on account of, as soon as, as opposed to, as far as, in reference to, on top of, with the exception of, in front of, as long as* etc.

Examples of phrasal prepositions

- 1) They told me that **in addition to** all the work done I also needed to finish the project.
- 2) Rafael is playing tennis very well; he's surely **on top of** his game at the moment.
- 3) **As opposed to** seeking advice from your sister, why don't you talk to your close friend Harriet?
- 4) I was speaking **in reference to** the climate change issues.
- 5) I stand here **in front of** you all to demonstrate my qualities as a great leader.
- 6) **On account of** the new law enacted by the minister, our society is now able to declare their own taxes.
- 7) I'll tell you once more, **as long as** I run this board I am the man in charge.

Exercise

Write a paragraph talking about how to prevent genocide and how to promote peace building using prepositional phrases.

4.8. Spelling and pronunciation

A. Practice the pronunciation of the words below. Pay attention to where you put stress. You can use a dictionary where necessary.

- a) Genocide
- b) Victims
- c) Perpetrators
- d) Survivors
- e) Reconciliation
- f) Peace
- g) Violence
- h) conflict

B. Match the words with their corresponding phonetic transcriptions

Words	Phonetic transcriptions
murder	/ˌɪdɪ'blɒdʒi/
healing	/stiŋmə'tɪ'zeɪʃ(ə)n/
Genocide	/krɑɪm/
Ideology	/'eθnɪk/

stigmatization	/'mæ:də/
dehumanization	/'dʒen.ə.saɪd/
Crime	/di:hju:mənɪ'zeɪʃ(ə)n/
Atrocity	/'hi:lɪŋ/
ethnic	/ə'trɒsɪti/

4.9. End unit assessment

I. Choose the best answer to complete each sentence.

1. _____ 1994 genocide against Tutsi, the government spent many efforts in unity and reconciliation programs.
 - a) After
 - b) Although
 - c) Before
 - d) Even if
2. I don't want to go to the movies _____ I hate seeing people killing each other.
 - a) Although
 - b) Because
 - c) Whenever
 - d) So that
3. I like to give my support; _____ there is a fundraising campaign to help orphans.
 - a) Whenever
 - b) Whose
 - c) After
 - d) If
4. _____ spring arrives, we have to be prepared for more snow.
 - a) Because
 - b) Until
 - c) Although
 - d) Now that

5. _____ the alarm goes off, I hit the snooze button.

- a) As soon as
- b) Because
- c) Before

Now that

II. Complete the following sentences using phrasal prepositions given below.

1. _____ his hard work, he failed the test.

- a) By means of
- b) In spite of
- c) Because of

2. _____ doctors, smoking can cause cancer.

- a) In accordance with
- b) According to
- c) On behalf of

3. I am standing here _____ my colleagues.

- a) instead of
- b) by means of
- c) on behalf of

4. The trains arrived late _____ heavy rains.

- a) in spite of
- b) on behalf of
- c) because of

5. I stayed in bed all day _____ going to work.

- a) in addition to
- b) in spite of
- c) instead of

6. Thoughts are conveyed _____ words.

- a) on account of
- b) by means of
- c) by virtue of

7. Gandhi gave up his legal practice _____ his country.

- a) by virtue of
- b) for the sake of
- c) on behalf of

8. his own family, he has to support his brothers.

- a) In addition to
- b) Instead of
- c) In spite of

9. There is a school my house.

- a) front of
- b) in front of
- c) in front

10. I would like to have lemon juice coffee.

- a) Instead
- b) instead of
- c) in spite of

III. Complete the following story with the correct tenses from the brackets.

Last summer, my family and I 1. -----(spend) our holidays in Germany, an amazing country. The city 2. -----(be) very big and there 3. --- -----(be) lots of things to see and do. We 4. -----(stay) at a comfortable hotel and 5. -----(go) swimming every day at the beautiful beaches...I 6. ----- (learn a lot there! We also 7. -----(visit) the memorial site. There 8. -----(be) various historical information about Holocaust genocide. The following day, We also 11. ----- (visit) many interesting sights, like the archaeological museum and other prehistoric settlements, which I 12. ----- find) pretty impressive. I also 13. --- ----- (love) the local people. They 14. ----- (be) very friendly and welcoming! We 15. ----- (have) a great time in Germany as far as understanding their history was concerned and I would really love to go there again someday!

IV. Write an article about the role of RPF in the achievements of Rwandan government on socio-economic development after 1994 genocide against Tutsi. Pay attention to the use past simple tense and subordinating conjunctions.

UNIT 5

STUDY SKILLS AND WRITING

Key Unit Competence:

To use language learnt in the context of study skills and writing.



Introductory activity

Picture observation and interpretation.



Fig.1

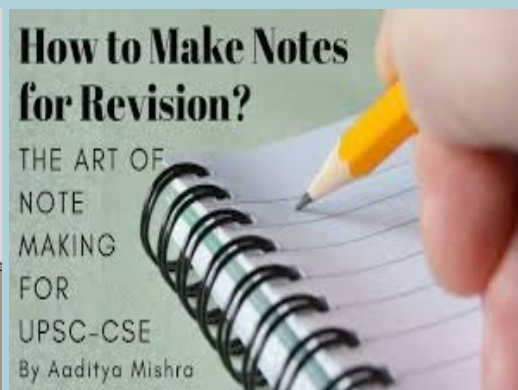


Fig.2

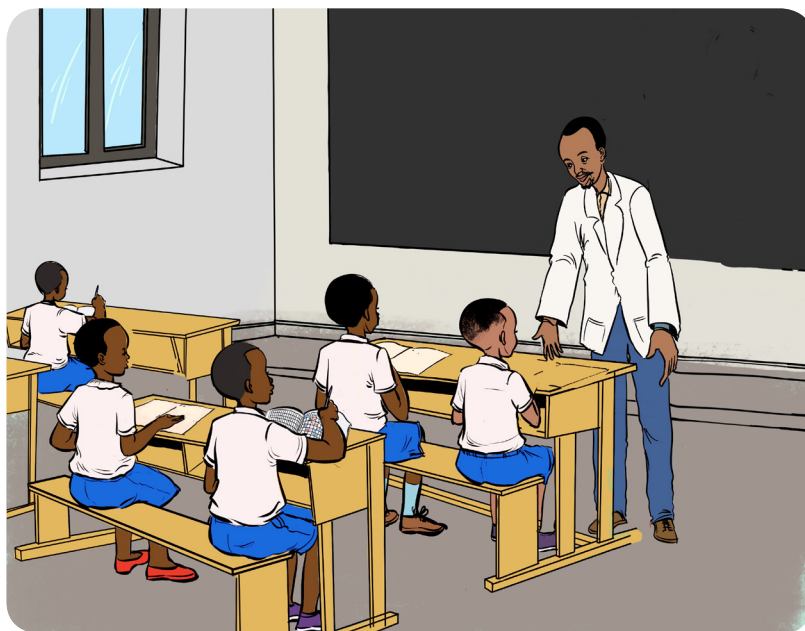
1. Do you think experienced teachers can have difficulties giving instructions in classroom? Justify your answer.
2. What should students do when they have not understood an instruction in class?
3. How can one make notes for revision?
4. Outline at least 4 study skills you know.

5.1 Instructions for working in class.

5.1.1. Learning activity



Reading and text analysis



▪ Text: Good instruction-giving in the second-language classroom

Imagine you are attending a seminar. The facilitator gives instructions, and you have a vague notion of what you are supposed to do, but you do not want to ask the facilitator to clarify because you are sure you are the only one who has not understood. After the facilitator tells you to start working, you turn to the person next to you and ask, “What are we supposed to do?” That person says, “I’m not sure. I thought you would know.” Soon you realize that almost everyone in the room is confused, while the facilitator is standing behind the lectern wondering why no one has started engaging in the activity she just explained.

Most of us can recall an experience where the facilitator delivered instructions, but we were unclear about what we were expected to do. And, as student teachers, most of you may have had experiences of giving instructions that were misunderstood or incomprehensible to your learners. While occasional foibles in giving instructions are understandable, mastering instruction-giving is a fundamental aspect of good classroom teaching practice. Instructions and their delivery can be the determining factors as to whether a lesson succeeds or fails. Learners see the ability to explain things well as one of the most important qualities of a good teacher.

Instruction-giving has a direct effect on learning; a lesson or activity becomes chaotic and fails when students do not understand what they are supposed to do. Nonetheless, good instruction-giving is a challenge for both native and non-native language teachers, as well as for both seasoned and novice teachers. However, instruction-giving is a skill that is sometimes neglected for pre-service and in-service teachers in teacher-training programs. New teachers might assume that it is a skill that will be naturally mastered; more experienced teachers might assume that it is a skill they have already mastered. For all teachers, however, instruction-giving is an area that deserves attention and practice, as it has a major impact on how well students are able to carry out activities and, as a result, how well they learn.

After year 3, you may be hired to teach in upper primary and thus be obliged to teach in English. In this case, Total Physical Response (TPR) can help you. TPR is a method of language teaching developed by James Asher where the teacher gives a command and the students perform the action. In short, TPR is based on the coordination of language and physical movement. To apply it, you can first give students a hand-out with a list of common instructional commands used throughout the course, such as take out a pen or pencil, Turn to page..., take out a pen or pencil, take out a piece of paper, write your name on the paper, open your books, close your books, put your books away, stand up, sit down, find a partner, put your desks face-to-face, repeat after me, raise your hand, work in groups, choose a group leader, you have 5 minutes, get ready to report in English etc.

After demonstrating the actions and going over the list with students, you should give commands and have the students perform them. Starting the course with TPR for common instructions helps students understand typical classroom language, which has a positive impact on classroom management. Remember, good instruction-giving begins in the preparation stage. Although teachers may feel they can easily improvise, instructions are often not as clear to their students as they are to themselves. A good way to make sure your instructions for an activity are clear and concise is to write them out as you develop your lesson plan.

(Adapted from Good Instruction-Giving in the Second-Language Classroom by JIMALEE Sowell- 2017)

▪ **Comprehension questions**

1. What do you understand by “you have a vague notion of what you are supposed to do”?
2. Referring to paragraph one, explain why some students don't ask when they have not understood instructions.

3. How do you think students would judge a teacher whose instructions are not easily understandable?
4. Discuss effects of instruction-giving on a lesson or activity.
5. Can good instruction-giving be a challenge to native language teachers? Explain.
6. What do you understand by “Total Physical Response”?
7. List eighteen common instructional commands mentioned in the fourth paragraph.



5.1.2. Application activity

Vocabulary, paragraph and composition writing.

I. Vocabulary

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

Words/phrases	Meanings
Instructions	
Notion	An individual's conception or impression of something known, experienced, or imagined; an opinion, a view, a belief.
Lectern	
Engaging	
Foibles	
Chaotic	
Pre-service teachers	
In-service teachers	
Improvise	
Concise	

II. Paragraph writing.

In one paragraph, detail characteristics of a good classroom instruction.

III. Composition writing.

Suppose you are going to teach English in primary one. Step by step explain how you would give instructions to primary one learners.

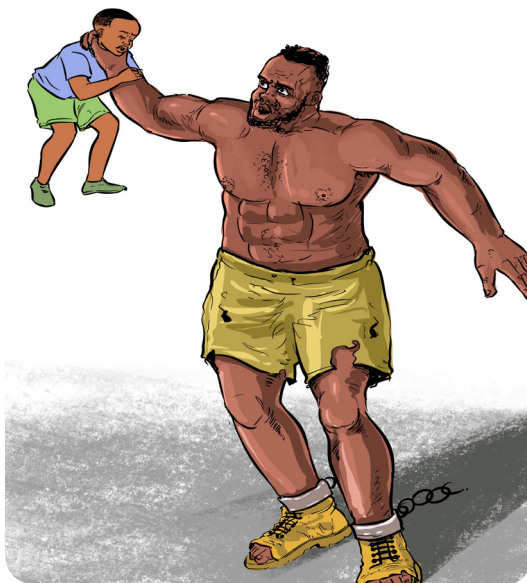
5.2 Reading extracts from literature.

5.2.1. Learning activity



Reading and analysing extracts from a literary work

- **Extract:** From *Great Expectations* by Charles Dickens



The extract tells us about Pip, an orphan who is about seven years old. While visiting the graves of his parents and siblings, the boy encounters an escaped convict in the village churchyard.

'Hold your noise!' cried a terrible voice, as a man started up from among the graves at the side of the church porch. 'Keep still, you little devil, or I'll cut your throat!' A fearful man, all in coarse grey, with a great iron on his leg. 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 as he seized me by the chin.

'O! Don't cut my throat, sir,' I pleaded in terror. 'Pray don't do it, sir.'

'Tell us your name!' said the man. 'Quick!'

'Pip, sir.'

'Once more,' said the man, staring at me. 'Give it mouth!'

'Pip. Pip, sir.'

'Show us where you live,' said the man. 'Point out the place!'

I pointed to where our village lay, on the flat in-shore among the alder-trees and pollards, a mile or more from the church.

The man, after looking at me for a moment, turned me upside down, and emptied my pockets. There was nothing in them but a piece of bread. When the church came to itself, — for he was so sudden and strong that he made it go head over heels before me, and I saw the steeple under my feet, — when the church came to itself, I say, I was seated on a high tombstone, trembling while he ate the bread ravenously.

'You young dog,' said the man, licking his lips, 'what fat cheeks you ha' got.'

I believe they were fat, though I was at that time undersized for my years, and not strong.

'Darn Me if I couldn't eat em,' said the man, with a threatening shake of his head, 'and if I hadn't half a mind to 't!'

I earnestly expressed my hope that he wouldn't, and held tighter to the tombstone on which he had put me; partly, to keep myself upon it; partly, to keep myself from crying.

'Now look here!' said the man. 'Where's your mother?'

'There, sir!' said I.

He started, made a short run, and stopped and looked over his shoulder.

'There, sir!' I timidly explained. 'Also Georgiana. That's my mother.'

'Oh!' said he, coming back. 'And is that your father along your mother?'

'Yes, sir,' said I; 'him too; late of this parish.'

'Ha!' he muttered then, considering. 'Who d'ye live with, - supposin' you're kindly let to live, which I han't made up my mind about?'

'My sister, sir, — Mrs Joe Gargery, — wife of Joe Gargery, the blacksmith, sir.'

'Blacksmith, eh?' said he. And looked down at his leg.

After darkly looking at his leg and me several times, he came closer to my tombstone, took me by both arms, and tilted me back as far as he could hold me; so that his eyes looked most powerfully down into mine, and mine looked most helplessly up into his.

'Now lookee here,' he said, 'the question being whether you're to be let to live. You know what a file is?'

'Yes, sir.'

'And you know what wittles is?'

'Yes, sir.'

After each question he tilted me over a little more, so as to give me a greater sense of helplessness and danger.

'You get me a file.' He tilted me again. 'And you get me wittles.' He tilted me again.

'You bring 'em both to me.' He tilted me again. 'Or I'll have your heart and liver out.'

He tilted me again.

I was dreadfully frightened, and so giddy that I clung to him with both hands, and said, 'If you would kindly please to let me keep upright, sir, perhaps I shouldn't be sick, and perhaps I could attend more.'

He gave me a most tremendous dip and roll, so that the church jumped over its own weathercock. Then, he held me by the arms, in an upright position on the top of the stone, and went on in these fearful terms:

'You bring me, to-morrow morning early, that file and them whittles. You bring the lot to me, at that old Battery over yonder. You do it, and you never dare to say a word or dare to make a sign concerning your having seen such a person as me, or any person sumever, and you shall be let to live. You fail, or you go from my words in any partickler, no matter how small it is, and your heart and your liver shall be tore out, roasted, and ate. Now, I ain't alone, as you may think I am. There's a young man hid with me, in comparison with which young man I am an Angel.

That young man hears the words I speak. That young man has a secret way peculiar to himself, of getting at a boy, and at his heart, and at his liver. It is in vain for a boy to attempt to hide himself from that young man. A boy may lock his door, may be warm in bed, may tuck himself up, may draw the clothes over his head, may think himself comfortable and safe, but that young man will softly creep and creep his way to him and tear him open. I am keeping that young man

from harming you at the present moment, with great difficulty. I find it very hard to hold that young man off of your inside. Now, what do you say?’

I said that I would get him the file, and I would get him those broken bits of food I could, and I would come to him at the Battery, early in the morning.

‘Say Lord strike you dead if you don’t!’ said the man.

I said so, and he took me down.

(Adapted from Charles Dickens' (1861). Great Expectations. London: Chapman and Hall.)

▪ Comprehension questions

1. Describe the man who is talked about in this extract.
2. Describe the character of the narrator in this extract.
3. Where does the conversation between Pip and the escapee take place?
4. How does the escapee end up snatching Pip’s loaf of bread?
5. The man told Pip that he was with a young man who was more awesome than him. Do you think he was telling the truth? Explain.



5.2.2. Application activity

Vocabulary, paragraph and composition writing.

I. Vocabulary

In full sentences, explain the following words as used in the above passage.

- a. ... soaked...
- b. ...smothered...
- c. ...rag...
- d. ...briar.../ (brier)
- e. ...steeple...
- f. ...tombstone...
- g. ... tilted...
- h. ...clung...
- i. ...tremendous...
- j. ...peculiar...

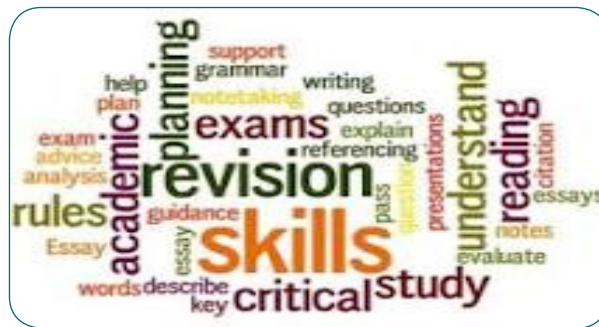
II. Paragraph writing

In two paragraphs, explain what Pip’s reaction towards the escapee in the above extract reveal about his character.

III. Composition writing.

- a. Write a 6 paragraph composition, describing the character of the escapee in this extract.
- b. Pip almost got killed as he visited the graveyard where his parents and relatives are buried. Write a short composition explaining whether visiting our ancestor's graveyard is or it is not a worthwhile practice.
- c. Step by step, explain how you would have reacted if you were in Pip's situation.

5.3 Describing different study skills



5.3.1. Learning activity



Reading and text analysis

▪ Text: Basic study skills

Acquiring good study habits can make you a more effective learner in school and at work. The key to becoming an effective student is learning how to study smarter, not harder. This becomes more and more important as you advance in your education. An hour or two of studying a day is usually sufficient to make it through in high school with satisfactory grades, but you can't make it if you don't know how to study smarter. Basic study skills include: elaborative interrogation, self-Explanation, practice testing, distributed practice and Interleaved Practice.

Elaborative interrogation is a great way to learn. In elaborative interrogation you ask yourself questions. Little kids know this intuitively, as they run around asking "Why, why, why?" Asking yourself questions like "why is this fact true?" aids learning. The main reason asking why questions seems to work is that it encourages you to integrate the new fact with things you already know. Doing so improves your memory for the new fact by giving you more eagerness to find it.

The idea behind self-explanation as a reading strategy is to pause from reading your textbook periodically and explain to yourself what it means to you. You can do this after a section of text, or when studying an example problem. When trying to self-explain, you may find that you need to look back over parts of the text to fully understand what's being said. Self-explanation encourages you to make inferences based on what you are reading. You don't just summarize the text, but say a little more than what was in it. As you try to explain, you also identify problems and so revise your explanation. These serve to enrich and repair your understanding.

Actively testing your memory improves learning far more than passively reviewing material. Tests are not just for evaluation. Testing improves learning by exercising memory retrieval. When you answer a test question, you have to actively search your long-term memory. Doing so creates more and better pathways to the answer. This makes the answer easier to find the next time around. Scientists sometimes call it, "retrieval practice." Practice testing is easy to do. You can do it by answering questions from your textbook or past papers.

Distributed practice helps you do better since it allows you to space your studying out over the time you have. Do a little at a time over several study sessions. If you have a test coming up tomorrow, you should not try to cram everything in one session. Successful students typically space their work out over shorter periods of time and rarely try to cram all of their studying into just one night. One reason distributed practice aids learning is that you have to re-start your memory for the topic during each study session. This technique is best when combined with practice testing.

The idea behind interleaved practice is that you are better off mixing some area problems with some perimeter problems when you study. When studying math, for instance, you need to learn a few different kinds of formulas. You may learn one equation to compute the area of a circle and learn another to figure out the perimeter. Interleaving is a process where students mix, or interleave multiple subjects or topics to improve learning.

In a nutshell, the above mentioned five study skills all work quite well. There are many other study skills but these five ones are more strongly recommended than others. These techniques will not be a panacea for improving achievement for all students, and perhaps obviously, they will benefit only students who are motivated and capable of using them. Nevertheless, when used properly, they may produce meaningful gains in performance in the classroom, on achievement tests, and on many other tasks encountered across the life span.

Adapted from Five Study Skills to Accelerate Your Learning by WINSTON SIECK.

▪ Comprehension questions

1. What is the key to becoming an effective student as described in the first paragraph?
2. What do you understand by “to study smarter, not harder”?
3. Outline the five study skills as mentioned in the passage.
4. To what extent is elaborative interrogation as a study skill is important?
5. Appreciate the role of self-explanation in studying.
6. If you have a test coming up tomorrow, should you try to cram everything in one session? Justify your answer.



5.3.2. Application activity

Vocabulary and composition writing.

I. Vocabulary

Explain the following words as used in the above passage.

- a. Satisfactory
- b. Eagerness
- c. Inferences
- d. Repair
- e. Retrieval
- f. Long-term memory
- g. Pathways
- h. Cram
- i. Panacea
- j. Encountered

II. Composition writing

Write a short composition explaining how you use distributed practice as a study skill.

5.4 Writing compositions

5.4.1. Learning activity



Reading and text analysis

▪ **Text: Aspects of a Composition**

When we write, our objective is to communicate with the reader. Your composition should therefore convey a clear message to the readers. Any piece of composition is made of three main parts:

a. Introduction

An introduction is always intended to draw the reader's attention to the whole composition. It could begin with a general statement or question, sometimes called the thesis statement or thesis question. This should be followed by a summarised presentation of the main point with which to develop the body of the composition. The introduction should also set the stage for the writer to guide the reader into the gist of the topic. An introduction should be concluded with a transition sentence that leads the reader into the body of the composition.

b. Body (Argument)

The body of a written piece is where one elaborates, defends, and expands the main points stated in the introduction. The body should support the main argument with supporting evidence or examples to illustrate the point.

The body of the composition is always made of different paragraphs based on the number of points making the topic. Each point takes an independent paragraph. As one makes or argues a case, it is better to ensure that the strongest point is presented as early as possible.

c. Conclusion

A conclusion is normally a single and concise paragraph in which a final appeal to the reader is made. It is a finishing, all-encompassing statement that wraps up the whole presentation in a powerful statement. The writer is expected to express his or her final opinion on the matter discussed. The purpose of the conclusion is to leave the reader with an idea or thought that captures the essence of the body while provoking further reflection and consideration.

▪ **Comprehension questions**

1. What are the characteristics of a good composition?
2. Outline the parts of a composition.
3. How should one start his/her composition?

4. In which part should the writer support his/her main argument with supporting evidence or examples?
5. How should one conclude his/her composition?



5.4.1. Application activity

Writing a composition.

- I. Write a 300 word composition explaining how a student should prepare his/her exam.
- II. Suppose that you are going to teach in a second language and you expect learners not to be able to decode instructions. Write a 250 word composition detailing how you would help them.
- III. Write a 300 word composition explaining whether failing an exam means that a student is not intelligent.

5.5. Making notes

5.5.1. Learning activity



Reading and text analysis

▪ Text: Note making



Note making is not just about writing down everything you hear or read. It is a process of reviewing, connecting and synthesising ideas from your lessons or readings. In secondary schools, students are expected to become proficient

note-takers, and those notes are essential study tools that they use to review material for quizzes and tests. Note-taking should augment student learning and help students recall difficult concepts more easily and remember what teachers teach. Good note-taking strategies that will help you retain what you learn and study smarter include: Recording meaningful facts, grouping ideas, thinking quality over quantity, following along in the book if appropriate, indicating date and title notes, highlighting the clues and saying it another way.

Recording meaningful facts is very useful while taking notes. The goal of note-taking should be to summarize the most important parts of what a teacher shares during a lesson: dates, names, places, formulas or anything else that is emphasized. It's good to write lots of notes, but you should focus on recording points that seem important, recurring themes or other details that are critical to their overall understanding.

Grouping ideas is equally a good strategy since lots of raw notes may not make studying easier for a student. It's a good idea to leave space on the left- or right-hand side of the notebook for condensing and recapping concepts. During class or while reading a book, you can write down any main ideas on the side of notes, or at a minimum, subtitles of what was discussed or read.

Apart from grouping ideas, another strategy you need to think of is thinking quality over quantity. New secondary school students tend to think good note-taking means recording everything the teacher says. It's a common challenge for students: focusing so intently on taking notes that they forget to listen and process information enough to be thoughtful about what they record in their notebooks. While taking notes you should concentrate on what the teacher wants the class to know. That may very well mean students' pencils should not be moving during the entire class period, and that's perfectly fine.

Following along in the book if appropriate is another advantageous strategy. When the teacher focuses on a particular chapter or topic, it can be helpful later on to have page numbers to refer to for clarification or more information. Secondary school students should ask at the beginning of the period if the teacher is referencing textbook material.

The strategy of indicating date and title notes is a minor thing but it can make a huge difference: labelling notes will prove helpful when it comes time to study for a test. Teens should always put the date, class topic(s) discussed at the top of their notes.

In addition to the above mentioned strategies, highlighting the clues is a strategy that can help you retain the most important information. Teachers usually point out information that students need to know and it is a smart idea to call out these cues in notes. Secondary school students should listen for phrases like the most important part, for example, in summary, as a review and the only

exception to this is. These should trigger careful note-taking and you should notate these important points with an asterisk or other symbol.

The last strategy but not the least is saying it another way. One of the most important parts of note-taking is not the note-taking itself is the reflection process. Secondary school students should write down complex points in their own words so they are easier to understand later. This helps information click and reinforces long-term retention.

In conclusion, students should know that taking notes is not a natural skill. It must be taught and practiced. Organized students tend to take cleaner notes, of course, but note-taking is meant to solidify knowledge and make studying easier and more effective, and that doesn't come easily to many students. Secondary school students should know note taking strategies in order for their revision to be successful.

(Adapted from Seven note-taking strategies for high school students by Huntington Learning Centre)

▪ **Comprehension questions**

1. What do you understand by “note making”?
2. Discuss the role of taking notes.
3. State seven note-taking strategies as mentioned in the above passage.
4. What should a student focus on while taking notes?
5. Why is it import to group ideas while taking notes?
6. What do you understand by “thinking quality over quantity”?
7. How can a student identify the clues to highlight?



5.5.1. Application activity

vocabulary, note taking and paragraph writing.

I. Vocabulary

Explain the following words as used in the text above.

- a. Synthesising
- b. Augment
- c. Raw notes
- d. Recapping
- e. Intently
- f. Thoughtful

g. Trigger

II. Note taking

Visit the school library and read a section of a book of your choice. Take notes on the important information and be ready to present it in class.

III. Paragraph writing

Write a paragraph explaining why students need to be guided on how to take notes.

5.6 Writing a summary

5.6.1. Learning activity



Reading and text analysis

▪ **Text: How to Write a Summary**

A summary is a brief statement or account that presents the essential information or main idea of a reading or lecture. Proficient students understand that summarizing, identifying what is most important and restating the text (or other media) in your own words, is an important tool for success.

If you really understand a subject or a chapter, you will be able to summarize it. If you cannot summarize what you read, even if you have memorized all the facts about it, you can be absolutely sure that you have not learned it. If you truly learn the subject, you will still be able to summarize it months or years from now.

Talented students may monitor their understanding of a text by summarizing as they read. They understand that if they can write a one- or two-sentence summary of each paragraph after reading it, then that is a good sign that they have correctly understood it. If they cannot summarize the main idea of the paragraph, they know that comprehension has broken down and they need to use fix-up strategies to repair understanding. Below are tips on how to write a summary:

- Write main ideas in your own words.
- Shape these ideas into sentences that express the purpose and point of view of the writer or speaker.
- Remember that a summary is written in paragraph form.
- A summary begins with an introductory sentence that states the text's title, author and main point of the text.

- A summary is written in your own words.
- A summary contains only the ideas of the original text. Do not insert any of your own opinions, interpretations, deductions or comments into a summary.
- Write a last sentence that wraps up your summary; often a simple rephrasing of the main point.
- The final material should be not more than one third of its original length.
- **Comprehension questions:**
 1. In your own word define the term “summary”.
 2. Does memorising a section of a book prove that you understand it? Explain.
 3. How should one introduce a summary?
 4. How should one conclude a summary?
 5. Appreciate the contribution of a summary to studying.



5.6.1. Application activity

Vocabulary and summary writing.

I. Vocabulary

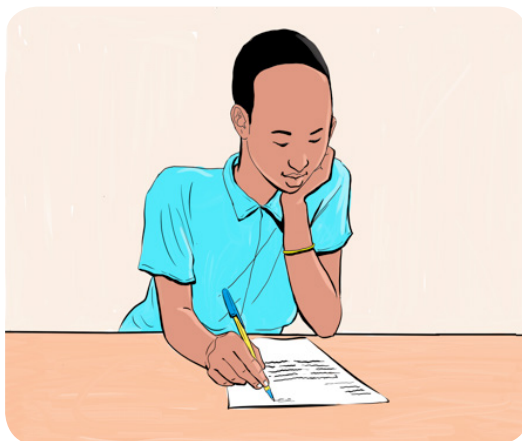
Explain the following words as used in the above text.

- a. Proficient
- b. Monitor
- c. Fix-up strategies
- d. Deductions
- e. Wraps up

II. Summary writing.

Go back to unit 1 and read the text on Components of communication. Summarise it in not more than 80 words.

5.7. Academic and Professional writing



5.7.1. Learning activity



Reading and text analysis

- **Text1:** A business letter

A business letter, as the name suggests, is a letter which has a formal tone and is used for business purposes. Apart from this, business letters are also written for conveying messages to people whom we do not know personally. This makes the business letter different from the usual casual or informal letter.

While writing a business letter, a person has to follow certain rules. One of the most important rules is that it should be short and concise. Businessmen do not have the time to read long letters and hence, the letter should not be more than a page. Apart from this, you have to follow a unique format for business letters, which differs to a large extent from informal letters.

A business letter is a formal letter like other formal letters. It is a good idea to gather some crucial information on the things that you have to keep in mind while writing a business letter. Below are some important tips for a good business letter:

- **Margin:** To start with, leave a margin from all the four sides of the paper.
- **Sender's address and date:** According to the rules, it is important to begin the letter with the address and other contact details of the sender. However, this can be avoided, if the letter is typed on the letterhead. Followed by this, one has to mention the date on which the letter is written.
- **Recipient's name and address:** After you have written the date, you have to mention the recipient's name and full address. This should come some lines after the date.

- **Salutation:** Once you are done with the address of the recipient, you have to begin the letter with a salutation. The salutation should have a greeting word or phrase followed by a personal title - Mr./Ms. – and sometimes the full name of the person. Some of the letter salutations that you can use for business letters include Dear (full name), Dear Sir/Madam, etc.
- **Subject:** After the salutation comes the subject line where you have to mention the purpose of the letter in short. In some letters it is called Request.
- **Body:** The body of the letter can have 2-3 paragraphs. In the introduction, talk about the reason for writing the letter and in the following paragraphs, you can give the necessary details.
- **Complimentary closing:** Once you finish writing the letter, you have to end it with a complimentary closing. Some of the closings include Respectfully Yours, Sincerely yours, Yours faithfully, etc. if you are using a computer, leave four blank spaces after the complimentary closing and then, write your full name. The blank space should be used to sign your name.
- **Enclosure:** If you have enclosed some document with your letter, it is important for you to mention it just below your name. Leave two spaces and write 'Enclosure' or 'Enclosures' below it. If you have attached more than one enclosure, do not forget to mention the correct number in brackets.
- **CC:** If you are sending the same letter to more than one person write "cc" below the enclosure and write the name of the other person to whom you are sending the same letter.

Types of Formats

Although the information given below can help you in understanding the business letter format correctly, looking at a sample will make it very clear. Types of formats include: Block Letter Format, Semi-block Format and Modified Block Format.

a) Block Letter Format

In this type, all the text in the letter is left-aligned. Indent is also not required if you are using a block letter format for writing a letter. The paragraphs are spaced either using double or triple paragraph spacing, but there is no indentation for the paragraphs.

Address
Telephone Number

Email Address

Date

Recipient's
Address

Dear Mr./Ms.

Subject/Re: (PURPOSE OF THE LETTER)

In the first paragraph, you can introduce yourself, if the recipient does not know you. After this, mention the purpose of the letter.

In the second paragraph, give out the details i.e., the facts that support the statement you made in the first paragraph. You can end the letter with this paragraph or you can have another one, if the information you want to convey does not fit in this paragraph. Complete the letter by thanking the recipient for taking out time to read the letter.

Respectfully Yours,

(Your Signature)

(Your Name)

Enclosure(s) (mention the number)

cc:

b) Semi-block Format

This type of format follows the same arrangement as the block format (i.e., left alignment) except for paragraphs where indention is applied.

c) Modified Block Format

In this type also all the text is left-aligned with the exception of the sender's address, business date and closing signature, which are placed toward the right hand side. In this format also, there is no indention of paragraphs.

N.B: Apart from the above mentioned formats, there are other formats of formal letters. For example, a letter in which the sender's address is put in the top right corner of the paper.

Sender's address

Date

Recipient's
Address

Salutation

Subject

Introduction

Body

Conclusion

Complimentary closing

Signature

Names

CC:

▪ **Comprehension question**

1. What is a business letter?
2. Give at least one reason why a business letter should be short and concise.
3. Is there any difference between business letters and other formal letters?
4. Give two examples of letter closing terms.
5. Mention at least 3 types of business letter format.

▪ **Text 2:** Curriculum vitae (CV)

A CV is an abbreviation of curriculum vitae. It is a document used to present personal life details to prospective employers. In the case of a job application, it should tell about professional history and skills, abilities and achievements. Ultimately, it should highlight why you're the best person for the job.

What to include in a CV:

While the structure of a CV is flexible, there are particular sections that employers expect to see on a CV. Here below are the sections that must be included in a CV:

Name, professional title and contact details: The first part of a CV, positioned at the top of the page, should contain the name, professional title and contact details. The title of your CV should be 'curriculum vitae'. When it comes to contact details, email address and phone number(s) are essential.

Experience and employment history: Employment history section provides opportunity to outline previous occupations, internships and work experience. Experience starts with the most recent. When writing about experience, for each position held, it is important to state the job title, employer, the period of that employment and a one-line summary of the duties assigned, including key responsibilities, skills and achievements. Bolster each point with active verbs and figures to support each claim to show impact on the organisations served.

Education and qualifications: Like experience section, the education background should start with the highest qualification towards the lowest. The name of the institutions and the period of study are required too.

Hobbies and interests: Depending on the type of job applied for, one can boost his or her CV by inserting hobbies and interests section at the end, focusing on interests that make them stand out or are relevant to the job.

References: Referees are needed to confirm the information given in the CV.

▪ **Comprehension questions**

1. Appreciate the importance of CV.
2. List five particular sections that employers expect to see on a CV.
3. Using an example, explain how hobbies and interests in the CV can increase the chance of getting a job.



5.7.2. Application activity

Letter and CV writing.

- I. Letter writing.
 - a. Suppose that you are head of Human Resource Department of a large bank. Write a letter to the governor of the National bank recommending a job applicant for a position.
 - b. Suppose that you have finished TTC studies. Write a letter to the District Education Officer (DEO), requesting a teaching job in primary school.
- II. CV writing.

Write a CV that will accompany the application letter mentioned above in question b.

5.8. Language structure: Connectors of contrast, explaining and listing

Notes: As their name itself suggests sentence connectors are used to combine sentences. They also express the relationship between ideas. We can add variety and sophistication to our writing by using appropriate sentence connectors. They can also be used to connect paragraphs to give them coherence.

I. Connectors of contrast

Connectors of contrast are sentence connectors that join two contrasting ideas. They include: But, although, despite the fact that, however, nevertheless, despite, in spite of, yet, etc.

Examples:

1. His rope was thin but it was strong.
2. He is fat but he runs fast.
3. Although the boy was injured, he didn't give up.
4. We went out in spite of the rain.
5. In spite of having a headache, I enjoyed the film.
6. Despite working hard, she failed the exam.
7. She got good marks in spite of her teacher. (= She had a bad teacher.)
8. Her advice seems strange, yet I believe she's right.

9. He says that he is a socialist. However, he owns three houses and four luxury cars.

10. There was little chance of success. Nevertheless, we didn't give up.

Nevertheless is very formal. In a less formal style, we can use conjunctions like but or yet. Nevertheless and however don't combine two clauses. They are used to emphasize the fact that the point expressed by the second clause contrasts with the first. In writing, they are separated from the rest of the sentence by a comma.

II. Connectors of listing

Connectors of listing include:

- firstly, secondly ...
- to begin / start with ..., to conclude with
- in the first place, in the second place
- next , then , finally, last(ly)
- to conclude ...
- last but not least ...
- to summarise , to sum up

III. Connectors of example

Connectors of example include:

- for example (e.g.), for instance
- that is (i.e.)
- that is to say
- ... such as ...
- namely ...

Exercise

1. Some people believe in ghosts and supernatural phenomena.....others are sceptical about all that. (however, in spite of, whereas)
2. GDP in developing countries..... Rwanda will continue growing at a high rate. (such as, for example, although)
3. She didn't get the job.....her brilliant qualifications. (despite, though, yet)
4. They brought lunch,sandwiches and soda.(namely, in spite of, even though)

5. I'm not going to speak to her.....she begs me pardon(but, although, however)
6.the risks thousands of people climb the Everest every year.(in spite of, even though, nevertheless)
7.I went to the store, and.....I got gas. (then/first)
8.I learned so much, I didn't manage to pass my exam. (But/ Even though)
9. You'll be nauseousyou stop eating so many sweets. (whereas/ unless)
10.we're at the bus station by seven o'clock, we'll miss our bus. (Therefore/Unless)

5.9. Spelling and pronunciation

A. Spelling

Correct spelling mistakes in the following paragraph.

Effective revision is not something that can be rushed. So start well in advance of the exam date. This will lessen the chance of having to do last minute cramming and spending the whole night in the library. It's a good idea to have a routine with your revision where you aim to start and finish at roughly the same time each day.

B. Phonetic transcription

Give phonetic transcriptions of the following words

- a. Synthesising
- b. Augment
- c. Raw notes
- d. Recapping
- e. Intently
- f. Thoughtful
- g. Trigger

5.10. End unit Assessment

- I. Write a letter to the Director General of REB asking him to address the problem of book scarcity in your school. Use connectors of example and other connectors in your composition.
- II. Choose the best alternative from the brackets to fill in the blank space.
 1. (Even if/whereas) you saved a lot, you wouldn't be able to afford that house.
 2. He eats only healthy food..... (because of/ whereas)his sister gorges herself with junk food.
 3. You should learn more,..... (although/otherwise) you might fail your exams.
 4. Martha wanted to work in England, (therefore/despite) , she studied English very hard.
 5. (Otherwise/ Even) if your chances are small, you should try to do it.
 6. (Although/Unless) he was very tired, he worked very hard.
 7. Slice this meat and (because of/ afterwards) you can boil it for thirty minutes.
 8. I cooked dinner.....(so that/then) my friends wouldn't have to eat out.
 9. This street is slippery (otherwise/because of) the snow.
 10. Something must be wrong; (otherwise/unless) Keza would be at school.
 11.(In spite of /Although) he is very rich, he doesn't help his parents.
 12.(So that/ Even though) the weather was windy, we went for a walk.
 13. She is always helpful and friendly to me, (although/ therefore), I like her very much.

14. He must be very clever; (whereas /otherwise) he wouldn't have passed such a hard exam.
 15.(Unless /Although) I have a bike, I don't often ride it.
 16. I like horror films(despite/ whereas) my friend prefers comedies.
- III. Write a short composition, narrating the difficulties you encountered decoding instructions in any lesson.
- IV. Write one paragraph, explaining the importance of note taking.

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