

ENGLISH LANGUAGE

STUDENT-TEACHER'S BOOK

FOR TTC



OPTION:

Languages Education (LE)

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FOREWORD

Dear student,

Rwanda Basic Education Board is honoured to present TTC Year three English Student Book for Language Education. This serves as a guide to competence-based teaching and learning to ensure consistence 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 the 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 is in contrast to traditional learning theories which view learning mainly as a process of acquiring knowledge from the more knowledgeable who is mostly the tutor. In the 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 efficiency 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 documents and resourceful people, and present findings;
- Ensure the effective contribution of each group member in assigned tasks 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 text book for the next versions.

Dr. MBARUSHIMANA Nelson

Director General, REB

ACKNOWLEDGEMENT

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 Languages Education. It would not have been successful without active participation of different education stakeholders.

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

Special acknowledgement goes to the Teacher Training Colleges (TTCs) and Secondary Schools which offered content providers and University of Rwanda which availed 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.

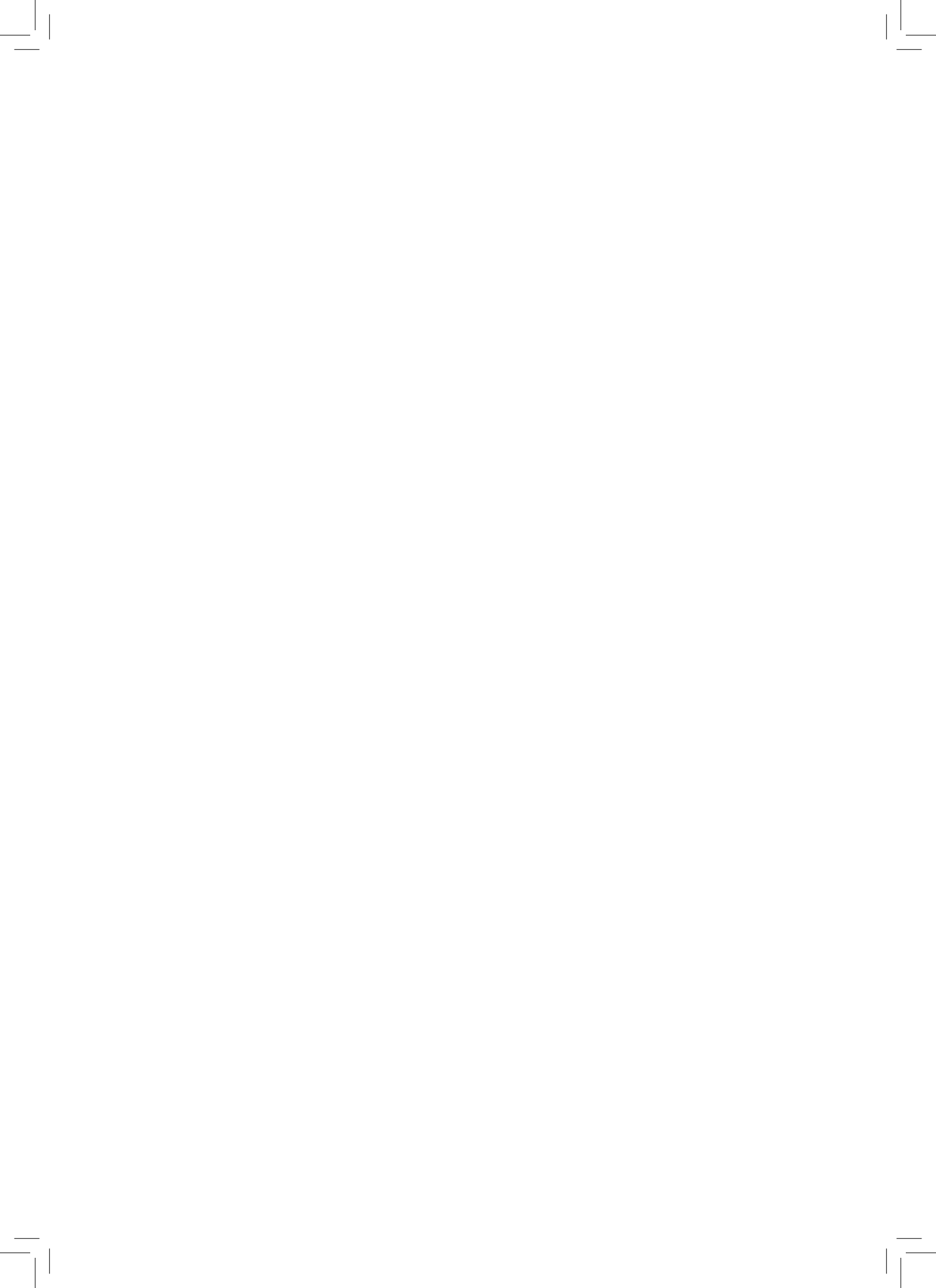
Joan MURUNGI,

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UNIT 1

COMMUNICATION, INTERNATIONAL RELATIONS AND COOPERATION

Key Unit Competence:

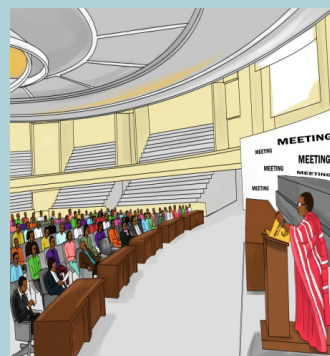
To use language learnt in the context of Communication, international relations and cooperation



Introductory activity

Picture observation and interpretation

Observe the following pictures and carry out the following tasks



1. What activities do the above pictures portray?
2. How do they relate to communication, international relations and cooperation?
3. Explain the following idioms related to communication:
 - a. To drop someone a line
 - b. To get a hold of someone
 - c. To keep/stay in touch

- d. To touch a base
- e. To spread by word of mouth
- f. To spread like wildfire
- g. write to be understood, speak to be heard, read to grow (by Lawrence Clark Powell)
- h. Communication is the solvent of problems and is the foundation for personal development (by Peter Shepherd)
- i. Communication works for those who work at it (by John Powell)
- j. Information is giving out and communication is getting through (by Sydney J. Harris)

1.1. Language related to different types of communication

1.1.1. Learning activities



Reading and text analysis

Read the following passage and answer the questions that follow:

- **Text:** The meaning of communication



The dictionary defines communication as a process by which information / idea/feeling/attitude is exchanged between individuals through a common system of symbols, signs or behaviour. Gamble (1993) defines communication as a desirable or accidental transfer of meaning. Wilber Schramm defines communication as a mechanism through which human relations exist and develop

or sharing of experience on basis of commonness. All in all, communication is a transmission and reception of the message or idea from one party to another in such a way that is mutually understandable. Unless both parties are of one mind as to what the communication means, there is no communication made. Hence, communication is more than a mere transferring of ideas/thoughts. It is a dynamic process of action and interaction towards a desired goal. Communication is as a process of sharing or exchanging ideas, information, knowledge, attitudes or feeling among two or more persons through certain signs, symbols and behaviour.

Note that communication is considered effective only if it achieves the desired reaction or response from the recipient; Involves people: a receiver and a sender; Involves sharing of a meaning. In order for communication to be effective, the receiver and the sender of the message must have a common understanding of the matter at hand, but when both parties don't have a common understanding, the communication is ineffective. It involves a message which is the purpose of communication taking place and that the message must be symbolic. Due to many barriers of effective communication, it is necessary to use more than one means of communication. The oral communicative language will be in need to be used in forms of telephone, face-to-face discussion, presentation, meetings, conferences, etc. The written communicative language may be in forms of memos, reports, email, notices, minutes, newsletters, forms, advertisements, invitations, questionnaires, press releases, etc. The non-verbal communication in absence of words does not mean that there is no communication because everything we do is a form of communication. The non-verbal communication is anything other than words that communicates a message.

Adapted from Kenyatta University Institute of Open Learning, (2002) Communication skills. Nairobi, Institute of Open Learning-Kenyatta University.

▪ **Comprehension questions**

1. Explain how communication is defined by authors in the passage above.
2. What is the main purpose of communication?
3. What indicates that communication is successful?
4. What are the main parties of communication?
5. Explain what communication would be without one of those parties.
6. What are the main types of communication discussed in the above passage?
7. Discuss some types of communication that you use day to day in your class.



1.1.2. Application activity

Vocabulary, summary and composition writing

- I. Vocabulary: Use dictionary and thesaurus to check the meaning of the following words and phrases. Practice spelling them correctly.
 1. ...Commonness... (paragraph 1)
 2. ...Mutually... (paragraph 1)
 3. ...Parties... (paragraph 1)
 4. ...Mere... (paragraph 1)
 5. ...Press releases... (paragraph 2)
- II. Use the following words and phrases to construct meaningful sentences that relate to communication.
- II. Summarize the above passage in not more than 10 lines.
- III. Write a 300 word composition describing the types of communication used at school.

1.2. Describing communication elements, functions process

1.2.1. Learning activity



Reading and text analysis

Read the following passage and answer questions that follow:



- **Text:** Elements of communication

In every act or encounter of communication, there are certain common elements that together help define the communication process. If you understand these elements, they will help you to develop your own communication abilities. Communication involves the following elements:

The sender/source of the message (communicator/originator). This refers to the communicator of the message. Communication begins with the sender, who may want to communicate his ideas, needs, intentions or other pieces of information. This sender becomes the receiver of the message at times. The context: This refers to the place and time communication takes place or the situation within which something is explained. The setting or environment influences the way you act towards others or determines the nature or communication encounter you share with them. For example you can change your posture, manner of speaking, or attire due to environment. Message: a message is the physical form of the thought, which can be experienced and understood by one or more senses of the receiver. It could be in the form of hearing, reading or physical gestures. Channel: the channel is the method or medium of transmission of the message from a sender to a receiver. It is a medium carrier and bridges the gap between a sender and a receiver. The message may be oral or written and it may be transmitted through the face-to-face conversation, video, radiotelephone and also through the television, in written form through memos, notices, letter, reports, telegrams, emails or through any form of gestures. Messages may be sent and received through both verbal and non-verbal channels. For effective communication, use more than one channel at any given time. Receiver: the receiver is the person for whom the message is meant; he has to be ready for the message so that it can be decoded in thought. A receiver at times in communication becomes a source or sender. Feedback: when we communicate with one or more persons, we also receive information in return. Verbal or non-verbal cues that we perceive in reaction to our communication are feedback. A feedback determines whether the message was clearly understood and the individual or organizational change has taken place as a result of communication. Feedback can be positive or negative. Feedback completes the communication process.

Adapted from Kenyatta University Institute of Open Learning, (2002) Communication skills. Nairobi, Institute of Open Learning-Kenyatta University.

- **Comprehension questions**

1. What are the elements of communication described in the passage?

2. How does a sender become a receiver at the same time in communication? Explain this with typical example.
3. How far are these elements of communication applied in your every day communication? Justify it with clear examples.
4. Explain why feedback completes the communication process.



1.2.2. Application activity

Vocabulary, sentence and summary writing

- I. Vocabulary: Match the word with its correct meaning in the table below. Remember to spell the words correctly.

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

- II. Construct meaningful sentences that relate to communication using the above explained words.
- III. Write a summary about elements of communication in not more than 10 lines.

Note

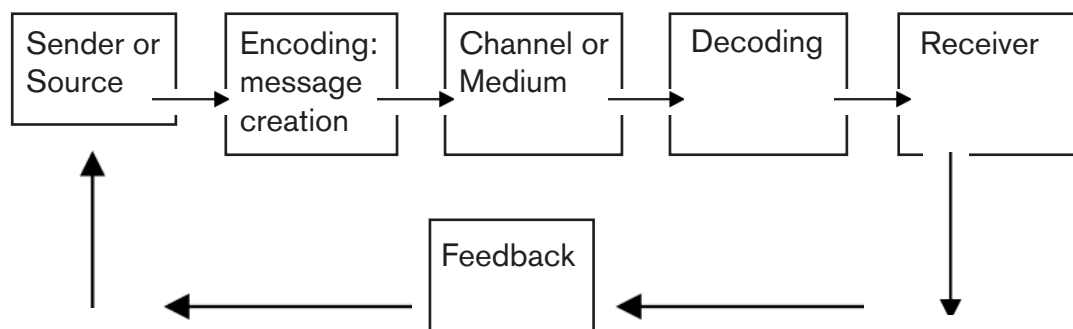
- **The function of communication**

1. Understanding and insight: we depend on communication to develop self-awareness. Communication helps us in understanding ourselves and others. In other words, it makes us to have an insight into ourselves and into others.

2. Meaningful relationships: It is through communication contacts that human beings basic physical and social needs are met. Psychology tells us that you need other people just as you need water, food and shelter. If you are cut from human contact, you become disoriented and maladjusted. Communication offers us the chance to satisfy our needs for inclusion, control and affection.
3. Influence and persuasion: in every communication, people have ample chances to influence each other subtly and overtly. We spend much time trying to persuade one another to think as we think, do what we do, like what we like. After this short consideration of functions of communication, let's consider the characteristics of good communication.

▪ **The process of communication**

The process of communication comprises a sender who has a message he/ she transmits through some means (channel) to a receiver who responds. This process can be explained pictorially in form of a model as below:



1.3. Describing international relations and cooperation



1.3.1. Learning activity



Reading and text analysis

Read the following passage and answer questions that follow:

- **Text:** Harmonization of education systems and training

The 21st century poses a number of challenges to all societies that will demand that governments and stakeholders enhance integrated investments in education, research and human capital development in order to prepare their citizens to operate effectively in the global economy. The East African Community Partner States have made an explicit decision to cooperate in various spheres of socio-economic and political development. Among these areas of cooperation is education. In this regard, emphasis has been put on capacity building and sharing, joint efforts to develop specialized training facilities, and division of responsibilities in training and research as well as harmonizing of education systems and training curricula within the Partner States of the East African Community.

It is envisaged that when this is realized, the Partner States will have comparable frameworks to promote equal access to education opportunities, harmonized competencies, and harmonized quality assurance and accreditation systems. The attendant benefits of this process as well as the credit transfer modalities and frameworks for students and labour mobility within the EAC region will include provision of better educational services and greater articulation within each of the education systems of the Partner States, among other things.

The desire is driven by the shared vision which is articulated in the EAC Treaty, Article 5 and Article 102. Within these Articles, the treaty provides that the Partner States agree to undertake concerted measures to foster cooperation in education and training within the Community. Therefore harmonization, in this respect, has been conceptualized to direct attention at specific areas of focus within the broad themes of basic education, intermediary education and tertiary education and training programmes that promote the aspirations and objectives of the EAC integration.

For each of the levels/cycles of education and training, the focus of the study has been put on the current status of national education systems, commonalities and significant variances in the national goals of education and training, relevant legal frameworks, progression structure, accreditation of offering institutions, admission criteria, curriculum contents selection, examinations organization and regulations, certification as well as teacher education and training, management and financing strategies and modalities. In addition to the above,

consideration has been made of TVET skills and competencies assessment, industrial attachment administration and funding for both local and cross border placements.

In keeping with Sections (d) and (e) of Article 102 of the EAC Treaty on cooperation for the development of adequate and relevant human resources in Science and Technology, Education and Training, this study has looked into the possibilities of developing such programmes in basic, intermediary and tertiary education and adult & continuing education programmes that would promote the emergence of well trained personnel in all sectors relevant to the aims and objectives of the East Africa Community.

To help draw out insights on how best to approach harmonization of EA education and training curricula development and examinations administration systems, certification and accreditation of education and training institutions in the Partner States, the EAC Secretariat offered a consultancy to the Inter-University Council for East Africa, who collected the initial information and views. The report of the Inter-University Council for East Africa was submitted and used, through the joint action of the relevant national stakeholders, committees of experts and bodies charged with the preparation of such curricula, to give views and identify missing critical information for another Consultant to make inputs in order to enrich the Inter-University Council for East Africa Report.

The recommendations contained in this report will be used to plan and undertake appropriate programmes to progressively harmonize the EAC education systems and training curricula by individual Partner States.

Adapted from the regional report on the study of the harmonization of the East African education systems and training curricula.

▪ **Comprehension questions**

1. Which measures in the first paragraph have been taken towards education area?
2. What educational areas will be harmonized due to the comparable framework according to the second paragraph?
3. Discuss where the focus has been put for each of the levels/cycles of education and training.
4. What was the purpose of a consultancy to the Inter-University Council for East Africa according to the passage?
5. What will the report's recommendation help?
6. Justify the positive impact to social economic development when education system of EAC is harmonized.



1.3.2. Application activity

Vocabulary, sentence, summary and essay writing

- I. Vocabulary: Use a dictionary and thesaurus to check the meaning of the following words. Practice spelling them correctly.
 1. ...envisaged... (Paragraph 2)
 2. ...accreditation... (Paragraph 2)
 3. ...attendant... (Paragraph 2)
 4. ...Foster... (Paragraph 3)
 5. ...Treaty... (Paragraph 3)
 6. ...Commonalities ... (paragraph 4)
 7. ...Consultancy ... (paragraph 6)
 8. ...Secretariat ... (paragraph 6)
 9. ...Harmonize... (paragraph 6)
 10. ...Explicit... (paragraph 1)
- II. Make correct sentences using the above words.
- III. Summarize the above passage in not more than 10 lines focusing on the measures taken to harmonize the East African education systems.
- IV. Write an essay of 250 words discussing the impact of EAC education system harmonization.

1.4. Treaties and agreements



1.4.1. Learning activity



Reading and analysis of the text

Read the following passages and answer questions that follow:

Text 1: International judiciary systems and instruments

The establishment of an international tribunal to judge political leaders accused of international crimes was first proposed during the Paris Peace Conference in 1919 following the First World War by the Commission of Responsibilities. The issue was addressed again at a conference held in Geneva under the auspices of the League of Nations in 1937. This resulted in the conclusion of the first convention stipulating the establishment of a permanent international court to try acts of international terrorism. The convention was signed by 13 states, but none ratified it and it never entered into force.

Following the Second World War, the allied powers established two tribunals to prosecute axis power leaders accused of war crimes. The International Military Tribunal, which sat in Nuremberg, prosecuted German leaders while the International Military Tribunal for the Far East in Tokyo prosecuted Japanese leaders. In 1948 the United Nations General Assembly first recognized the need for a permanent international court to deal with atrocities of the kind prosecuted after the Second World War. At the request of the General Assembly, the International Law Commission (ILC) drafted two statutes by the early 1950s. These were abandoned during the Cold War which made the establishment of an international criminal court politically unrealistic.

In 1994, the ILC presented its final draft statute for the International Criminal Court to the General Assembly and recommended that a conference can be convened to negotiate a treaty that would serve as the Court's statute. To consider major substantive issues in the draft statute, the General Assembly established the Committee on the Establishment of an International Criminal Court, which met twice in 1995. After considering the committee's report, the General Assembly created the Preparatory Committee on the Establishment of the international criminal court to prepare a consolidated draft text.

From 1996 to 1998, six sessions of the Preparatory Committee were held at the United Nations headquarters in New York City, during which NGOs provided input and attended meetings under the umbrella organisation of the Coalition for an international criminal court. In January 1998, the Bureau and coordinators of the Preparatory Committee convened for an Inter-session meeting in Zutphen in the Netherlands to technically consolidate and restructure the draft articles into a draft.

Finally, the General Assembly convened a conference in Rome in June 1998, with the aim of finalising the treaty to serve as the court's statute. On 17 July 1998, the Rome Statute of the International Criminal Court was adopted by a vote of 120 to 7, with 21 countries abstaining. The seven countries that voted against the treaty were China, Iraq, Israel, Libya, Qatar, the United States, and Yemen. Following 60 ratifications, the Rome Statute entered into force on 1 July 2002 and the International Criminal Court was formally established. The first bench of 18 judges was elected by the Assembly of States Parties in February 2003. They were sworn in at the inaugural session of the court on 11 March 2003.

The court issued its first arrest warrants on 8 July 2005, and the first pre-trial hearings were held in 2006. The court issued its first judgment in 2012 when it found Congolese rebel leader Thomas Lubanga Dyilo guilty of war crimes related to using child soldiers.

**Adapted from history for Rwandan schools learner's book senior 5.
Rwanda Education Board**

▪ **Comprehension questions**

1. When was the international tribunal court first established?
2. What was its purpose?
3. In which historical era was this international tribunal established?
4. Summarize the failure of this international court according to the above passage.
5. Narrate its success in the last two paragraphs.

Text 2: The International Criminal Tribunal for Rwanda.

International Criminal Tribunal for Rwanda was an [international court](#) established in November 1994 by the [United Nations Security Council](#) in [Resolution 955](#) in order to judge people responsible for the [Rwandan genocide](#) and other serious violations of [international law](#) in [Rwanda](#), or by Rwandan citizens in nearby states, between 1 January and 31 December 1994.

In 1995, it became located in [Arusha, Tanzania](#), under [Resolution 977](#). From 2006, Arusha also became the location of the [African Court on Human and Peoples' Rights](#). In 1998 the operation of the tribunal was expanded in [Resolution 1165](#). Through several resolutions, the Security Council called on the tribunal to complete its investigations by end of 2004, complete all trial activities by end of 2008, and complete all work in 2012.

The tribunal had jurisdiction over [genocide](#), [crimes against humanity](#), and violations of [Common Article Three](#) and [Additional Protocol II](#) of the [Geneva Conventions](#) (which deals with [internal conflicts](#)).

As of 2009, the tribunal had finished 50 trials and convicted 29 accused persons, and other 11 trials were in progress and 14 individuals were awaiting trial in detention; but the prosecutor intended to transfer 5 to national jurisdiction for trial. Thirteen(13) others were still at large. . According to the ICTR's Completion Strategy, in accordance with [Security Council Resolution 1503](#), all first-instance cases were to have completed trial by the end of 2008 (this date was later extended to the end of 2009) and all work was to be completed by 2010. It had been discussed that these goals may not be realistic and were likely to change. The United Nations Security Council called upon the tribunal to finish its work by 31 December 2014 to prepare for its closure and transfer of its responsibilities to the [International Residual Mechanism for Criminal Tribunals](#) (IRMCT or Mechanism) which had begun functioning for the ICTR branch on 1 July 2012. As of spring 2015, the Residual Mechanism had taken over much of the operations of the tribunal, and the tribunal announced on 2 February 2015 that it was significantly reducing staff with the goal of wrapping up operations and closing the tribunal by the end of 2015. The Tribunal was officially closed on 31 December 2015.

Adapted from https://en.wikipedia.org/wiki/International_Criminal_Tribunal_for_Rwanda

▪ **Comprehension questions**

1. What was the purpose of establishment of International Criminal Tribunal for Rwanda?
2. Discuss its achievement in 10 lines.
3. Discuss its jurisdiction mentioned in the passage.
4. Explain the end of this tribunal as mentioned in the last paragraph.



1.4.2. Application activity

Vocabulary, sentence and survey report writing

- I. Vocabulary: match words with their meaning in the following table. Remember to practice the spelling of the words.

Words	Meaning
Auspices	Laws which have been formally approved and written down
Stipulating	Arranged meeting (for group of people)
Ratify	with the protection or support of someone or something, especially an organization
Allied	Important, serious or related to real facts
Atrocities	Stating exactly how something must be or must be done
Statutes	An extremely wicked or cruel acts, typically one involving physical violence or injury
Convened	To make an agreement official
Substantive	The union of different political parties or groups for a particular purpose, usually for a limited time
Coalition	Joined by or relating to members of an alliance

- II. With the above mentioned words, make meaningful sentences that are related to international judicial systems.
- III. Conduct a survey about some international agreements and write a composition of 350 words about this survey.

1.5. Language structure: Using gerund in clauses

- I. Definition:

A gerund is that form of the verb which ends in -ing and used in the same way as a noun.

Examples:

1. Communication is more than a mere transferring of ideas/thoughts
2. Communication is as a process of sharing or exchanging ideas
3. It could be in the form of hearing, reading or physical gestures

4. After considering the committee's report, the General Assembly created the Preparatory Committee

II. Uses of gerunds

A gerund being a verb-noun may be used as:

a. Subject of a verb

Examples:

1. Judging the perpetrators of crimes committed during the 1994 genocide against Tutsi was the main purpose of International Criminal Tribunal for Rwanda.
 2. Harmonizing the EAC system of education was the major concern of the report.
 3. Seeing is believing.
- b. Object of a transitive verb.

Example:

1. I like reading novels.
- c. Object of prepositions coupled with verbs

Examples:

1. Communication is a process of sharing or exchanging ideas.
2. It could be in the form of hearing, reading or physical gestures
3. We talked about going to Canada for vacation
4. Sue is in charge of organizing the meeting
5. I am interested in learning more about your work.

The following is the list of some common verbs followed by gerund:

Admit	risk,	keep(on)	appreciate
fancy	consider	suggest	delay
postpone	imagine	enjoy	discuss
avoid	stop	mind	mention
finish	deny	quit	complete

N.B: The following verbs can be followed by -ing or to ... with no difference of meaning:

begin, start, continue, intend, bother, teach, like, love, prefer, hate, can't stand, and can't bear

Examples:

Infinitive	Gerund
It started to rain	It started raining
Andy intends to buy house	Andy intends buying a house
Don't bother to lock	Don't bother locking the door

Exercise

Complete each sentence with a preposition and a form of the verb in parentheses.

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

1.6. Sound and spelling

1. Practice the pronunciation of the following words and make their phonetic transcription:
 1. Posture
 2. Attire
 3. Radiotelephone
 4. Telegrams
 5. Memos
 6. Mutually
 7. Parties
 8. Mere

9. Releases

10. Pronunciation

II. Find in the read passages 10 words ending with the following suffixes: ary ,ery ,ible ,sion ,tion ,ment. Use the dictionary to recognize where the stress is placed.

1.7. End unit assessment



End unit assessment

I. Complete each sentence with one of the following verbs (in the correct form): answer, apply, be, forget, listen, live, lose, make, pay, read, try, use

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

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

1. I can do what I want and you can't stop me.
- You.....what I want.
2. It's not a good idea to travel during the rush hour.
- It's better to avoid..... during the rush hour.
3. Shall we paint the kitchen next weekend instead of this weekend?
- Shall we postpone..... until next weekend?

4. Could you turn the music down, please?

- Would you mind..... , please?

5. Please don't interrupt all the time.

- Would you mind

III. Conduct a survey about international relations in African countries and write an essay justifying their importance to African citizens.

IV. Write an essay explaining the process of an effective communication.

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



Fig 1.

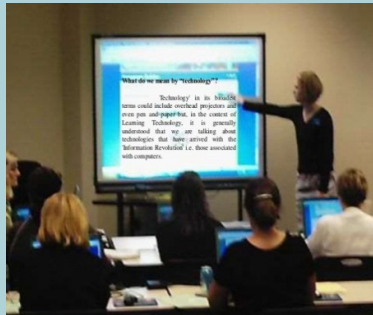


Fig 2.



Fig 3.

As you interpret answer the following questions:

1. How would you describe what is happening in the above figures (F1 to F3)?
2. Discuss the impact of modern technology in the lives of human beings today.
3. Evaluate the disadvantages of using technology in daily activities.

2.1. Describing concepts in relation to both humankind and technological trends

2.1.1. Learning activity



Reading and text analysis

Text: Technology and modern Africa

Technology is the application of scientific knowledge for practical purposes. In this sense, every minute of our lives is governed by technology. You may be sitting on a chair as you read this passage. Do you realize that the chair was produced by a certain technology, a way of handling wood and all the other materials used in making it? When you read a book, you are enjoying the fruits of book-production technology. Even in our sleep we are surrounded by technology. The candle you blow out or the light you switch off, the bed you lie on and the bedding on it are all products of technology. The room and the house in which you sleep were also created through building technology.

Today, however, the mention of technology brings to mind that host of gadgets which make every act of modern people look like magic. Technology is the supersonic jet, which can propel us across the face of the earth at a speed faster than the sound. Technology is the versatile computer, capable of performing at a thousand and one jobs far more accurately and speedily than the human brain.

Technology is also the spaceship, hurtling millions and millions of miles into outer space. It is the billions of messages, documents, pictures and voices flying across the globe every second, telephones, radio and television transmitters and on internet. Technology enables scientists to develop new creatures, bypassing all traditional reproductive systems. Using the technology of laser beams, surgeons can operate on patients and treat diseases inside their bodies without cutting them up.

The wonders of technology are limitless. Unfortunately, however, most Africans are only spectators at this fascinating show of the miracles of technology. This is because of three main problems. The most obvious reason is, of course, the poverty of most African countries. Modern technology is expensive and the countries which have it are not always willing to share it with poor countries. Secondly, many Africans do not have self-confidence. They do not believe that they, too, can create technology which is as good as, or even better than, that of other people. Most importantly, and sadly, Africans have forgotten and lost even the technology which they had in past. Africa's colonial rulers persuaded the Africans to believe that everything African was bad, evil and primitive. So,

African abandoned all their ways, including their technology. Yet it is certainly not true that African technology was primitive.

Africans had for example, the building technology to create the great pyramids of Egypt, the famous rock cathedrals of Ethiopia, and the stone palaces from which Zimbabwe gets its name. African textile technology produced lovely clothing materials, like the woven kente of Ghana or the mbugo bark cloth of Uganda. In medicine, Africans had several advanced techniques of health care. Herbal treatment, bone-setting and even surgery were established procedures in medical technology. Some communities in Uganda used to carry out caesarian sections on women who had complications during childbirth, while Abagusii of Kenya used to perform brain surgery.

What is even more important is the fact that our ancestors clearly understood the potential of technology. Great African seers or prophets, like Syokimau and Mugo wa Kibiru of Kenya and Nyakairima of Uganda, told their communities of future inventions like trains, cars, telephones and even airplanes. Maybe they expected that their descendants would make these technological inventions. As it turned out, this did not happen because, as we have seen, the Africans were told a lie about their technological competence. Anyway, it is useless crying over spilt milk. What Africans need to do today is to claim a strong presence in modern technology. They can start on this by doing three things. First, they should try and master all the aspects of modern technology. This is not as difficult as it might sound. One of the advantages of modern technology is that it has made it extremely easy to get information about anything, including technology itself. With all the information available today, Africans have no excuse for remaining ignorant about modern technology and its many uses.

Secondly, Africans should discover and use those good aspects of African technology which they had been deceived into discarding. No one can create anything in a vacuum. The African technologists need to start somewhere, and what better point is there to start than our own way of doing things? The irony about African technology today is that, while the Africans themselves are ignoring it, outsiders are adopting it and adapting it with great success to their own needs. A good example of this is the nutritional technology of the San people of Kalahari Desert. These people, contemptuously called “Bushmen” by the Europeans, had a way of using a certain desert herb to control their hunger. Some people from western countries noticed this and took the herb to their own countries. Today, these people are earning billions of dollars, using the san people’s hunger- control technology to treat their people’s obesity and eating disorders.

Finally, Africans should strive to adapt all technology to the needs of Africans in their African environment. In other words, Africans should concentrate on

appropriate technology. Not all technology is good. Some of it is even potentially dangerous. Nuclear technology, for example, can destroy the entire world, either through an accidental spill of nuclear fuel or through the use of atomic bombs in war. Africa should lead the way in insisting that all technology should aim at benefiting people, making them safer and happier in the environments. That is the essence of appropriate technology.

English for secondary schools, Senior three student's book, REB (2003)

▪ Comprehension questions

1. What two products of technology are mentioned in the passage that we take for granted?
2. How has modern technology helped humankind in the field of communication?
3. Which three reasons are given in the passage as to why Africans have remained "spectators" in the current technological developments?
4. What did the colonial rulers say about African technology?
5. What aspects of African technology can be seen in Ethiopia, Egypt and Zimbabwe?
6. What evidence is there in the passage that shows the Africans had advanced techniques in health care?
7. Why did the Africans not develop the technological inventions foreseen by their ancestors?
 - A. They were poor and no one was willing to give them money.
 - B. They lacked self confidence
 - C. Their colonial rulers told them that their technology was evil and primitive.
 - D. Their prophets had not prophesied correctly.
8. What kind of technology have outsiders successfully borrowed from the African people?



2.1.2. Application activity

Vocabulary, sentence writing and research activity.

- I. Using dictionaries and thesaurus look up the missing meaning of the words in the table below as used in the passage.

words	meaning
a) products	
b) supersonic	
c) propel	
d) versatile	
e) hurtling	
f) primitive	
g) cathedrals	
h) caesarian	The delivery of a fetus by surgical incision through the abdominal wall and uterus.
i) Obesity	
j) Supersonic	
k) laser beams	
l) spaceship	

XIII. With the words given in the table above, construct different grammatically meaningful sentences.

XIV. Carry out a research on humankind and technological concepts and present it to the classroom.

XV. In not more than 250 words, write an essay talking about the progress of technology in Africa and challenges they face.

2.2. Talking about advantages of new trends

2.2.1. Learning activity



Reading and text analysis

Pre-reading activity

Evaluate the role of technology in banking systems and local government services.

- **Text:** The impact of the internet on people's lives in the last decade.

As an avenue of entertainment and communication, and as a research and reference tool, the internet has had a huge impact on the modern societies of developed nations. At the same time, there is concern that the disadvantages and negative influences may outweigh the benefits to the society. This essay argues that, in the last decade, the advantages of the internet far outweigh the disadvantages. This claim is addressed with the support of current authoritative sources which provide the framework for making such a claim. This essay first explores the effect of the internet on the social structures of family life, and religious and spiritual practice. Subsequently, this essay examines the repercussions of the internet on national cultural identity and multiculturalism.

Firstly, in the last ten years, modern family life has been enhanced by developments in technology, and the internet is no exception. The advent of the internet affords parents the opportunity to use the World Wide Web to work from home, removing the need to place pre-school age children in day care centres in the care of strangers and so reinforcing the family unit (Jenkins 2010). However, the benefits of the internet not only have implications for immediate family; members of the extended family can overcome the barriers of time or distance to remain close through such channels as email or social networking sites, for example Facebook. Despite this, Fenech (2007) asserts that the internet has eroded some aspects of family life. Where previous generations may have forsaken dinner conversation in order to watch television together, the practical dimensions of a laptop screen now preclude this act of "togetherness" (p342). Nevertheless, any avenue that generally allows more opportunity for contact between members of an immediate or extended family has to be seen as advantageous. Moreover, the internet allows a sense of inclusion that goes beyond the family sphere.

Secondly, due to the increasing accessibility of the internet in the last ten years, participating in a religion no longer necessarily depends on a person's ability to attend a place of worship. The virtual 'congregation' may offer a person more opportunities of interaction with both the spiritual leader and other devotees by providing facilities such as blogs, chat rooms and video links. Moreover, this creates a sense of belonging to a religious or spiritual community where one may have not existed before, as more and more people commute, work longer hours and, indeed, are required to work on public holidays, which often coincide with religious festivals (Wong 2009). Though Goldstein (2008) ascertains that the flagrant consumerism promoted through such mass media outlets as the internet is responsible for a turn away from religious practices and a rapid decline in religious service attendance, her research focuses solely on, Christianity, Judaism and Islam and is not inclusive of growing sects such as Jews For Jesus and alternative religions such as The Baha'i Faith. Groups such

as these use the internet to unite their followers globally (Wong 2009). What is more, the internet is uniting people on a more personal and intimate level.

Thirdly, the internet offers the opportunity to maintain cultural ties with one's country even when living abroad for work purposes. Expatriates can view electronic versions of newspapers, stream and download news, current affairs programmes and local dramas from their country of origin, so keeping in contact with the culture. It could be argued, as Azhad (2008) does, that this process could be facilitated just as easily by print media and DVD recordings being sent through the mail, as would have been the norm a decade ago. Nonetheless, it is the 'live' experience of being able to access news from home "as it happens" that reinforces a national's ties to the home culture, and simulates a feeling of "being there" (Olsten 2008 p.6). This connectedness to home alleviates feelings an expatriate might have of dislocation or alienation from their countrymen, as 'real time' exposure to the home vernacular creates common reference points, making communication a much smoother process (Wong 2009). Equally, other facilities afforded by the internet, such as Skype, enable someone away from home to still have a presence in the home country as they participate in the celebration of cultural festivals and national holidays, thus reinforcing their commitment to nationalism in the eyes of their compatriots and tightening the ties that bind. Alternatively, just as the internet serves to strengthen national identity, it can also provide a point of reference for those who live in a multicultural context.

Finally, in a globalised world, the last ten years have seen the internet augment a multicultural society by creating a venue to air diverse cultural opinions and to construct diverse cultural identities. Mainstream newspapers, radio and current affairs programmes are representative of a perceived norm and do not reflect the complexity of a multicultural society. In turn, ethnocentric or non-mainstream media reach a narrowly targeted audience and serve to further ghettoize "the other" (Zadrow 2010 p.11). The internet thus provides the opportunity for any voice to be heard alongside and equally with all other voices in the country, community, or indeed, the world. In this way the internet equips the global citizen with a fluidity they can use to exist and interact both globally and locally, rather than being confined to a fixed and marginalized identity. Notwithstanding the fact that the internet is English based and broadly advocates a western lifestyle, this does not necessarily mean it must lead to a homogenized world. Citing the research of Kennard, Zadrow (2010) maintains that the internet acts as an interactive archive from which an individual can draw all the elements to both create and, more importantly, preserve cultural identity.

In conclusion, this essay explored the effect of the internet on people's lives in the last decade and found that the advantages of the internet far overshadow the disadvantages. It found the internet has had positive effects on family life, allowing the hands on parenting of pre-school children by those parents who

are able to use the internet to work from home. In addition, it has reinforced the extended family by harnessing email and social networking sites as a means to stay in direct contact. Furthermore, blogs, chat rooms and video links have offered an alternative to attendance at religious services, which have suffered such rapid decline in recent times. Another positive effect of the internet is its ability to re-assert national identity, particularly for those living abroad, as they retain remote access to the home culture by being able to download or stream current affairs or local drama. Finally, the internet enhances multiculturalism by offering an alternative to mainstream media representations of the norm to those who identify as 'the other'. Arguments which support the negative impact of the internet on people's lives in the 21st century focus on very narrow aspects and fail to acknowledge the broad range of benefits the internet has borne on contemporary society.

Adapted from: Wong, Z 2009, 'Why kneel when you can click!' paper presented to the 7th International Conference on Digital Religion, Southern Cross University, Lismore, NSW, 28 to 31 July.

▪ **Comprehension questions**

1. According to the passage, what does the writer call an avenue of entertainment and communication, a research and reference tool?
2. With examples, justify the advantages of technology/internet as described in the text.
3. How would you describe the use of some internet tools discussed in the passage?
4. Suggest some pieces of advice to the internet users as far as modern technology is concerned.



2.2.2. Application activity

Vocabulary, sentence constructions and essay writing

- I. Using dictionaries and thesaurus look up the meaning of the words below:
 - a) Harnessing,
 - b) interactive archive
 - c) homogenized world
 - d) ghettoize,
 - e) vernacular
 - f) Expatriates,
 - g) devotees,
 - h) virtual,
 - i) repercussion

- II. Based on the words explained above, make grammatical correct sentences.
- III. Conduct a survey about the advantages of technology in our community daily activities and present it to the class.
- IV. Write an essay talking about the importance of technology in teaching and learning activity.

2.3. Challenges caused by new technology

2.3.1. Learning activity



Reading and text analysis

Pre- reading activity

Let's suppose that you are chief executive officer of a company and all your work is computer based where you spend 24 hours in front the computer and receiving phone calls from partnership.

Questions

1. Predict different problems the person mentioned in the scenario might face.
2. Suggest some pieces of advice to the people with the same jobs or people who always use technological tools in their works.

▪ **Text 1:** Modern Day Technology

The society has been dramatically changed with the evolution of technology. Before the advent of modern day technology, life was burdensome and everyday chores consumed too much of our time. Immense opportunities are being provided by technologies which play an important role in human life. The access to education, medicine, industry, transportation etc. has been simplified due to modern day technology. Due to the convenience and efficiency provided by technology, our lives have improved significantly. There used to be a time when executing a simple task like doing laundry would take most of the day. Thanks to modern technology, a lot of burden has been lifted up from our shoulders and we have more time and energy to do what we want to.

With so many advantages and comfort, come the disadvantages too. Technology is being used imprudently these days resulting in affecting the society negatively and complicating our lives. Relationship with family members is being weakened due to excessive involvement with various devices. Although in a few cases, parents resort to technology to communicate with their children and know about their whereabouts but this is not adequate always. Technology has made access to education easier but it is also resulting in weakening the memories of people. Usage of text language often is having dire consequences on students. They fail to spell words correctly or write fully grammatically correct sentences.

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

Modes of transportation has increased the ease of access but has also increased the amount of pollution. Due to technology, a broad range of options have become accessible to people. Technology has also benefitted people with special needs by providing them with hearing aids, text readers, special chairs etc. Now they too can enjoy daily life without having to think about their disabilities.

As a conclusion, there are several positive impacts of technology on our lives but there are several downsides too. We cannot abandon technology now but we can ensure not to let it control us.

Adapted from: [http:// postmodernclg.com / a-5- paragraph -essay - sample -on-modern-day-technology.php](http://postmodernclg.com/a-5-paragraph-essay-sample-on-modern-day-technology.php)

▪ **Comprehension questions**

1. Referring to the text, how would you explain what happened before advent of modern day technology?
2. Examine the challenges of technology in education and health as described in the text.
3. Which conclusion can you draw after reading the above text?

▪ **Text 2: Modern science: A double-edged sword**

The human genome map is complete. This was the startling and fascinating news with international scientists who greeted the 21st century. It meant that they had discovered and recorded every detail about the patterns of genes in our DNA. DNA is the substance of life in the cells of our bodies, and genes are the patterns that determine everything about our existence, from how we look

like to how long we will live and what kind of creatures we turn out to be. Thus a full understanding of how these genetic patterns work was a very important scientific discovery for human kind, as we shall see later.

Genetic mapping, however, was only one in a long series of scientific discoveries which have drastically changed our world and our lives over the past one hundred –odd years. These include internal combustion, aerodynamics, wireless communication and nuclear fission. Internal combustion means the production of heat energy by burning fuel inside a closed chamber. Its discovery led to the manufacture of engines which move most vehicles today. It is obvious that modern transport would be unimaginable without such machines.

Still thinking of transport, the fastest and modern efficient form of long-distance travel today is air travel. People had always dreamt of being able to fly but only a proper mastery of the principles of aerodynamics, how objects stand and move within the atmosphere, made it possible to make flying machines.

Today, airplanes fly to and from every corner of the world. The speed at which aircrafts move is also a wonder. If you were travelling by supersonic aircraft, for example, you could have breakfast in Nairobi, lunch in London and dinner in New York, across three continents, all on the same day. This is the power of modern science. Being able to send messages through space around the globe is another wonder of modern science. It was only in stories of fantasy that people could see and hear things many miles away. Today, this is reality, thanks to our scientific understanding of the behaviour of sound and vision waves, leading to the invention of radio, television and several other communication instruments like the mobile telephone. Today, people sitting in front of a television set can watch events as they happen in America, Asia, Australia or even in space. Science seems to have overtaken magic.

A scientific development which is as frightening as it is fascinating is nuclear fission. Somewhere during the 1930s, scientists found out that they could produce a tremendous lot of heat energy by splitting the cores of atoms, some of the smallest units of which matter is made. The heat produced in matter of minutes. Indeed, this is what sadly happened in Japan in 1945 during the Second World War. The Americans were at war with the Japanese. In order to win the war quickly, the Americans dropped two atomic bombs, made by nuclear fission, on two Japanese cities, Hiroshima and Nagasaki. The two cities were destroyed instantly and thousands of people were killed. The Japanese were so shocked that they surrendered immediately. Science had helped the Americans to win the war, but at what cost!

This brings us to a very important point about science. It has both benefits and dangers. Our understanding, control and use of nature, which is what Science does, can be used for good or for evil. Mastery of the human genome,

for example, can help in the control and hereditary diseases, like asthma and haemophilia. A clever rearrangement of person's genes may prevent them from inheriting breathing problems or uncontrollable bleeding from their parents. This would be science in the service of humankind. On the other hand, an evil scientist may manipulate human genes to create monsters. Some scientists are even trying to manufacture artificial human beings! This is called cloning, so far they have cloned sheep, cats, rabbits, and God knows what else. Some even contemplating human beings! What kind of human beings these will turn out to be; only time will tell.

English for secondary schools, Senior three student's book, REB (2003)

▪ **Comprehension questions**

1. How did scientists greet the 21st Century?
2. What scientific discoveries have been made in the last one hundred years?
3. Which one of the following demonstrates the advantages of aerodynamics?
 - A. Today buses move faster than before.
 - B. Burning fuel inside a closed chamber.
 - C. People can travel across three continents on the same day.
 - D. People can now manufacture artificial human beings.
4. Which of the scientific discoveries mentioned in the passage is said to have overtaken magic?
 - A. Internal combustion
 - B. Aerodynamics
 - C. Wireless communication
 - D. Nuclear fission
5. How is atomic bomb made?
6. Why did the Americans drop atomic bombs in Hiroshima and Nagasaki?
7. How can scientific discoveries in the area of genetics benefit humankind?
8. What is the possible danger of discoveries in genetic research?
9. What does the title of the passage mean?



2.3.2. Application activity

Vocabulary, sentence construction, essay writing and speaking activity

I. Vocabulary

Find the meaning of the following words using dictionaries and internet

Text 1.

- a. burdensome
- b. chores
- c. convenience
- d. whereabouts

Text 2.

Locate where the words given below are used in the passage, and then match each word with its correct meaning from those given in column B.

A	B
1. manipulate	a. very large or great
2. drastically	b. immediately, without delay
3. nuclear fission	c. the complete set of genes in a cell or living thing
4. chamber	d. imaginable, untrue situations
5. supersonic	e. in an extreme, sudden and forceful manner
6. fantasy	f. faster than the speed of sound
7. globe	g. a closed place in the body or in a machine
8. tremendous	h. the earth
9. instantly	i. to control something so that it does what you want
10. hereditary	j. the action of dividing the central part of an atom
11. genome	k. passed on from parent to child

- I. Debate the following motion, "Modern technology has brought more problems than good things.

- I. Debate the following motion, “Modern technology has brought more problems than good things.
- II. Write an essay on disadvantages of technology in socio-cultural development.
- III. In not more than 150 words, summarize the second text entitled “Modern science: A double-edged sword”

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

Examples

1. Both the planning of technology projects and its uses are costly.
2. Either Russia or USA produces drones.
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. No sooner did he enter the room than my tablet disappeared.
6. Do you care whether we use a smart camera or a projector in the conference?

7. The more you think about it, the less likely you are to take action.
 8. The more it rains, the more serious the problems become.
 9. Wouldn't you rather take a chance to owe me than be in debt to Michael?
 - Exercise
- I. Complete each sentence using the correlative connector pair from the parenthesis:
 1. flowers trees grow during warm weather. (neither / nor, both / and, not / but also)
 2. do we enjoy summer vacation,we enjoy winter break. (whether / or; not only / but also; either / or)
 3. I knew it was going to be a bad day because I over slept missed the bus.(not only/but also, neither/nor, whether/or)
 4. It's going to rain snow tonight. (The more / the less, either / or, both / and)
 5. Cakes are sweet rarely sour. (often / and, neither / nor, both / and)
 - II. Use some correlative connectors to write a paragraph of not more than 50 words.

2.5. Spelling and pronunciation

I. Spelling and dictation

- A. Read the following paragraph and identify the words which end with the sound/ŋ/

A scientific development which is as frightening as it is fascinating is nuclear fission. Somewhere during the 1930s, scientists found out that they could produce a tremendous lot of heat energy by splitting the cores of atoms, some of the smallest units of which matter is made.

With modern technology, we prefer to sitting, playing games or listening to music instead of walking or going outdoor or performing any work which requires physical activity.

B. Dictation

Listen to a paragraph dictated by a colleague, write it down and present it to the classroom.

The society has been dramatically changed with the evolution of technology. Before the advent of modern day technology, life was burdensome and

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

II. Phonetic transcription

Using dictionaries and internet where possible, give the missing phonetic transcription of the words used in the texts read as found in the following table and practice correctly their pronunciation. One is done for you.

Words	Phonetic transcription
technology	
globe	
internet	/ˈɪntənɛt/
science	
machines	
fascinating	
supersonic	

2.6. End unit assessment



End unit assessment

- I. Conduct an interview on the role of modern technology in teaching and learning process and write a report.
- II. Complete each sentence using the correlative connector pair from the parenthesis:
 1.you will use internet in your daily life. (neither... nor..., whether/or not, not only...but also...)
 2. My father used.....phone.....computer in his work. (either/or, whether/or, neither/nor)
 3. I plan to take my vacation in June in July. (whether / or, either / or, as / if)
 4. I'm feeling happy sad, I try to keep a positive attitude. (either / or, whether / or, rather / than)

5. had I taken my shoes off I found out we had to leave again. (no sooner / than, rather / than, whether / or)
 6. only is dark chocolate delicious, it can be healthy. (whether / or, not / but also, just as / so)
 7. I will be your friend you stay here..... move away. (either/or, whether/or, neither/nor)
 8.had the president of the Republic of Rwanda arrived..... the youth connect summit started.(either....or, rather / than ,no sooner / than)
- III. Write an article talking about advantages of modern technology in socio-economic development and recommend possible solutions to face its challenges.

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



Fig 1.



Fig 2.

▪ **As you interpret these pictures, answer the following questions:**

1. What would you tell about the activities that are taking place in fig 1 and fig 2?
2. How would you define the term self-reliance?
3. Discuss the relevance of urugerero and ubudehe programs in self-reliance philosophy.
4. Explain three things that make you proud of your country (Rwanda).
5. Based on the activities discussed above, with clear reasons pick out ones that promote respect and hard work.

3.1. National service and self reliance rationale

3.1.1. Learning activity



Reading and text analysis

- **Text:** National service and self-reliance

National service is a system where young people, upon completing a given level of education and meeting certain conditions, offer their services to the state. During this period, they are expected to provide free and voluntary services to the state. They are also expected to serve their nation with dignity and pride. This makes training compulsory. In some countries, national service is voluntary. The recruits are given basic military training and other courses such as First Aid, disaster response, patriotism and community service. In most countries, national service takes the form of rendering military service to the state for a specific period upon completion of a given level of education. National service is identified with programmes in which people volunteer for civil service.

The specific shape of the service is greatly influenced by socio-cultural variables of the particular society in which it is implemented. National service is crucial in the socio-economic and political development of countries. It also fosters social cohesion and patriotism among the youth in a country. The youth become self-reliant and cases of unemployment and drug abuse are reduced.

Urugerero is a form of national service aimed at developing programmes that enhance growth in all sectors of the economy in Rwanda. The model is voluntary to all youths aged between 16-30 years. Itorero is a home-grown initiative that helps to instill positive values among the Rwandan youth and develop love for the nation. It aims at ensuring the youth develop a value system that promotes voluntary service to the nation with the aim of promoting unity, tolerance, patriotism and democratic governance. Intore, is a person who has undergone the training of Itorero and is expected to volunteer for Urugerero. Umuganda is a form of community service that is compulsory to all able-bodied citizens and aims at establishing social cohesion among communities. The efforts of Urugerero, Itorero and Umuganda lead to sustainable social and economic transformation in our country.

Adapted from: General studies and communication skills for Rwandan schools, senior six students book, REB(2017)

- **Comprehension questions**

1. Examine the structure and ideals of Urugerero and identify the socio-cultural values which greatly influence the service in Rwanda.

2. Assess the following statement, 'Urugerero is the driving force towards achieving development in Rwanda'.
 3. What do you understand by the terms national service and self-reliance? From your definition in question (1) above, is national service carried out in Rwanda? Explain
- **Text 2:** Mandela's vision



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

Government financial reserves were nearly depleted, with a fifth of the national budget being spent on debt repayment, meaning that the extent of the promised Reconstruction and Development Programme (RDP) was scaled back, with none of the proposed nationalisation or job creation. Instead, the government adopted liberal economic policies designed to promote foreign investment, adhering to the "Washington consensus" advocated by the World Bank and International Monetary Fund.

Under Mandela's presidency, welfare spending increased by 13 per cent in 1996/97, 13 per cent in 1997/98, and 7 per cent in 1998/99. The government introduced parity in grants for communities, including disability grants, child maintenance grants, and old-age pensions, which had previously been set at different levels for South Africa's different racial groups. In 1994, free healthcare was introduced for children under six and pregnant women. The provision extended to all those using primary level public sector health care services in 1996. By the 1999 election, the ANC could boast that due to their policies, 3 million people were connected to telephone lines, 1.5 million children were brought into the education system, 500 clinics were upgraded or constructed, 2 million people were connected to the electricity grid, water access was

extended to 3 million people, and 750,000 houses were constructed, housing nearly 3 million people.

The Land Restitution Act of 1994 enabled people who had lost their property as a result of the Natives Land Act, 1913 to claim back their land, leading to the settlement of tens of thousands of land claims. The Land Reform Act 3 of 1996 safeguarded the rights of labour tenants who live and grow crops or graze livestock on farms. This legislation ensured that such tenants could not be evicted without a court order or if they were over the age of 65. The Skills Development Act of 1998 provided for the establishment of mechanisms to finance and promote skills development at the workplace.

The Labour Relations Act of 1995 promoted workplace democracy, orderly collective bargaining, and the effective resolution of labour disputes. The Basic Conditions of Employment Act of 1997 improved enforcement mechanisms while extending a “floor” of rights to all workers. The Employment Equity Act of 1998 was passed to put an end to discrimination and ensure the implementation of affirmative action in the workplace.

Adapted from history for Rwandan schools. Senior five student book. Rwanda education board.

▪ **Comprehension questions**

1. How would you identify the challenges of South Africa when Mandela's administration inherited the country?
2. Explain the improvement of people's welfare under Mandela's presidency.
3. Using examples, justify how different people got back their lands and how workplace democracy was promoted.
4. Compare South African National service activities and ones from your community.
5. Evaluate the idea of self-reliance from Mandela's leadership as referred to the passage.



3.1.2. Application activity

Vocabulary, sentence construction and a research work

I. Vocabulary

Use dictionaries and thesaurus to look up the meaning of the following words and expressions used in the texts above.

Text 1.

- a. Self-reliance
- b. Dignity
- c. compulsory
- d. undergo
- e. instill

Text 2.

- a. depleted
- b. scaled back
- c. adhering
- d. labour tenants
- e. bargaining
- f. affirmative

- II. Construct meaningful sentences using the words above.
- III. Carry out research on African self-reliance and then analyze the success of some African leaders. Present your work to the class.
- IV. Examine some community development projects that the youth in Rwanda may engage in to achieve self-reliance and reduce poverty.

3.2. National services programs in Rwanda

3.2.1. Learning activity



Reading and text analysis



- **Text:** National service in Rwanda

The Constitution of the Republic of Rwanda provides for national service in Article 47. All citizens have the duty to participate, through work, in the development of the country; to safeguard peace, democracy, social justice and equality and to participate in the defence of the motherland. The law shall organise national service, whether civil or military. The drafters of our constitution acknowledged the crucial role of national service (Urugerero) in the socio-political and economic development of our country. Plans for the implementation of Urugerero began towards the end of 2012. Actual Urugerero activities started on 17/1/2013, but it was officially launched on 22/1/2013.

Rwanda adopted a blended model. This was meant to cater for different categories of participants. The compulsory category brings together the youth (16-30 years). Other categories of the population are allowed to participate through voluntary service. Their participation depends on their time, professional background and identified priorities. Priorities focused on during Urugerero are identified at least 3 months before the date of commencement of mobilization and training of the participants. The cost of the service is shared between the state and beneficiary institutions or organisations. Activities of national service are coordinated by the Office of the President through the National Itorero Commission (NIC). Urugerero aims at developing programmes, which enhance efforts put in place to accelerate growth in all sectors of the economy.

Participants undergo training related to domains of service, civic education and basic military training. Upon completion of training, participants are expected to implement what they learnt in the training. The Intore, a person who has received the teachings from Itorero, engages in activities such as awareness campaigns in development projects for HIV and AIDS, gender balance, family planning, adult literacy and community work (Umuganda). They also engage in environmental protection activities, construction of shelter for vulnerable groups and support local leaders in implementation of government policies.

Throughout the programme, the students are taught values and attitudes such as integrity, humility and patriotism. This enables them to change their attitudes and contribute towards the development of their country.

Urugerero is open to all Rwandan citizens, those living in the diaspora and non-nationals who may desire to participate and provide service to the country. In addition, university graduates who have previously participated in Urugerero are permitted to participate again. Participants are drawn largely from their own local communities and deployed to other areas. The length of service for the compulsory category is usually 12 months. Out of which 2 months is for training (Gutozwa), basic military training and training in the specific domains of service during Urugerero. For the voluntary participants, the length of time varies from individual to individual.

Adapted from: General studies and communication skills for Rwandan schools, senior six students book, REB (2017) Comprehension questions

1. Who has the duty to participate in National service?
2. According to the passage, why is it important to participate in the national service?
3. Identify and explain the model adopted by Rwandans for national service.
4. Referring to the passage, what is the aim of urugerero?
5. How would you explain the term intore and their roles in Rwandan society?
6. Evaluate the impact of training skills to people themselves and the community.

- **Text 2:** The contribution of community work in National service development

As part of efforts to reconstruct Rwanda and nurture a shared national identity, the government of Rwanda drew on aspects of Rwandan culture and traditional practices to enrich and adapt its development programmes to the country's needs and context. The result is a set of home grown solutions from culturally owned practices translated into sustainable development programmes. One of these home grown solutions is Umuganda.

Modern day Umuganda can be described as community work. On the last Saturday of each month, communities come together to do a variety of public works. This often includes infrastructure development and environmental protection. Rwandans between 18 and 65 years of age are obliged to participate in community work. Expatriates living in Rwanda are encouraged to take part. Today close to 80 per cent of Rwandans take part in the monthly community work.

As part of Vision 2020 development programme, the government implemented a community service policy. It was designed to help supplement the national budget in construction and repair of basic infrastructure. The work done is organised by community members and is done voluntarily and without pay. The projects completed through community work include, the construction of schools, feeder roads, road repair, terracing, reforestation, home construction for vulnerable people, erosion control, and water canals.

Planning for community work is done in council meetings at the cell level. It is the responsibility of local leaders as well as national leaders to mobilise the population to participate in community work. Community members meet and agree on the date (usually a weekend) and the activity. Participation in community is compulsory for all able-bodied citizens. This policy is expected to lead to a more cohesive society as all the members come together to complete a project that benefits the community. The word Umuganda can be translated as 'coming together for common purpose to achieve an outcome'. In traditional Rwandan culture, members of the community would call upon their family, friends and neighbours to help them complete a difficult task.

Successful projects include the building of schools, medical centres and hydro electric plants as well as rehabilitating wetlands and creating highly productive agricultural plots. The value of community work to the country's development since 2007 has been estimated at more than US \$60 million.

Professionals in the public and private sectors also contribute to umuganda. They include engineers, medics, IT specialists, and statisticians, among others.

The military personnel also participate in social activities like the building of schools and hospitals. This inspires the population to be very active as well.

Umuganda value has increased from Rwf12 billion in 2012 to Rwf17 billion in 2015 and Rwf19 billion in 2016. With the increase in monetary activities, community work has seen Rwandans build over 400 offices of micro finance institutions commonly known as Umurenge Sacco, and 11,000 classrooms for the country's 'twelve year basic education' which has increased school enrolment to over 95 per cent of children in Primary Schools.

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

▪ **Comprehension questions**

1. Explain the relationship between home grown solutions and Rwandan cultural practices.
2. Describe different activities done during community work (umuganda).

3. Assess the relevance of community works to the country's economic development.
4. How would you define the term umuganda according to the passage?



3.2.2. Application activity

Vocabulary, sentence and essay writing and survey report
presentation

- I. Use dictionaries and thesaurus to look up the meaning of the following words and expressions used in the texts above.

Text 1.

- a) humility
- b) shelter
- c) Civic education
- d) blended model
- e) vulnerable groups
- f) drafters

Text 2.

- a) plots
- b) call upon
- c) feeder roads
- d) expatriates
- e) drew on
- f) home grown solutions

- II. Using the words given above, write grammatically correct sentences.
- III. Conduct a survey on the importance of national service in socio-economic activities and present it to the classroom.
- IV. Write an essay describing the importance of ubudehe in your community.

3.3. Scope of the National services in the world

3.3.1. Learning activity



Reading and text analysis

- **Text:** National service in the United Kingdom (UK)

At the beginning, in 1939, the national service enforced full conscription of all males between 18 and 41 who were residents in the UK. It continued in a modified form in peacetime by the National Service Act 1948. This Act of the Parliament extended the British conscription of the Second World War long after the wartime needs for it had expired, in the form of “National Service”. The need for national service in the United Kingdom was inspired by the wartime due to the need of more armed forces. The first phase of voluntary recruitment was from 1916 to 1920 during the First World War and the second period from 1939 to 1960.

However, persons who were exempted from national service included the following: medically unfit as well as the blind, disabled persons, and those with mental disorders, British subjects from outside Britain who had lived in the country for less than two years, students, persons employed by the government of any country of the British Empire except the United Kingdom, clergy of any denomination, married women, women who had one or more children 14 years old or younger living with them, conscientious objectors, people working in reserved occupations like baking, farming, medicine and engineering.

The National Service Act 1948 was applied to all healthy young men who were not registered as conscientious objectors. It did not affect the exemption from service of registered as conscientious objectors or the procedure for registration.

The period of serving in the national service in the United Kingdom varied due to national interest. By 1946, the period of national service was 6 months and this period was increased to 12 months in 1949. From this time, men who completed the service remained on the reserve list for the number of years in the age-range (four years) which started being counted from the moment they finished serving. However, men on the reserve list could only be called for periods of up to 20 days (previous acts allowed the period to be indefinite), and could not be called more than three times. In 1950, due to the British involvement in the Korean War, the national service period was extended to two years. To compensate this long period, the reserve period was reduced by six months.

In the United Kingdom, the national service was ended gradually from 1960. In November 1960, the last men entered in service and the last national service men left the armed forces in May 1963.

Adapted from history for Rwandan schools. Senior six student book. Rwanda education board.

▪ **Comprehension questions**

1. What would you tell about National Service conscription in the UK?
2. How would you explain what inspired the need of National service in United Kingdom?
3. With example, justify some criteria followed in UK to participate in National Service.
4. Why was the National service period in UK extended to two years?



3.3.2. Application activity

- I. Use dictionaries and thesaurus to look up the meaning of the following words and expressions used in the texts above.
 - a) conscription
 - b) exempted
 - c) clergy
 - d) denomination
 - e) conscientious
 - f) Compensate
- II. Make grammatically correct sentences using the words explained above.
- III. Analyze the National services in United Kingdom and compare it with Rwanda National service.

3.4. Language structure: Coordinate connectors

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.	They asked them to participate in the community work and attend the meeting.
	An idea which is the result of another.	Simon 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.	He is neither a policeman nor a soldier.
But	To show contrast between the first and second clause especially because of the idea expressed in the former.	My community plants trees at every community work but we still face erosion related problems.
	To emphatically affirm the negative statement made in the first clause.	That man never acknowledged that he kidnapped those children but continued to claim his innocence.
Yet	Yet- Is used to show a contrast in spite of something.	She regrets having spoken to her friend like that, yet, she hasn't apologised.
	As a synonym for "but".	They are all good at 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 in village meeting, for it had been a while.
So	So-this connector is used to show the consequence or result of something.	I've just eaten dinner so, I'm not hungry.

Exercise

Choose the best answer from 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)

3.5. Spelling and pronunciation

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

1. self-reliance
2. community
3. dignity
4. volunteerism
5. vulnerable groups
6. autonomy
7. Labour tenants
8. Elites

B. Match the words with their corresponding phonetic transcriptions

Words	Phonetic transcription
service	/'legəsi/
Population	/'kɒltʃə/
reliance	/'vɒlənt(ə)ri/
legacy	/sə'steɪnəb(ə)l/
culture	/'sə:vɪs/

regiment	/kɒmp(ə)nseɪt/
voluntary	/vɒlɪntɪ'leɪʃ(ə)n/
sustainable	/'dɪgnɪfaɪ/
compensate	/rɪ'laɪəns /
dignify	/'redʒɪm(ə)nt/

3.6. End unit assessment



End unit assessment

- I. Complete the following sentences using appropriate coordinating connectors
 1. The national service enforced full conscription of all males between 1841 who were residents in the UK.
 - a. but b. or c. and
 2. Anna needed some money,she took a part-time job.
 - a. or b. and c. so
 3. Maria tried to read a story about National services in Kenya, it was too difficult.
 - a. and b. but c. so
 4. They must have done their duties,.....they are conscientious people.
 - a. for b. so c. nor
 5. The government did a lot to him through one cow per family and Vup program,he is very poor.
 - a. but b. so c. yet
 6. As a girl she had never been to school,she had no opportunity of learning about how different national service works.
 - A. so B. for C. yet
- II. Conduct a survey about the role of the Rwandan policies, such as VUP, Urugerero, community works and army or police weeks in socio-economic of Rwandan communities.
- III. In not more than 300 words, write an essay comparing the National services in Rwanda and those of the United Kingdom.

UNIT 4

GENOCIDE AND PEACE BUILDING

LEARNING AREA: ORAL AND WRITTEN COMMUNICATION

Key Unit Competence:

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



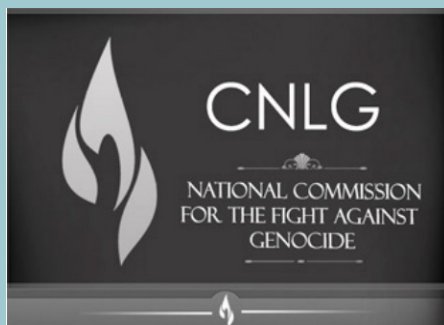
Introductory activity



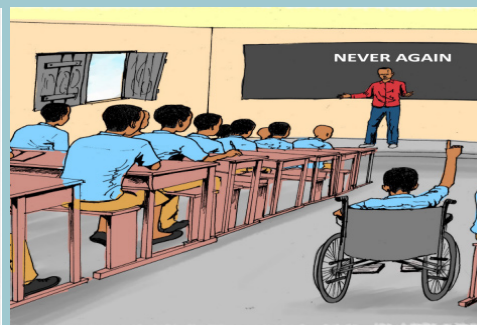
Picture 1.



Picture 2.



Picture 3.



Picture 4.

1. Based on picture one, discuss the actions of the international community during the 1994 genocide against the Tutsi.
2. On the basis of picture two, comment on the effects of genocide.
3. After observing pictures three and four, what do you think should be done in order to prevent 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:** Practices leading to genocide

During the process to genocide some special practices reinforce the divisions. Based on different studies, the practices are as follows:

Social categorisation is the first practice that perpetrators think about in the planning process of genocide. People are classified into “us and them” by ethnicity, race, religion, or nationality: Germans and Jews, Hutu and Tutsi. In Rwanda, during the colonisation, researchers measured for instance the people’s height and the length of their noses. And then everyone was classified as Tutsi, Hutu or Twa. Identity cards were issued to each individual mentioning their ethnicity. It may not be deduced that this policy was meant to incite Hutu to commit genocide against the Tutsi, but this permanent line put between the groups and the implications related to that, largely and undeniably contributed to the antagonism combined with other things, led to the 1994 genocide against the Tutsi.

Discrimination is another practice leading to genocide. The social categorisation which gives the basis for defining groups may be followed by the exclusion of some groups, intensified by the injustice in the allocation of resources as well as the injustice on how the participation in decision making process is distributed. Since these practices of discrimination against some targeted groups are either done by state leaders or supported by them, they grow and lead to other phases that may lead to genocide.

Dehumanisation is an important phase in the process that leads to genocide because ideologically, the perpetrators claim to purify the society as a justification. So, the ideology grows deeper to convincing one group that another

deserves nothing but death and this is a legitimization to kill. The availability of the dehumanising ideology is important in the process leading to genocide but may not be enough to cause genocide if it is not followed by other actions. This genocidal ideology “dehumanises” members of the victim group and justifies violence against them. Victims are not considered as belonging to the same human race as the oppressors. The targeted group is often likened to a disease, microbes, cockroaches, infections or a cancer in the body. That is what explains why during the genocide, bodies of victims are often mutilated to express this denial of humanity.

For the dehumanisation to have its effect, it needs propaganda to spread out the hate ideology done either by leaders themselves or the authorised groups who are supported by them. This is an important phase in the whole process because it helps the elite members of the eliminating group to disseminate the dehumanising ideology and to bring other members of that group to believe in that hatred. It becomes a motivating factor to take part actively in the killings. A prominent example of the hate media in Rwanda during the 1990s is the famous Kangura newspaper as well as the Radio Television Libre des Mille Collines (RTLM).

Next to propaganda is the preparation phase. This is when some acts liable of making genocide are performed. They include writing lists of victims, creation and training of militia, purchase and distribution of arms to be used. This is directly followed by the massacre of the targeted group members. In many cases, genocide is always preceded by killings targeting a given group or individuals belonging to that group in different places. Genocide may also be preceded by killings of moderate people because, of not supporting the extermination of the targeted group.

The last but one practice is extermination or genocide itself. This is the phase when the genocide is executed. It is when the intent to destroy the targeted group can be seen from what is happening on the ground. When killings are sponsored by the state, the armed forces often work with militias to kill like the Interahamwe did in Rwanda during the 1994 Genocide against the Tutsi. The main actors were: the interim government, local administration, security forces, militia, the media, civil society organizations (churches included), the population and the international community.

The final phase in this process is denial and impunity. During and after genocide, the perpetrators always find a way of denying their crime. They try to justify the killings, and to blame the victims, claiming that their own behaviours brought about the killings. In Rwanda, killers alleged that Tutsi were helping rebels of RPF, and they used this to justify the mass killing of innocent Tutsi. The denial of genocide is not only the destruction of the truth about the genocide by negating or minimising it, it is also a potential cause of its repetition.

Adapted from History for Rwandan schools, book 6, East African Publishers Ltd

▪ **Comprehension questions**

1. Explain social categorisation as a practice leading to genocide.
2. Discuss discrimination as a phase that leads to genocide.
3. How do genocide perpetrators use dehumanisation in the process that results in genocide?
4. Assess the role of propaganda before and during genocide.
5. Analyse the preparation phase in the process leading to genocide.
6. Rephrase what happens during genocide as described in the last but one paragraph.
7. With reference to the final paragraph, criticize the use of denial and impunity by genocide perpetrators.



4.1.2. Application activity

Vocabulary, sentence, summary and composition writing

I. Vocabulary

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

Word	Meaning
Perpetrators	
Antagonism	
Discrimination	
Oppressors	
Propaganda	
Disseminate	
Prominent	
Militia	
Moderate	
Extermination	

II. Sentence construction

Construct meaningful sentences, using the terms in the above table.

III. Summary writing

In not more than 120 words, summarize the practices leading to genocide as explained in the above passage.

IV. Composition writing

Write a 350 word composition on the topic: "Genocide is a crime against humanity."

4.2. Genocide in the world

4.2.1. Learning activity



Reading and text analysis

- **Text:** Genocides 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:

The Nama Herero Genocide was not recognised for unknown reasons by the United Nations Organisation. 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 years time. The Germans took the Herero native land forcefully and planned to build a railway across their territory. Led by their leader, Samuel Maharero in January 1904, the Herero attacked white-owned farms and murdered 123 German settlers and traders sparing only women, children and missionaries.

Later, the commander of German Forces, General Lothar von Trotha organised his ground army and they surrounded the living areas and the livestock pastures of the Herero. They only left a small opening through which the Herero could

escape to the Omaheke desert. The Germans attacked and killed 5,000 people and wounded 20,000 others. They captured water sources and forced the survivors to flee to the desert. They followed the survivors to the desert and massacred them. They also poisoned water sources in the desert. On 2nd October of the same year, General Trotha released an extermination order forcing the Herero people to leave the land. The Herero escaped to the desert where the Germans had already poisoned the water wells. When the Nama saw what had happened to the Herero, they also fled. Those who remained behind were collected into camps where they were tortured and forced to provide labour. Most of them died of diseases such as small pox and typhoid in the camps. About 80% of the Herero and 50% of the Nama people were wiped out.

The Holocaust 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.

The 1994 Genocide against the Tutsi in Rwanda is another human tragedy. Events leading to the planning and execution of this genocide date back to 1959. Its cause was the history of a long process of violence, hatred, injustice and ethnic divisions in the first and second republics of Rwanda. Massacre against the Tutsi had happened in 1959 as a result of similar reasons to those ones that caused the 1994 Genocide-manipulated ethnic rivalries between the Hutu and the Tutsi. There was an ethnic and political violence which was characterised by a period of violence from 1959 to 1961 targeting the Tutsi and Hutu members of UNAR (Union nationale rwandaise). 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 exiled Tutsi organised themselves into an armed group to fight their way back into their country. Afterwards, there were no active threats posed by the

Tutsi refugees to the Hutu-controlled government in Rwanda. 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 United Nations Organisation. 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.

Extract from History for Rwandan schools, Book four, East African Publishers Rwanda Ltd, p. 20-24

▪ **Comprehension questions**

1. Examine the root cause of the Herero genocide.
2. Discuss the extent of cruelty in the execution process of the Herero genocide.
3. Evaluate the atrocities in the execution of the holocaust.
4. Discuss the cause and events that led to the 1994 genocide against the Tutsi.
5. Analyse the course of events starting from the early 1990s to the outbreak of the 1994 genocide against the Tutsi.



4.2.2. Application activity

Vocabulary, sentence and summary writing and research report presentation

I. Vocabulary

Use a dictionary and a thesaurus to find the meanings of the following words used in the above passage.

1. ...occurrence... (paragraph one)
2. ...uncompromising... (paragraph two)
3. ...holocaust... (paragraph four)

4. ...murdered... (paragraph four)
5. ...extermination... (paragraph four)
6. ...rivalries... (paragraph five)
7. ...elite... (paragraph five)
8. ...riots... (paragraph five)
9. ...arson... (paragraph five)
10. ...prosecution...(paragraph six)

II. Sentence construction

Construct grammatically correct sentences using the above words.

III. Summary writing

In not less than 90 words, summarize the above passages about different genocides that occurred in the 20th century.

IV. Research

Conduct a research on other genocides that have occurred in the 20th century. Focus on their root causes and effects, and show the lessons we can learn from them. Then present your findings to the class.

4.3. Talking about genocide ideology

4.3.1. Learning activity



Reading and text analysis



- **Text:** Fighting genocide ideology

Genocide is any acts committed with intent to destroy, in whole or in part, a national, ethnic, racial or religious group, as such. It includes the killing of members of a specific group, causing serious bodily or mental harm. It deliberately imposes living conditions that seek to bring about physical destruction of members of a certain group in whole or in part.

Before speaking of the strategies or ways of fighting against the different forms and channels of genocide ideology, it is essential to reflect on the real causes of genocide. These provide the foundation for the peddling of genocide ideology by extremists in our society. What then is genocide ideology? It is any deliberate act committed in public whether by oral, written or video means or by any other means which may show that a person is characterized by ethnic, religious, nationality or racial-bias with the aim to advocate for or support genocide.

So the genocide ideology begins with the process of identification and stigmatisation of the 'other' that is, labelling of the 'other' and eventually the separation of the 'other' from the rest of 'us'. The cumulative process of segregation of the 'other' is initiated by the political leadership. It is then 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.

This is done by use of radio and television broadcasts and dissemination of disinformation and propaganda through print and electronic media. Through this medium of mass communication, the 'other' is presented by 'us' as dangerous, unreliable and, like a dangerous virus, must be destroyed. 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. What should be done to deal with such situations and discourage or prevent genocide ideology?

The law related to the punishment of the crime of genocide ideology has to be applied not only to punish but also to discourage all the persons found guilty with the crime of genocide ideology. Apart from punishing, a campaign of sensitisation has to be led to educate the Rwandans about the evils of the genocide ideology and denial and the negative impact on the policy of the unity and reconciliation, the pillar of the development of the country.

Scholars have also to write to combat genocide ideology spread in different written documents like the media of different types, books, and internet. The decent conservation of existent genocide memorials and the construction of others will constitute a permanent evidence to challenge the revisionists of genocide.

Adapted from History for Rwandan School, book 5, Fountain Publishers

▪ **Comprehension questions**

1. Define the word genocide.
2. Explain the phrase "genocide ideology".
3. How does genocide ideology start?
4. Examine the role played by the media in spreading genocide ideology.
5. Determine the way the law should contribute to the prevention and fight against genocide ideology.
6. Evaluate the role of scholars in the process of preventing and fighting genocide ideology.



4.3.2. Application activity

Vocabulary, sentence, summary, report and composition writing

I. Vocabulary

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

1. ...ideology... (paragraph two)
2. ...peddling... (paragraph two)
3. ...extremists... (paragraph two)
4. ...stigmatization... (paragraph three)
5. ...cumulative... (paragraph three)
6. ...segregation... (paragraph three)
7. ...indoctrinate... (paragraph three)
8. ...internment... (paragraph three)
9. ...lynching... (paragraph three)
10. ...proscription... (paragraph four)

II. Sentence construction

Using the above terms, construct correct and meaningful sentences.

III. Summary writing

In not less than 80 words, summarize the above passage about genocide ideology and ways to prevent it.

IV. Composition writing

Write a 350 word composition on the following topic: "Why should the genocide against the Tutsi never be forgotten?"

V. Survey and report writing

Conduct a survey on how genocide studies are taught in Rwandan schools today. Then write a report on your findings and suggest an appropriate approach to handle this content with the aim to prevent and fight genocide ideology.

4.4. Prevention of Genocide



4.4.1. Learning activity



Reading and text analysis

- **Text:** Prevention of genocide

Genocide is not something that happens overnight or without warning. Genocide requires organization and constitutes in fact a deliberate strategy and one that has been mostly carried out by governments or groups controlling the state apparatus. Understanding the way genocide occurs and learning to recognise signs that could lead to genocide are important in making sure that such horrors do not happen again.

Since genocide is a process, prevention of genocide would mean to tackle it at a very early stage. The prevention at the primary level consists of measures aiming at creating an environment that reduces the risk of its escalation. At this phase the aim is to put in place measures that may pre-empt the start of the harm. This means preventive measures that may avoid the occurrence of the harm by tackling its root causes. Prevention will therefore include the adoption of measures that not only prohibit the harm but also put in place mechanisms that ensure the prevention of that harm.

On international level, the focus in upstream prevention is determining which countries are at the risk. This is mainly done using risk assessments which are quite accurate predictors. Numerous models have been developed, each looking at different factors such as differences in identity, difficult conditions due to economic problems, sharing of available resources, democracy and respect of human rights. Among other things to consider when assessing and addressing the risk of genocide is looking at structural and institutional frameworks in the country including domestic legislation, an independent judiciary and an effective police force to protect people. The United Nations must take appropriate measures to stop the situation from evolving into genocide. When the primary

preventive measures are unsuccessful, then the need to take other measures may arise.

Prevention of genocide at this secondary level is necessary in two situations. Firstly, in case a state has not adopted measures at the primary level and secondly, in case the measures adopted before did not prevent the risks of genocide from developing. The secondary prevention takes place when genocide is already taking place. At this level, many genocidal actions are observed, such as hatred, intolerance, racism, ethnic cleansing, torture, sexual violence, disappearances, dehumanisation and public discourse. The main focus is to end the genocide before it progresses further and claims more lives. Measures tailored to the situation are taken in order to prevent the risk from materialising or the situation from becoming worse. This level of prevention may involve military intervention of some sort.

When the measures at the secondary level fail or have never been taken and the mass killings start, measures at the tertiary level are needed in order to respond to this final phase of the genocide. Tertiary prevention focuses on avoiding Genocide in future by rebuilding, restoring the community and dealing with all the consequences to repair the damage caused. Important measures are needed to put an end to the harm.

According to the international humanitarian law, the international community has the obligation to intervene once all signs are clear enough to prove that genocide is happening. Rwanda is an example of the failure of international community to intervene. In 1994, with the presence of UN peace keepers, it was possible to stop the genocide against the Tutsi, but because of various politico-diplomatic reasons, these peace keepers were obliged to go back to their countries and let Tutsi die in the hands of the perpetrators.

Tertiary prevention takes place during and after the genocide has ended. Its focus is on preventing genocide in the future, thus re-building and restoring the community. In other words, the tertiary prevention level also deals with all consequences in order not only to repair the damage but also to avoid the reoccurrence of the harm.

In a nutshell, it is important to say that prevention is a continuous process which involves several actions at different levels which involve the individuals, government, and international community.

Adapted from History, senior 6, 2019, REB

▪ **Comprehension questions**

1. Why is it important to understand the way genocide occurs?

2. Explain the way genocide can be prevented at the primary level.
3. How can genocide be prevented at the international level?
4. Analyse the role the United Nations should play in preventing genocide.
5. What are the two situations in which prevention of genocide is necessary at the secondary level?
6. When does the secondary prevention of genocide take place?
7. Appraise the main focus of the secondary prevention of genocide.
8. When are measures of genocide prevention needed at the tertiary level?
9. Assess the objective of genocide prevention at the tertiary level.
10. When should the international community intervene in genocide prevention?
11. Criticize the failure of the international community to intervene in the 1994 genocide against the Tutsi.
12. Evaluate the need for tertiary prevention after the genocide has ended.



4.4.2. Application activity

I. Vocabulary

Using a dictionary or a thesaurus, explain the following words in the table below as used in the above passage.

Word	Meaning
Horrors	
Tackle	
Escalation	
Pre-empt	
Upstream	
Judiciary	
Genocidal	
Cleansing	
Tertiary	
Humanitarian	



4.4.2. Application activity

Reoccurrence	
Nutshell	

II. Sentence construction

Use the above words to construct meaningful sentences

III. Summary writing

In a nutshell, rephrase the measures that should be taken to prevent genocide at different levels as explained in the above passage. Don't exceed 100 words.

IV. Composition writing

Write a 350 word composition on the following topic: "The responsibility to prevent genocide and ethnic cleansing as crimes against humanity."

V. Research

1. Conduct a research on the 1994 genocide against the Tutsi and appraise the different ways that have been implemented by the government of Rwanda to fight against the different forms and channels of genocide ideology. Present your findings to the class.
2. Using internet, research on the situation that prevails in Africa. Identify and describe two cases that you think may lead to genocide. Regarding these cases, point out strategies that you think can be used to prevent any possible acts of genocide.

VI. Case study

A German pastor named Martin Niemoller wrote a poem "First they came." The poem is about the cowardice of the Germans during the Holocaust as they did little to stop the genocide. The poem calls on individual responsibility as a way of preventing genocide.

- **Poem:** First they came

First they came for the socialist and I did not speak out

Because I was not a socialist

Then they came for the trade unionist and I did not speak out

Because I was not a trade unionist

Then they came for the Jews and I did not speak out

Because I was not a Jew

Then they came for me and there was no one left to speak for me

By Martin Niemoller

- **Comprehension questions**

1. After analysing the above poem, discuss lessons you can learn from it.
2. From the poem, justify if Martin Niemoller played the role of a passive bystander or was it a personal confession.
3. Recommend ways in which individual responsibility can be used to educate people to prevent and fight genocide.

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

4.5.1. 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:

The Gacaca Courts were used to find out what happened during the 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?



4.5.2. Application activity

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 less than 80 words, summarize the ways of addressing the aftermath 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.

4.6. Talking about peace building and peace building skills



4.6.1. Learning activity



Reading and text analysis

- **Text:** Peace building

Peace building is one of the core pillars at Never Again Rwanda (NAR). 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 dialogues about their individual wounds. Each of these groups comprises 30 participants including both male and female. However, some groups are exclusively made of female participants like those for specific victims of sexual violence namely; women who were raped and children born out of rape after the 1994 genocide against the Tutsi.

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 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. It aims at promoting open and honest communication, developing group decision-making skills and restoring interpersonal relationships. Several initiatives engage in socio-economic 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, Never Again Rwanda implements 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 caused by genocide.
5. Examine the achievements of never again Rwanda within the country and the region.



4.6.2. Application activity

Vocabulary, sentence, summary and composition writing; and Survey and presentation

I. Vocabulary

Find the meanings of the words below using a dictionary or a thesaurus.

- a) ...diverse... (paragraph one)
- b) ...self-regulation...(paragraph three)
- c) ...encompass...(paragraph three)
- d) ...infamous...(paragraph four)
- e) ...intimacy...(paragraph four)
- f) ...underscore... (paragraph four)
- g) ...transcend... (paragraph four)
- h) ...healing... (paragraph five)
- i) ...rekindling... (paragraph five)
- j) ...avenues... (paragraph six)

II. Sentence construction

Using the words above, make different meaningful sentences
III. Summary writing in not less than 80 words, summarize the above passage about peace building and peace building skills.

III. Composition

Write a 300 word composition on "the necessity of never again clubs in schools."

V. Survey and presentation

Conduct a survey in your current area to find out the role of the youth in building sustainable peace. Then in a class presentation, share your findings with your classmates.

4.7. Language structure

I. The use of the Past simple

Notes

The simple past is a [tense](#) which is used to show that a completed action took place at a specific time in the past. The simple past is also frequently used to talk about past habits and generalizations. The simple past is formed using the verb + ed/d for regular verbs. In addition, there are many verbs with irregular past forms. Those are called irregular verbs.

Examples

1. The Herero attacked white-owned farms.
2. The RPF soldiers saved tens of thousands from annihilation.
3. The genocide against the Tutsi took place between 7 April and 4 July 1994.
4. The Cambodian genocide resulted in the deaths of approximately 2 million people.
5. Germans murdered more than six million Jews in the holocaust under Hitler's regime.

Exercise

Change the verbs in brackets to the simple past. Be careful with spellings.

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

II. The use of subordinating conjunctions

Notes

Subordinating conjunctions are conjunctions that are used at the beginning of subordinate clauses. They do the job of showing the relationship between the two clauses. Some examples of these conjunctions are: although, after, before, because, how, if, once, since, so that, until, unless, when, etc.

Examples

1. Many Jews were kept in gas chambers until they died.
2. Rwanda is a developed country although it suffered from genocide.
3. The Herero were placed in concentration camps before daily executions took place.
4. The RPF soldiers are praised because they saved tens of thousands from annihilation.
5. The international criminal tribunal for Rwanda was established by UN after understanding the need for justice.

Exercise

Complete the following sentences using appropriate subordinating conjunctions shown below.

[when, while, where, though, although, till, before, unless, as, after, because, if, that, since]

1. We were happy we received the first prize.
i) because ii) if iii) before
2. The people were listening eagerly the leader was speaking.
i) since ii) while iii) after
3. This is the place we were attacked.
i) when ii) where iii) while
4. he worked hard, he failed.
i) Although ii) Because iii) As
5. she is beautiful, she is not intelligent.
i) Though ii) As iii) Because
6. You wait here I come.
i) unless ii) until iii) before

7. She will not come we compel her.
i) if ii) unless iii) whether
8. There was a silence the guests had gone.
i) until ii) after iii) whether
9. She began to cry she had lost her golden chain.
i) whether ii) because iii) if
10. you work hard, you will get the first prize.
i) If ii) Unless iii) Whether

III. The use of phrasal prepositions

Notes

A phrasal preposition is two or more words functioning as a preposition. Below are some of the most common phrasal prepositions in English: according to, apart from, because of, in addition to, in reference to, in regard to, instead of, in spite of, due to, in the event of, thanks to, for the sake of, in reference with, in terms of, etc.

Examples

1. Many victims die because of trauma after genocide.
2. We should prevent and fight genocide for the sake of our lives.
3. Tens of thousands of lives were saved thanks to the RPF army intervention.
4. Genocide is a crime because thousands of people are savagely murdered in spite of their innocence.
5. The international community withdrew its troops instead of taking action to end the 1994 genocide against the Tutsi.

Exercise

Complete the following sentences using phrasal prepositions given below.

1. his hard work, he failed the test.
i) By means of ii) In spite of iii) Because of
2. doctors, smoking can cause cancer.
i) In accordance with ii) According to iii) On behalf of
3. I am standing here my colleagues.
i) instead of ii) by means of iii) on behalf of

4. The trains arrived late heavy rains.
 i) in spite of ii) on behalf of iii) because of
5. I stayed in bed all day going to work.
 i) in addition to ii) in spite of iii) instead of
6. Thoughts are conveyed words.
 i) on account of ii) by means of iii) by virtue of
7. Gandhi gave up his legal practice his country.
 i) by virtue of ii) for the sake of iii) on behalf of
8. his own family, he has to support his brother's.
 i) In addition to ii) Instead of iii) In spite of
9. There is a school my house.
 i) front of ii) in front of iii) in front
10. I would like to have lemon juice coffee.
 i) instead ii) instead of iii) in spite of

A. Spelling and dictation

Listen carefully to your teacher as he reads for you a paragraph about genocide prevention. Write it down as correctly as possible.

B. Phonetic transcription

Complete the table below by giving the missing phonetic transcription of the words studied across this unit. Pay attention to the placement of the stress where necessary. Then practice their pronunciation. You can use a dictionary where you find it necessary.

Word	Phonetic transcription
Extermination	
Prosecution	
Arson	
Perpetrators	
Prominent	
Indoctrinate	
Ideology	/,aɪdɪ'ɒlədʒi/
Escalation	
Reconciliation	
Benevolence	

4.8. End unit assessment



End unit assessment

1. Write a 300 essay on the topic “How to prevent genocide in the world.”
2. Using internet, research on the situation that prevails in Africa. Describe a case that you think may lead to genocide. Afterwards, point out strategies that you think can be used to prevent any possible acts of genocide. Then share your work with your class.
3. Read the following case study thoroughly. Then answer the questions that come after.

“We were walking with many other refugees near Ruyenzi, across the river from Kigali. The road was so crowded with people. I was with my grandmother. As I was walking, I heard a voice of a woman crying, and screaming from a child. I looked to the side and saw a lady with a baby. I asked my grandmother to stop, to go and see what was happening with the lady. But my grandmother didn’t want to go, saying, “If we go there, they will kill us.” And then I went down off the road alone; other people continued without stopping.

The mother was lying on her side with the child lying on top of her. She was approximately one year old because she couldn’t walk. I was thinking, “Of course this mother will die, but at least I can rescue this child. I never had a sister. If I rescue her, she will be my sister.” My grandmother said, “Make sure that you don’t ask me for anything to help you.” I said, “I will take her; if I die, she will die. If she doesn’t die she will be my sister.” But my grandmother said, “You should not walk close to us because we may be killed. Walk behind us, with a little distance between you and us.” I was very, very committed. We kept going; I was carrying the baby on my back up until we got to Zaire.”

Adapted from Aegis Trust Archives

▪ Comprehension questions

If it were you, what would you have done when the grandmother prevented the young girl to go down off the road to see the child? Justify your position.

4. Choose the right subordinating conjunction to complete each of the following sentences:

5. he claims that he is innocent, everyone knows he is guilty.
- i) While ii) Now that iii) In order that
6. you're here, I'm going to tell you a secret.
- i) Whereas ii) Now that iii) In order that
7. you like him personally, you have to agree that he's done a lot for the company.
- i) If only ii) Rather than iii) Whether or not
8. I prefer to live in an apartment, my wife wants to buy a house.
- i) Until ii) Whereas iii) Because
9. I had seen that movie three times, I watched it again.
- i) Although ii) Whereas iii) Unless
10. you already know the answer, why are you asking me?
- i) Although ii) Since iii) Whereas
11. you go to the beach, call your brother.
- i) Because ii) Although iii) Before
12. giving the money to my sister, I gave it to my cousins.
- i) Though ii) Rather than iii) Whereas
13. she calls me, I feel happy.
- i) Whenever ii) Although iii) While
14. the test starts, you will not be able to talk.
- i) Whatever ii) Once iii) Because

UNIT 5

STUDY SKILLS AND WRITING

Key Unit Competence:

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



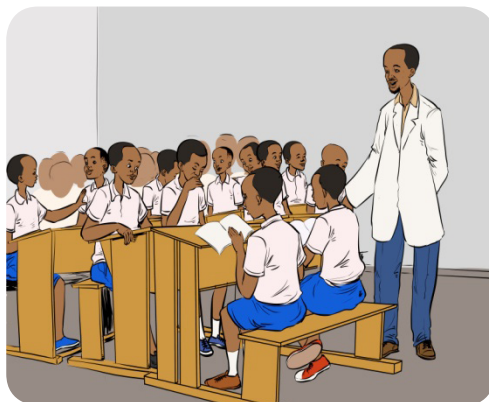
Introductory activity

Observe the following pictures and carry out tasks that follow:



1. Describe the activities that are being carried out on the pictures above
2. Mention some cases in which you need to write formal letter
3. Discuss the importance of study skills in your achievements.

5.1. Language use for instructions in the classroom.



5.1.1. Learning activity



Reading and text analysis

- **Text:** Cooperative learning

Did you know that the earliest drama in the world was created when people turned their myths into plays? This project will give you an opportunity to dramatize, or make a play out of a myth or folktale of your choice.

As a class, choose a myth or folktale from this unit or from any other source. Make sure that the story is simple enough to dramatize in the time you have.

Let everyone read the story you've chosen. On the chalkboard, make a list of characters and the scene you want to dramatize. Then improvise, or perform without a script, the first scene. Imagine what the characters would say and how they might feel. Let one person record the best lines of the actors as they improvise. Use your improvised performances as the basis of your dialogue.

Now divide into teams of three to five students. Let each team choose a scene to work on, using the method suggested above. For the scene that your group has chosen to write, select actors and a writer who will record the dialogue and develop the script. Make a chart like the one below to help you.

After you have written the dialogue, perform the scene for your class. Study the performance of the other groups so that you can choose an actor who will play the same character in every scene. Then, working together as a class, choose a director who will guide the rehearsals and suggest improvements to actor's gestures, tone of voice, and movement. Some of these improvements should be added to the script in the form of stage directions, which tell the actor what to do.

The actor should now memorize their lines. Now it is also time to choose a set designer and a costume designer to work on the production. You might also need someone to control the lighting and someone else to provide music and sound effects. Make a chart like the one here to keep track of the tasks and who will be responsible for each one.

Rehearse until everyone knows their cues and the production runs smoothly. Decide on the time and place for your performance, consider presenting it in some other form, such as video or a tape recording.

An extract from Donna.A, Linda M.(2001). tales from here and there. Massachusetts; D.C. Health and Company, division of Houghton Mifflin company.

▪ **Comprehension questions**

1. What is the passage talking about?
2. For whom do you think this passage is meant?
3. Explain the kind of activities that should be carried out from the passage.
4. Do you ever carry out the activities that are discussed in the passage?
5. Relate those activities to the one your teacher conduct in your class.



5.1.2. Application activity

Vocabulary, sentence and paragraph writing

- I. Vocabulary: use dictionary and thesaurus to check the meaning of the following words. Spell them correctly.
 1. Dramatize
 2. Myths
 3. Folktale
 4. Script
 5. Costume
 6. Cues
- II. Construct meaningful sentences using the above words.
- III. Write a paragraph discussing the language you can use while giving instructions in class (Starting a lesson, developing a lesson and ending a class lesson etc...)

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**

Carefully read this extract from Charles Dickens's Great Expectations and answer the questions that follow:

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. 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. Composition writing

5.3.1. Learning activity



Reading and text analysis

Read the following passages and answer questions that follow:

- **Text1:** Understanding the topic, reading and note-making

Understanding an essay topic plays a great role in academic essay writing. The reason is that the tutor is supposed to give instructions regarding how to write an essay. In other words, the ability to understand your essay topic well is an important step in all types of essay writing. For writing a good essay, you must begin by taking a careful look at the topic in order to make correct judgment as to what exactly your instructor requires of you. The awareness of different types of essay topics proves necessary for choosing the best way of approaching the topic. Generally, we distinguish two types of essay topics: “open ended topics and closed essay topics.”

Once you have a topic, you will need things to say about it. This supporting material can include facts, ideas, examples, observations, memories, views from experts, stories, etc. If you are writing on a familiar topic, supporting materials may come from your own head. To retrieve it from your head you use a technique known as brainstorming. However, it is rare that you will be able to produce forceful, vivid, academic essay writing by drawing upon only what is in your head. When your topic is unfamiliar, brainstorming will not work, but whatever the topic, familiar or unfamiliar, talking with people knowledgeable can also produce useful results.

The best way to deal with an unfamiliar topic is through reading. The lecturer/ tutor may provide you with a reading or reference list. But even if such help is not there, a visit to a local library or resource centre should yield promising references for you to investigate. Look through each to find and to jot down any information that looks useful, either as direct quotation or in your own words

(paraphrasing or summarizing). Whenever you use a direct quotation or you paraphrase or summarize material from reference book, you must give proper **credit** to the source. This means that your notes and finally the essay should show that the ideas you have used are not from your head only but also from other persons.

For example, you could write: Tartson (1991:20) says: “Robots will have far greater benefits for humanity in future than we are presently willingly to accept.”

In this case, Tartson is the surname of the writer of the material you are reading, 1991 the date the material was published, and 20 the page you are getting the quotation from. While reading library material you should ensure that you keep a clear record of what you read in your notes and the exact source of your information- be it books, journals, theses and the pages you got the ideas you want to use from. The reason is that while grading your assignment, your lecturer needs evidence or proof that you have actually researched your essay topic by using library sources and other published material in your own writing.

Adapted from Langan, J. (2003). *College Writing Skills, Media Edition*. Atlantic City: McGraw-Hill Companies.

▪ **Comprehension questions**

1. What does an essay writer have to do first?
2. What are the main types of essay topics? Give an example to each type.
3. According to the third paragraph, describe two ways you can use information from different sources when you are developing an essay.
4. Describe how you can give credit to the source when you are writing an essay.

▪ **Text 2:** Composition writing process

The writing process can be described as a process of discovering ideas, developing and organizing them. The process is not simple, and neither does it take place in a linear manner. Good writing takes a lot of time and practice.

Most experienced writers have reported that to produce a good piece of writing, you have to pass through certain stages while writing an essay. These are:

Drafting: with your research finished, you may look at a stack of note cards or photocopied materials you have made and wonder what to do with them. The task is now to organize your information. Start by sorting your notes into various groups, label the groups and write sub-headings.as you begin drafting, introduce your topic and state your thesis in an introduction. A thesis states the key point or argument you wish to make about your topic. Having decided on a thesis, develop an organizational plan that will best support your thesis. There

are several methods of organizing a paper, but the right plan for you is the best matches the content and the purpose of your paper. Once you have chosen an organizational approach, use an outline or graphic organizer to help you arrange the details to fit your organization. In an outline, list each main point you will cover next to Roman numeral. Under each main point, enter the topic you will discuss next. After this, draft your essay for the first time.

Revising: once you have completed your first draft, start looking for ways to improve it. Take a critical look at each level of writing, from the overall structure to individual word choices. Focus on individual paragraphs, check if they are arranged properly to support your thesis. Examine your draft closely, looking for patterns in your sentences. Provide variety where needed by interrupting patterns with sentences of different lengths or types.

Editing and proof reading: errors in spelling, punctuation, grammar and usage indicate sloppiness and carelessness-qualities you do not want associated with your work. Before creating your final draft, proofread your essay to eliminate such errors.

Publishing and presenting: this is the time to share your essay with the class or your tutor.

Adapted from Langan, J. (2003). College Writing Skills, Media Edition. Atlantic City: McGraw-Hill Companies.

▪ **Comprehension questions**

1. How is writing defined according to the passage above?
2. Discuss in few words the stages passed through when writing an essay.



5.3.2. Application activity

Vocabulary

- I. Vocabulary: use dictionary and thesaurus to check the meaning of the following words in bracket. Spell them correctly.

vocabulary	Meaning
linear	
thesis	
sloppiness	
vivid	
yield	

jot down	
paraphrase	
credit	
grading	

- II. Write meaningful sentences using the above words.
- III. Choose a topic of your choice and write a 300 word essay. Refer to the stages of essay writing explained in this unit.

5.4. Making notes and Writing a summary



5.4.1. Learning activity



Reading and text analysis

▪ **Text1:** Information report

Comprehension is the main goal for reading. One can ask him/her self, "To what extent do I understand what I have read? The answer to this question is that some materials are so simple that there is no doubt that a reader understands details and the total. On the other hand, some materials can be difficult for a reader and the only way to prove that he/she has understood what has been read is to try to report the information. This report can be oral or written. It can also take the form of answering a questionnaire or an essay. In order to find the important points, it is good to underline or write in a notebook the message of each paragraph, and later use these notes to build a report.

A statement that a reader might write could be; “after five years of preparation, solar energy research institute has designed an experiment to test feasibility of open-cycle ocean thermal energy conversion to generate electricity in Hawaii”. A reader asks him/herself if in the information in the first statement of the second paragraph is essential to his/her report. If not, then he/she might consider the information in the second and third sentences. A reader extracts only the important information and re-writes it in his/her own words.

In some cases, two paragraphs will be talking about more-or-less the same subject, but different facets of that subject. The best way here is combining statement that may suffice for reporting on what was talked about in two, or sometimes more, paragraphs. The report should be much shorter than the article which has been read.

In making reports, it is often good practice to use much the same type of rhetoric writing as that used in the article. However if the report is to be reflective of the reader’s comprehension, he/she may have to use his/her own rhetorical style. Despite limitations and rules concerning technical writing and small differences in personal style, there is never only one way to say something. Whereas, a reader may not appear as I or me in a technical article, because the own personality may freely show in the words and sentence structures he/she uses. One thing to be watching out for, however, is being simplistic.

Adapted from English for the school of science 6th form. Ministry of Education

▪ **Comprehension questions**

1. What indicates that you have comprehended what you read?
2. When reading a material what should a reader do in order to find the important points?
3. How often do you report what you read?
4. Describe the process of reporting what one reads as explained in the passage.

▪ **Text 2: Summarizing**

A summary is a brief statement, in your own words, of the main ideas in a passage that you are reading. When you are summarizing, your focus usually is on the main points in which you may not include supporting ideas such as facts, reasons, etc. The main goal in summarizing a passage is to give your reader an accurate idea of the content and the emphasis of the original.

Reid, J. M. (1994: 299) defined the summary as a brief description of the main ideas or actions. The author went further to say that we summarize for someone who has not read (or seen or experienced) the book, article, film, or terrible

vacation, that we have read. The general purpose of a summary, then, is to give a limited amount of information to a specific reader/audience.

How do you write summaries? This is a fundamental question each person could ask him/herself. Although writing summaries may seem to be an easy task, writing it is a complex task. The writer therefore must obey the following:

To read the original work well and understand it thoroughly;

To identify the main ideas;

To restate all these main ideas.

The most difficult part of writing a summary then is accurately stating ideas of another person's article/book or work without using the exact phrases or sentences of the original work.

Finally, successful summaries are clear and balanced; this means that the reader can easily understand the main ideas of the longer work.

Adapted from Langan, J. (2003). *College Writing Skills*, Media Edition. Atlantic City: McGraw-Hill Companies

▪ **Comprehension questions**

1. How often do you write summaries in your everyday class works?
2. What does a writer focus on when summarizing a text?
3. How does the passage define a summary?
4. Describe some stages that we should go through when summarizing a piece of work.



5.4.2. Application activity

Vocabulary,

I. Vocabulary:

Use dictionary and thesaurus to check the meaning of the following words as they are used in the above passages. Spell them correctly

1. Extract
2. Suffice
3. Rhetoric
4. Facets

5. Simplistic

- II. Write correct sentences using the above words that relate to reporting a piece of writing.
- III. Choose a material either from internet or library, summarize it and present it to your classmates.

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

5.5.1. Learning activity



Reading and exploitation of the text

- **Text 1:** Expository essay

Distinguishing between types of essays is simply a matter of determining the writer's goal. The writer may want to tell about a personal experience, describe something, explain an issue, or convince the reader to accept a certain viewpoint. Identifying major types of essays address these purposes.

The expository essay is an informative piece of writing that presents a balanced analysis of a topic. In an expository essay, the writer explains or defines a topic, using facts, statistics, and examples. Expository writing encompasses a wide range of essay variations, such as the comparison and contrast essay, the cause and effect essay, and the "how to" or process essay. Because expository essays are based on facts and not personal feelings, writers don't reveal their emotions or write in the first person. When comparing and contrasting, the writer explains how two or more subjects are similar and different. For example: although my sister and I look alike, we have plenty of differences. My sister, Jessica, is thirteen years old, and she is in the eighth grade. She likes to be with a lot of people at once and always has something going on. On the other hand, I am eighteen years old, and a freshman in college. I love my quiet time, for example reading magazines or watching TV.

At times when writing an expository essay, it may not be easy to know when to end one paragraph and begin another, but your task will become easier if you think of a paragraph as a group of sentences related by subject matter and presenting one theme/idea.

In the words of KADEGHE, M. (2005:123) the paragraphs that are well written have certain logic about them. A well written paragraph has a tight structure that

leads the reader through the development of its content. One element of a given paragraph's logic is its topic sentence. This is the sentence in a paragraph that holds the paragraph's main idea, the idea the paragraph subsequently develops. The topic sentence tells the reader what the paragraph is going to be about. The part of the topic sentence that announces the specific area to be discussed is called the controlling idea. Supporting sentences develop the topic sentence. That is, they explain or prove the topic sentence by giving more information about it. The writer can support the topic sentence by giving examples. For example "First of all, gold has a lustrous beauty that is resistant to corrosion. For example, a Macedonian coin remains as untarnished today as the day it was made 25 centuries ago. Another important characteristic of gold is its usefulness to industry and science. The most recent use of gold is in astronauts' suits."

The sentence that ends the paragraph is called the concluding sentence. In a word, a paragraph must have a topic sentence followed by a series of supporting sentences and a concluding sentence.

Adapted from Reid J.M.(1994). *The Process of Paragraph Writing*. New Jersey: Prentice Hall Regent.

▪ **Comprehension questions**

1. How far do you write an essay following the above discussed essay writing tips?
2. Mention some types of an essay referring to the writer's goals mentioned in the first paragraph.
3. Discuss what make a good paragraph from the passage above.
4. Find either from internet or the library some expository essays that follow the above mentioned tips.

▪ **Text 2:** Recounting the biography of Nelson Mandela



Rolihlahla Mandela was born in the Madiba clan in the village of [Mvezo](#), in the Eastern Cape, on 18 July 1918. His mother was Nonqaphi Nosekeni and his father was Nkosi Mphakanyiswa Gadla Mandela, principal counselor to the

Acting King of the Thembu people, Jongintaba Dalindyebo. In 1930, when he was 12 years old, his father died and the young Rolihlahla became a ward of Jongintaba at the Great Place in Mqhekezweni. Hearing the elders' stories of his ancestors' valour during the wars of resistance, he dreamed also of making his own contribution to the freedom struggle of his people.

He attended primary school in Qunu where his teacher, Miss Mdingane, gave him the name Nelson, in accordance with the custom of giving all schoolchildren "Christian" names. He completed his Junior Certificate at Clarkebury Boarding Institute and went on to Healdtown, a Wesleyan secondary school of some repute, where he matriculated. Mandela began his studies for a Bachelor of Arts degree at the University College of Fort Hare but did not complete the degree there as he was expelled for joining in a student protest. He completed his BA through the University of South Africa and went back to Fort Hare for his graduation in 1943. In 1989, while in the last months of his imprisonment; he obtained bachelors degree in laws through the University of South Africa.

Mandela, while increasingly politically involved from 1942, only joined the African National Congress in 1944 when he helped to form the ANC Youth League (ANCYL). Mandela rose through the ranks of the ANCYL and through its efforts; the ANC adopted a more radical mass-based policy, the Programme of Action, in 1949.

In 1952 he was chosen as the National Volunteer-in-Chief of the Defiance Campaign with Maulvi Cachalia as his deputy. This campaign of civil disobedience against six unjust laws was a joint programme between the ANC and the South African Indian Congress. He and 19 others were charged under the Suppression of Communism Act for their part in the campaign and sentenced to nine months of hard labour, suspended for two years.

At the end of 1952 he was banned for the first time. As a restricted person he was only permitted to watch in secret as the Freedom Charter was adopted in Kiptown on 26 June 1955.

On 21 March 1960 police killed 69 unarmed people in a protest in Sharpeville against the pass laws. This led to the country's first state of emergency and the banning of the ANC and the Pan Africanist Congress (PAC) on 8 April. Mandela and his colleagues in the Treason Trial were among thousands detained during the state of emergency.

Days before the end of the Treason Trial, Mandela travelled to Pietermaritzburg to speak at the All-in Africa Conference, which resolved that he should write to Prime Minister Verwoerd requesting a national convention on a non-racial constitution, and to warn that should he not agree there would be a national strike against South Africa becoming a republic. After he and his colleagues

were acquitted in the Treason Trial, Mandela went underground and began planning a national strike for 29, 30 and 31 March. In the face of massive mobilization of state security the strike was called off early. In June 1961 he was asked to lead the armed struggle and helped to establish Umkhonto Wesizwe (Spear of the Nation), which was launched on 16 December 1961 with a series of explosions.

On 9 October 1963 Mandela joined 10 others on trial for sabotage in what became known as the Rivonia Trial. While facing the death penalty his words to the court at the end of his famous "Speech from the Dock" on 20 April 1964 became immortalized

On 11 June 1964 Mandela and seven other accused, were convicted and the next day were sentenced to life imprisonment. Goldberg was sent to Pretoria Prison because he was white, while the others went to Robben Island.

On 12 August 1988 he was taken to hospital where he was diagnosed with tuberculosis. After more than three months in two hospitals he was transferred on 7 December 1988 to a house at Victor Verster Prison near Paarl where he spent his last 14 months of imprisonment. He was released from its gates on Sunday 11 February 1990

Mandela immersed himself in official talks to end white minority rule and in 1991 was elected ANC President to replace his ailing friend, Oliver Tambo. In 1993 he and President Klerk jointly won the Nobel Peace Prize and on 27 April 1994 he voted for the first time in his life.

On 10 May 1994 he was inaugurated as South Africa's first democratically elected President. True to his promise, Mandela stepped down in 1999 after one term as President. He continued to work with the Nelson Mandela Children's Fund he set up in 1995 and established the Nelson Mandela Foundation and The Mandela Rhodes Foundation.

Nelson Mandela never wavered in his devotion to democracy, equality and learning. Despite terrible provocation, he never answered racism with racism. His life is an inspiration to all who are oppressed and deprived; and to all who are opposed to oppression and deprivation. He died at his home in Johannesburg on 5 December 2013.

Adapted from History for Rwanda schools, learner's book senior 5. Rwanda education board.

▪ **Comprehension questions**

1. Classify the above passage after reading it thoroughly.
2. What inspired Mandela to struggle for freedom?

3. What do you think was African National Congress formed for?
4. Explain his struggle throughout his life in politics.
5. What happened to him after he was released?
6. Appreciate Mandela's success to freedom in not more than 10 lines.



5.5.2. Application activity

Vocabulary, sentence, summary and essay writing

I. Vocabulary:

1. Use dictionary and thesaurus to check the meaning of the following words and phrases. Practice spelling them correctly.
 - 1) Clan
 - 2) Valour
 - 3) Matriculated
 - 4) Restricted
 - 5) Charter
 - 6) Acquitted
 - 7) Sabotage
 - 8) Immortalised
2. Match words with their synonyms from the table below

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

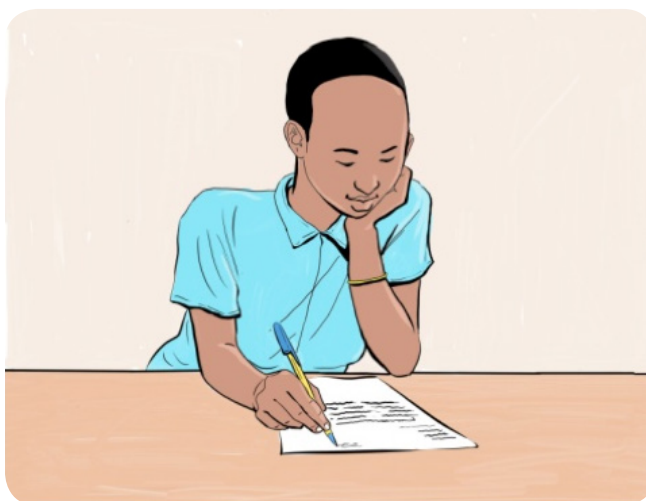
- II. Use the above words to construct the meaningful sentences.
- III. Summarize the biography of Nelson Mandela in not more than 20 lines focusing on the milestones in his life. (Education, joining politics and life after his release)
- IV. Choose an expository topic from your school environment and write an essay of 250 words.

5.6. Academic and Professional writing

5.6.1. Learning activity



Reading and exploitation of the text



- **Text1:** Curriculum vitae

The terms “curriculum vitae” is derived from two Latin words: curriculum and vita. The first means course, history or way while the second means life. The form “vitae” means “of life”. When combined therefore they mean “course or history of life”.

Ngondo, G. (2005:10) defines “curriculum” as a sales document that highlights your skills, achievements and experience in such a way that the reader will be interested to meet you. It includes your name, contact information, education (as well as research and teaching experience, publications), professional associations and licenses, awards and other information relevant to the position you are applying for.

KADEGHE, M. (2005: 35) shares views with Ngondo and added that a good curriculum vitae is just like an advertisement except that it is an advertisement for you. Therefore, it is the most advertisement you will ever write. If you think of your cv as your sales document, then you need to search for the attributes that you have to sell from within yourself and present them in a manner that that will interest the buyer (the reader / potential employer). Areas that can interest employers are personal profile, your achievement, Education /Qualifications, Trainings and skills, Personal details, Hobbies and interests and References.

Universally there are three recognized formats you can choose from: chronological, functional and hybrid /targeted formats. The chronological CV format is the most frequently used. It is used when your career progression is stable and your professional growth is consistent. The functional CV format mainly highlights your key skills and strengths and does not emphasize who you worked for and job titles. The hybrid CV or targeted CV format is the combination of both chronological and functional styles. Use this format when targeting a specific type of job

It is difficult to say how long a CV should be. Most people agree that a 2 or 3 page CV is enough. Some people however argue that a one page CV is good enough. From the point of view of NGONDO, G. (2005:45), there is very little that can go into a single page CV unless you have very little to “sell” about yourself. Therefore it is what you want to advertise for the reader that will determine the length of your CV.

Adapted from Langan, J. (2003). *College Writing Skills*, Media Edition. Atlantic City: McGraw-Hill Companies

▪ **Comprehension questions:**

1. How is Curriculum Vitae defined etymologically?
2. Why do authors state that CV is someone's advertisement?
3. Explain the three types of CV formats.
4. Discuss some cases in which you may need to write a CV.

▪ **Text 2:** Formal letters

Communication between human being; organization and so on is quite indispensable. In this regard, letters bridge the gap between them. The purpose of writing therefore is to communicate a thought, a fact, an idea, a sentiment, a celebration or a happening. A well-constructed letter can help you to win a business, improve and develop your relationship with clients. Letter writing is essential to many tasks, related to business, commerce, government and other important organizations. Every educated person should have the art of writing letters for all occasions for practical reasons.

Letterwriting is much different from other kinds of writing. The context can be casual/ informal or formal. There are other essential elements to be noted as to whom the letter is addressed and if there is any tone required in the language you have to use.

In English, letters fall under two main classes' namely informal and formal letters. Informal letters are written to relatives, friends, classmates and equals. They do not have a rigid structure to follow. On the other hand formal letter are addressed to people of higher authority. For this reason you have to pay attention to the layout, formal language use and clarity of ideas.

In English, we distinguish the following formal letters: the Cover letter/ the application letter, the complaint letter, the letter of interest, the apology letter, the letter of appeal, the invitation letter, the resignation letter, and letter of recommendation. The aforementioned letters are some of the most used.

A cover letter should always accompany your curriculum vitae when you contact a potential employer. A good cover letter opens a window to your personality and describes specific strengths and skills you are to offer the employer.

With a cover letter, you can further tailor your application to expand on certain points from your curriculum vitae. A professionally presented cover letter adds weight to your C.V. And taking time to write a cover letter further highlights your interest in the position.

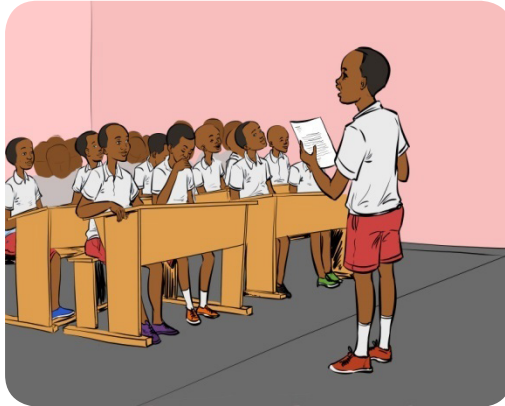
As far as its parts are concerned, a cover letter has three essential paragraphs. The first justifies why you are writing. So, be clear and concise regarding your request. The middle paragraphs justify and support what you have to offer. Convince therefore the readers so that they should grant you the interview or appointment you requested in the first paragraph. Remember you are interpreting your curriculum vitae. Try to support each statement you make with a piece of evidence. Use shorter paragraphs rather than one large block of text. The last or final paragraph may illustrate how you will follow up. Remember it is your responsibility to follow up and this relates to your job search.

Adapted from Hills, R. (2006). *The Art of Effective Letter Writing*. New Delhi: Lotus Press.

▪ **Comprehension questions**

1. What are the major classes of letters?
2. Discuss the major purpose of writing a letter as discussed in the passage.
3. Why is it said that letter writing is different from other kinds of writing?
4. How often in your class do you need to write a formal letter? Give examples
5. What are the main parts of a cover letter as discussed in the passage?

▪ **Text 3:** Speech writing



A speech is a spoken statement that presents a position and tries to convince an audience to accept to take action. An effective speech addresses an issue of concern or important to the audience, clearly states the speaker's position and goal, supports the position with clearly organized facts, examples and statistics, addresses the knowledge level, experiences, needs, and concerns of intended audience,. When preparing to write a speech, start with a topic that truly interests or concerns the audience.

After selecting a hot topic, focus a specific of it that you can fully and completely support. If, for example you choose a topic such as “ health care” you would need many hours to identify very important issue. A narrower related topic, such as “the importance of preventive care” would be a more suitable topic for a short persuasive speech. To effectively do this, you need to create an outline. Creating an outline helps to divide your topic into smaller parts. Begin by writing your broad topic as the main level of an outline. Divide the topic into lettered heads such as A, B, C and so on.

As you plan your speech, it is important that you consider both your audience and your purpose. Your audience might be a crowd such as a school assembly, the community meeting or any other gathering of people. Putting yourself in the shoes of your audience is a good way to make sure that you have gathered enough information about a topic. Imagine that you are an audience member, and make a list of the things you would like to find out when listening to a speech on your topic. As you gather ideas, use your list to help you make sure that you are tailoring your speech to your audience's specific concerns and expectations.

The strength of your speech will depend on the quality of your analysis and evidence. You won't convince anyone unless you have facts, details, anecdotes, and personal experiences to support your statements. Unless you are already an expert on your topic, explore reliable sources to collect facts, statistics

and examples you can use to support your argument. Consult books, articles, respected magazines and influential periodicals, visit internet sites that are sponsored by well-known organizations or prominent individuals.

Once you have finished gathering evidence to include in your speech, write out a first draft. In preparing your draft, keep in mind that your argument will be presented orally. Pay attention to the sound of the language, as well as to its meaning.

Once you have finished your first draft, revise it by focusing on its overall structure, paragraphs, sentences, and words. Your speech should leave listeners with a strong lasting impression. To achieve this goal, you need to present a unified argument- one that focuses on single important or main idea. Each paragraph in your speech should contribute to its main idea. Likewise, each sentence within each paragraph should support the main idea of the paragraph.

Before you present your speech aloud, check your grammar, usage, and spelling carefully. Deliver your speech to your classmates or to another audience. While making your presentation, make frequent eye contact with your audience and use hand gestures to emphasize your key points. Speak slowly and clearly, and vary the tone and volume of your voice to match the content of your speech. If possible, record your delivery so that you can evaluate your own presentation.

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

▪ **Comprehension questions**

1. What is a speech according to the above passage?
2. Discuss the main things that the speech addresses.
3. Why do you think you should consider the audience when preparing a speech?
4. Discuss why the strength of your speech will depend on the quality of your analysis and evidence.
5. Discuss the main things you consider when it comes to speech delivery.



5.6.2. Application activity

- I. Vocabulary: use dictionary and thesaurus to check the meaning of the following words. Spell them correctly.
 1. Indispensable. 2. Sentiment. 3. Rigid 4. Clarity 5. Aforementioned
 6. Grant 7. Anecdotes 8. Periodicals 9. Prominent
- II. Use the above words to construct the meaningful sentences.
- III. Write a letter to your tutor asking for sitting for a test that you missed because you were sick.
- IV. Write a meaningful composition appreciating the need for letter writing in academic life.

Note: One example is helpful to illustrate how the Curriculum vitae and formal letters (cover letter, resignation and apology letter) are written.

I. A sample curriculum vitae

1. personal information

Name: Steven Mugisha

Nationality: Rwanda

Date of Birth: 02/10/1985

Gender: Male

Marital status: Married

Residency: Kigali, Nyarugenge

II. Professional experience (Starting from the latest)

September 2014 -
Present

Production Manager
Gulf Hygienic Industries LTD

1. Establishing production standards of efficiency, minimum wastages and maximum utilization of resources (machines, raw material and manpower).
2. Supervising production processes to ensure implementation of company standards

January 2009-2010: Production accountant

Amanta Groups of companies

1. Preparing production budget and maintain/improve budget limitations to meet plant's annual objectives and standards according to sales projections.

III. EDUCATION BACKGROUND (starting from the latest)

Example

2010-2013: Kyambogo Institute of Business

Bachelors of Business and Management

2006-2008: UBUMWE High School

Certificate in Accountancy

2002-2005: Sano Secondary School

Ordinary Level

1995-2001: Agahozo Primary School

IV. Trainings and awards

- Training and Certificate in Global Learning Organizations
- Training and Certificate in Environmental Management System

V. Computer Skills

MS Word, MS Excel, Power Point

VI. Language proficiency

English excellent

French very good

VII. Hobbies and interests

I enjoy reading fiction books, building computer networks and making friends.

VIII. References

Reference

Telephone

e-mail

Abdul Rahman Galeb, Chief of personnel +999.55555555 aaab@mail.com

Walid Mohammad Mustafa, Legal Advisor +888.66666666 bcd@mail.com

Mrs. Saima Khan IT Executive +01092282091 khan.s@maplins.co.uk

II. Sample cover letter

Kigali/Nyarugenge

Email: seremaniff@yahoo.fr

Tel:

March 4th, 2015

Human Resources

ISCO Company

Dear Sir/Madam,

Request: Application for the position of Security Officer

With reference to your advertisement published in IMVAHO NSHYA n°1850 that appeared yesterday for a security officer, I would like to apply for this position in your company.

I am especially interested to apply for this position because my experience as a senior security, professional in the army has prepared me for a disciplined officer to secure work environment and the challenges associated with unexpected events.

I promise to use this experience for enhancing the security in your company and I would appreciate an opportunity to meet you to discuss how my experience will best meet your needs. I believe that my ideas on how to improve your company's security posture may be of particular interest to you.

The attached documents are my training certificates, identity card, and my curriculum vitae.

I am looking forward to the favorable answer from you.

Yours faithfully,

Signature

Selemani Matanya

III. Sample resignation letter

A resignation letter is a letter expressing the intent of an employee to resign from a company or an institution to join another or for furthering his/her studies

In this letter, first thank the employer for having employed you for a given time. Then the employee provides enough time to get a replacement. This period of time varies from institution to another. The resignation letter generally expresses the details of the resignation, and includes the date and reasons for leaving. They are often called a letter of resignation or a notice of employment termination.

Your address (no name)

28th February, 2015

SULFO Company Manager

P.O. Box456

Kigali/Rwanda

Dear Sir,

Re: Resignation from duties

I would like to inform you that I am resigning from my position as a Marketing Officer at SULFO Rwanda Industries, effective from March 3, 2013.

Thank you for the support and the opportunities that you have provided me during the last two years. I have enjoyed my tenure with the company.

I think two weeks are enough to find a replacement. If I can be of any assistance during this transition, please let me know. I would be glad to help.

Yours faithfully,

Signature

Name

IV. Sample apology letter

An apology letter is written after something has gone wrong. In this regard you accept the mistake or wrong doing done, you promise to pay back or replace the damaged thing and finally promise that it will never happen again. This kind of letter is mostly used in business. For instance, delay regarding an order made, supply of damaged raw materials, supply of expired goods, etc.

Consider the sample below:

P.O Box: 2001

Kigali/Rwanda

Utexrwa@yahoo.com

The Headmaster of Lycée de Kigali

P.O Box: 4045

Kigali

Dear Sir,

Re: Apology for the mix-up in your last order

I would like to apologize for the mix-up in your last order. We recently hired a new sales person who was not familiar with your systems. We have corrected your order and shipped it out this morning. We have applied a 10% discount on your order, apologize and again apologize for any inconvenience this may have caused you.

Thank you very much for your understanding.

Yours faithfully,

Signature

Name

Title

V. Example of memorandum (memo)

A memorandum is a short and informal note, report or message which is generally written on a specifically printed form for circulation within a company or institution. It is used for brief messages, for example, the outcome of meetings, the name of persons hired or promoted, dispatch of goods, receipt of formal communications, appointments, use of office facilities, or any other information that is to be shared in a business. It is typically used by firms for internal communication as opposed to letters which are typically for external communication.

Memos should have the following sections and content: 'To' section containing the name of the receiver, 'from' section containing the name of the sender, date, a heading, the message and signature.

MEMO

To: Katherine Chu, Regional Manager
From: Stephen Yu, Sales
Date: 11 May 2013
Subject: Notification of My Resignation

I am writing to inform you of my intention to resign from G & S Holdings.

I have appreciated very much my four years working for the company. The training has been excellent and I have gained valuable experience working within an efficient and professional team environment. In particular, I have appreciated your personal guidance during these first years of my career.

I feel now that it is time to further develop my knowledge and skills base in a different environment.

I would like to leave, if possible, in a month's time on Saturday, 8 June. This will allow me to complete my current workload. I hope that this suggested arrangement is acceptable to the company.

Once again, thank you for your support.

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

I. Connectors of example giving

Good essays always back up points with examples, but it is going to get boring if you use the expression "for example" every time. Here are a couple of other ways of saying the same thing.

1. For instance

Example:

“Some birds migrate to avoid harsher winter climates. Swallows, for instance, leave the UK in early winter and fly south...”

2. To give an illustration

Example: “To give an illustration of what I mean, let’s look at the case of...”

II. Contrast

In essay writing, clauses of contrast are introduced by although, though, however, even if, even though, whereas, while, nevertheless, on the other hand, no matter.

Examples:

1. Although writing summaries may seem to be an easy task, writing it is a complex thing to do.
2. You risk to be arrested though you were not involved in the matter.
3. Informal letters are written to relatives, friends, classmates and equals. On the other hand formal letter are addressed to people of higher authority.
4. When retrieving information from your head you use a technique known as brainstorming. However, it is rare that you will be able to produce forceful essay.

III. Listing and adding information

We shouldn’t each time use “and” when we want to add further information in support of a point they’re making, or to build an argument. Here are some other ways of adding information.

1. **Moreover:** Employ “moreover” at the start of a sentence to add extra information in support of a point you’re making.

Example: Moreover, the results of a recent piece of research provide compelling evidence.

2. **Furthermore:** This is also generally used at the start of a sentence, to add extra information.

Example: Furthermore, there is evidence to suggest that frogs are amphibians.

3. **What’s more:** This is used in the same way as “moreover” and “furthermore”.

Example: What’s more, this isn’t the only evidence that supports this hypothesis.

4. Another key thing to remember: Use the phrase “another key point to remember” or “another key fact to remember” to introduce additional facts without using the word “also”.

Example: “As a Romantic, Blake was a proponent of a closer relationship between humans and nature. Another key point to remember is that Blake was writing during the Industrial Revolution, which had a major impact on the world around him.”

5. As well as: Use “as well as” instead of “also” or “and”.

Example: “Scholar A argued that this was due to X, as well as Y.”

6. Not only... but also: This wording is used to add an extra piece of information, often something that’s in some way more surprising or unexpected than the first piece of information.

Example: “Not only did Edmund Hillary have the honour of being the first to reach the summit of Everest, but he was also appointed Knight Commander of the Order of the British Empire.”

IV. General explaining

1. In other words: Use “in other words” when you want to express something in a different way (more simply), to make it easier to understand, or to emphasise or expand on a point.

Example: “Frogs are amphibians. In other words, they live on the land and in the water.”

2. To put it another way: This phrase is another way of saying “in other words”, and can be used in particularly complex points, when you feel that an alternative way of wording a problem may help the reader achieve a better understanding of its significance.

Example: “Plants rely on photosynthesis. To put it another way, they will die without the sun.”

3. That is to say: “That is” and “that is to say” can be used to add further detail to your explanation, or to be more precise.

Example: “Whales are mammals. That is to say, they must breathe air.”

V. Comparison

The most used connectors or (linking words) of comparison are: than ,as.....as, as, as if ,as though.

Examples:

1. it’s later than you think.

2. She drives better than her brother.
3. You are taller than Tom
4. This tooth does not hurt me as much as I expected.
5. This test is not so easy as I expected.

Exercise

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

1.he is busy, he spends time with his family
2. He is.....intelligent.....hard working
3. She was unhappy,....she was rich
4. Veda is.....kind....humble.
5. He was not punishedhe was guilty.
6. No sooner did he see the tiger he fainted.

5.8. Sound and spelling

A. Write the correct spelling for the words below. Check your answers in a dictionary

1. propel +-er
2. wrap+ -ing
3. copy+-er
4. classify+-ed
5. mercy+-ful
6. defy+-ance
7. pay+ -ed
8. notice+ - able
9. care+- ing
10. day+ - ly

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

Word	Phonetic transcription
Memorandum	
speech	

Resignation	
Apology	
indispensable	
valuable	

5.9. End unit assessment



End unit assessment

I. Complete the sentences with the following connectors (although, and, but, not only....but also)

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

II. Join the two sentences with **not only.....but also**

1. There are problems with the children. There are problems with their parents.
2. He can make people laugh. He can make people cry.
3. She writes plays for television. She acts in movies.
4. I sent him many letters. I also tried to telephone him.
5. We visit our grandfather's house in summer. We visit our grandfather's house in winter.

III. Composition writing

1. In not less than 300 words, write a composition justifying the importance of essay writing skills in academic life.

2. Find a biography of any prominent person and recount it in not more than 200 words.

IV. Speech writing

Prepare a speech to deliver at the international women's day assembly.

V. Letter and CV writing

Write an application letter, applying for teaching English in any district of your choice. Your letter must be accompanied by a curriculum vitae.

UNIT 6

LITERATURE IN ENGLISH

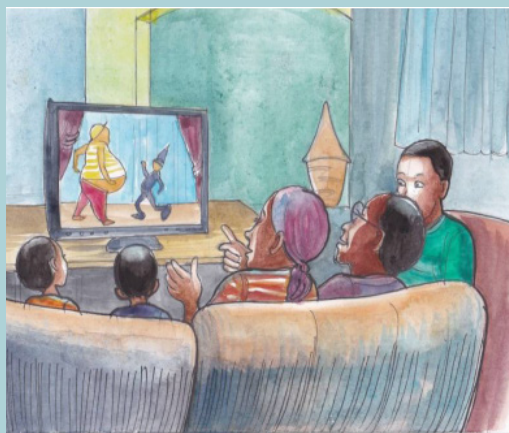
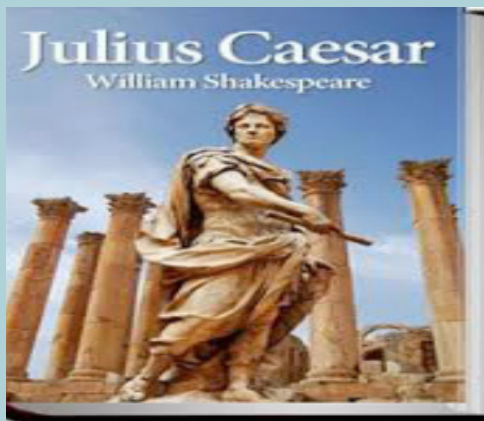
LEARNING AREA: ORAL AND WRITTEN COMMUNICATION

Key Unit Competence:

To analyse literary texts based on their genres and period.



Introductory activity



1. Describe what you see in the above pictures.
2. What do you understand by prose?
3. Discuss briefly the key aspects of prose.
4. Differentiate prose from poetry and drama.

6.1. Classifying and characterizing different periods of literature in English

6.1.1. Learning activity



Reading and analysing extracts of prose, poems and drama from

literary works

I. Prose

Read the following extract from the story “When the Sun Goes Down” by Gorowa Kamau and answer the questions that follow.

Maureen stole a glance at Kanja. The poor man was fidgeting and sweating. She rose and opened the window. She served several glasses of fruit juice and passed them round. Kanja held the glass cautiously, his fingers shaking like an alcoholic’s. “Welcome Kanja.” It is great to have you visit,” She said.

“Kanja has no idea how good it was for him to come.” When you are suffering from AIDS, one good friend is all you need to make life less suffocating. A person is only a person through other persons”. Steve observed.

“You too, suffering from AIDS?” Kanja breathed the one question he had been afraid to ask. He sounded perplexed. Steve smiled vaguely. But before he could speak, Maureen weighed in. The story, she seemed to suggest, was hers to tell. “I remember I had gone for a routine prenatal check when the doctor broke the news. When I was diagnosed with AIDS, I had only one prayer. In that moment, when the sun seemed to set on my life, I prayed that my unborn child be free of the virus.

I prayed that somehow Steve would be free of the virus too. Oh, how intently I prayed. When my son was born and he turned out negative, my night suddenly went ablaze with a thousand stars. But there was one problem. Steve would not take the test when he finally acquiesced, He was positive I was devastated. My stars waned....”

Steve knew the signs all too well. The clouds were gathering and soon there would be storm, a deluge, he knew. He did not like the way she spoke. Her earnestness sounded almost unnatural. And why must she try to sanitise him? "I have forbidden you to blame yourself for anything!" Steve growled.

"Oh, you don't know how it feels seeing you suffer and knowing that I brought this pestilence on you but I swear I have been a faithful woman..... I was faithful to my husband. I was faithful to you, Steve....." her voice broke and she burst into tears.

"Listen Maureen," Steve spoke with a tenderness that surprised Kanja. A strange light played in his eyes. "Never cry when the sun goes down for if you do, the tears will not let you see the stars," He pleaded.

She heaved and gasped painfully, trying to get hold of her emotions. Finally, she wiped her tears and looked at her son, playing innocently on his father's lap. She had two daughters from her first marriage but this boy, the fruit of the only true love she had ever known in her thirty and five years under the sun, was the crown of her life. Still, a fear tugged at her heart leaving her belly feeling an airy hollowness. Would she live to see him grow up into a man? And if she died, would Steve care for him or would he let the boy to wonder unloved, unwanted on the harsh streets of life? Maureen had no doubt that Steve would live: He had the will. She wished she too could summon up that kind of spirit. She looked at Steve and their son again, the way a seer peers at the contents of his diviner-gourd to read the secrets of life and she smiled wearily. These were her men. She could die but these two, father and son, would always be together. Nothing could separate them. She could see that in the way they sat and played so snugly with his father, in the way Steve held him as if he would never let go. It was such a perfect picture. Just as if the whole world was just the two of them.

Still, she wanted reassurance but when she tried to speak, the words would not form. Steve held her eyes in his in that judicious manner of his and she knew he knew what she wanted to ask. And the answer was in his eyes-a more profound answer than any words could speak. In that moment, Maureen felt strangely relaxed and her heart sang: Ngũmbũkanyumethĩĩ, Mageganiameekwothĩĩ, mataĩmekwo? Yes! She would fly out of this world and wonders hitherto unseen would be performed on earth...Maureen felt ready to fly.

Extract from "When the Sun Goes Down" by Goro Wa Kamau

A. Comprehension questions

1. How does the content of the above story relate to its title?
2. How did Maureen discover that she was HIV positive?

3. Prove that Maureen was worried about her husband and her expected son.
4. Based on the story, explain how Maureen's problem was not a result of unfaithfulness.
5. What shows that Maureen cared for her newly born son's future?
6. From the passage, show that Maureen was sure her son would be taken care of even in her absence.

B. Vocabulary

Use a dictionary or a thesaurus to find the meaning of the following terms used in the above story.

- a) ...suffocating... (paragraph two)
- b) ...perplexed... (paragraph three)
- c) ...ablaze... (paragraph four)
- d) ...acquiesced... (paragraph four)
- e) ...earnestness... (paragraph five)
- f) ...pestilence... (paragraph six)
- g) ...tenderness... (paragraph seven)
- h) ...hollowness... (paragraph eight)
- i) ...wearily... (paragraph nine)
- j) ...judicious... (paragraph ten)

▪ Notes

Prose refers to any special written piece of work that is built on sentences, paragraphs and grammatical structure rather than a rhythmic structure as in traditional poetry, where the common unit of verse is based on meter or rhyme. The term prose is used simply as a contrast to verse. It is what linguists call the "unmarked" form of language. Literary critics divide prose into fictional and nonfictional. Examples of prose include novels, novellas, short stories, essays, letters, editorials, articles and journals.

▪ Characteristics of prose

- The prose is written in paragraphs
- It tells the story rather than describing an image or metaphor.
- Generally, it has characters and a plot.

Basing on its characteristics given above, prose can be broken into four categories, divided by purpose:

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

II. Poetry

Read the poem below and answer questions that follow.

“I Met a Thief”

On the beach, on the Coast,
Under the idle, whispering coconut towers,
Before the growling, foaming waves,
I met a thief, who guessed I had
An innocent heart for her to steal.

She took my hand and led me under
The intimate cashew boughs which shaded
The downy grass and peeping weeds.
She jumped and plucked the nuts for me to suck;
She sang and laughed and pressed close

I gazed: her hair was like the wool of a mountain sheep,
Her eyes, a pair of brown - black beans floating in milk.
Juicy and round as plantain shoots
Her legs, arms and neck,

And like wine - gourds her pillowy breasts;
Her throat uttered fresh banana juice
Matching her face - smooth and banana ripe

I touched - but long before I even tasted
My heart had flowed from me into her breast;
And then she went-High and South-
And left my car case roasting in the fire she'd lit.

By Austin Bukenya

▪ Comprehension questions

1. How appropriate is the title to the poem?
2. Comment on the setting of the poem.
3. Who is the persona in this poem?
4. Explain the use of imagery in the poem.
5. In your own words, explain what this poem is talking about.

Notes

Types of poetry

Poetry can be written in different styles. The birth of poetry can be traced back to prehistoric times, when people passed down their history in the form of narrative poems and songs. With its rich and glorious history, there are many kinds of poetry, such as lyric, narrative and dramatic poetry.

a) Lyric poetry

An emotional writing focusing on thought and emotion - can consist of a song-like quality. Subdivisions include elegy, ode and sonnet. Lyric poetry does not attempt to tell a story. Popular lyric poems include the works of [Sappho](#), "Go, lovely Rose" by Edmund Waller and the many sonnets of [William Shakespeare](#).

b) Narrative poetry

Narrative poetry is a form of poetry that tells a story, often making the voices of a narrator and characters as well; the entire story is usually written in metered verse. Narrative poems do not need rhyme. The poems that make up this genre may be short or long, and the story it relates to may be complex. Some narrative

poetry takes the form of a novel in verse. Shorter narrative poems are often similar in style to the short story. Sometimes, these short narratives are collected into interrelated groups, as with Chaucer's "The Canterbury Tales." Narrative poems include epics, ballads, idylls, and lays.

The style of narrative poetry differs from dramatic poetry, which does not include an exposition and uses the character's own words. Narrative poems also differ from lyric poetry, which expresses the poet's thoughts and emotions rather than telling a story.

A narrative poem often contains a moral lesson at the end of the poem. It is because it narrates a story which must have some conflict and resolution. However, the moral lessons may be explicit or implicit. Hence, the readers have to draw the meaning of the poem through analysis and evaluation of the characters and their actions

Narrative poetry includes the subdivision epic and ballad.

i) Epic

An epic poem is a long narrative poem told in dignified language, celebrating the actions of a hero. It gives a series of heroic deeds and events significant to a particular culture or a nation

ii) Ballad

A ballad generally tells of an event of interest such as a crime. Ballads were originally intended to be sung while dancing.

c) Dramatic poetry

Dramatic poetry, also known as dramatic verse or verse drama, is a written work that both tells a story and connects the reader to an audience through emotions or behaviours. In a form of narrative closely related to acting, it usually is performed physically and can be either spoken or sung. Normally, dramatic poetry uses a set rhyming or meter pattern, setting it apart from prose. It has evolved since its start in ancient Greece, but it still survives today, especially in operas.

– Key Features of dramatic poetry

This type of poetry uses the speech and actions of at least one person to depict a scene or plot. It is different from plain narrative because the focus is usually on how that individual emotionally or physically controls or responds to what is going on—that is, it is more than a simple explanation of fact. Often, it is from the character's point of view, giving the audience an idea of his personality, morals, history and dreams.

In general, making a fictional person come alive is much easier when someone

physically can show what that character is supposed to feel or do. This is the way the dramatic poetry mainly separates itself from other forms. It requires action, such as making facial expressions, gesturing or interacting with other people or things in the room.

Another key feature is that the text usually follows verse form or rhymes. As a result, it typically ends up feeling very rhythmic. Dramatic poetry requires a certain capacity to deliver the lines well in order to make the audience understand what's happening. Getting this naturalness can be hard, however, simply because everyday speech typically is more like prose.

– Forms

Dramatic poetry can take one of several forms: soliloquy, dramatic monologue, and dialogue. Any of these forms can stand by itself.

- Soliloquy

In a soliloquy, a character speaks mainly to himself, not interacting with anyone else. It typically is a good way to quickly show what he thinks, wants or is going to do, because it gives insights into his mind. Perhaps the best example comes from William Shakespeare's tragic play, *Hamlet*, in which Hamlet questions whether it is better to live or die.

- Dramatic monologue

A dramatic monologue is very similar to a soliloquy in that it reveals something about the speaking character. The main difference is that, here, the actor is talking to someone else in the play, not just himself. This second person doesn't say anything, but their presence often makes the speech a little bit more believable. This type of dramatic poetry usually shows up during critical moments in the plot.

- Dialogue

Dialogue takes at least two people, who exchange lines to direct action, give information or tell something about themselves. The benefit of this form is that actors can play off each other, responding naturally to what the other person does so that the play doesn't seem overly rehearsed. The challenge in using it in dramatic poetry, however, is that a writer has to maintain some similarity between the rhythm and meter of the text for both speakers, even as he tries to make each one seem to have a separate personality.

Remark:

Free verse is a literary device that can be defined as poetry that is free from limitations of regular meter or rhythm, and does not rhyme with fixed forms. It is made of poems without rhythm and rhyme schemes. Although they don't follow regular rhyme scheme rules, they still provide artistic expression. In this way, the

poet can give his own shape to a [poem](#) as he or she desires. However, it still allows poets to use [alliteration](#), rhyme, cadences, and rhythms to get the effects that they consider are suitable for the piece.

– Features of Free Verse

- Free verse poems have no regular meter or rhythm.
- They do not follow a proper rhyme scheme; these poems do not have any set rules.
- This type of poem is based on normal pauses and natural rhythmical phrases, as compared to the artificial constraints of normal poetry.

– Function of Free Verse

- Free verse is commonly used in contemporary poetry. Some poets have taken this technique as a freedom from rhythm and rhyme, because it changes people's minds whimsically.
- The best thing about free verse is that poets can imagine the forms of any sound through intonations instead of meters. Free verse gives a greater freedom for choosing words, and conveying their meanings to the [audience](#). Since it depends upon patterned elements like sounds, phrases, sentences, and words, it is free of artificiality of a typical poetic expression.

III. Drama

Read the following excerpt and answer the questions that follow.

Dr. Stockmann: (snapping his fingers and getting up from the table): I have it! I have it, by Jove! You shall never set foot in the school again! The Boys. No more school!

Mrs. Stockmann: But, Thomas Dr.T

Stockmann: Never, I say. I will educate you myself; that is to say, you shan't learn a blessed thing.

Morten: Hooray!

Dr. Stockmann: But I will make liberal-minded and high-minded men of you. You must help me with that, Petra.

Petra: Yes, father, you may be sure I will.

Dr.Stockmann: And my school shall be in the room where they insulted me and called me an enemy of the people. But we are too few as we

are; I must have at least twelve boys to begin with.

Mrs. Stockmann: You will certainly never get them in this town.

Dr. Stockmann: We shall. (To the boys.) Don't you know any street urchins-regular ragamuffins?

Morten: Yes, father, I know lots!

Dr. Stockmann: That's capital! Bring me some specimens of them. I am going to experiment with curs, just for once; there may be some exceptional heads among them.

Morten: And what are we going to do, when you have made liberal minded and high-minded men of us?

Dr. Stockmann: Then you shall drive all the wolves out of the country, my boys!

(EJLIF looks rather doubtful about it; MORTEN jumps about crying "Hurrah!")

Mrs. Stockmann: Let us hope it won't be the wolves that will drive you out of the country, Thomas.

Dr. Stockmann: Are you out of your mind, Katherine? Drive me out!
Now-when I am the strongest man in the town!

Mrs. Stockmann: The strongest-now?

Dr. Stockmann: Yes, and I will go so far as to say that now I am the strongest man in the whole world.

Morten: I say!

Dr. Stockmann: (lowering his voice). Hush! You mustn't say anything about it yet; but I have made a great discovery.

Mrs. Stockmann: Another one?

Dr. Stockmann: Yes. (Gathers them round him, and says confidentially:) It is this, let me tell you-that the strongest man in the world is he who stands most alone.

Mrs. Stockmann: (smiling and shaking her head). Oh, Thomas, Thomas!

Petra: (encouragingly, as she grasps her father's hands). Father

By Henrik Ibsen, *An Enemy of the People*, Act 5, page 88.

Comprehension questions

1. What is the purpose of Dr Stockmann in the excerpt?
2. Why has he qualified himself as a strong man?
3. Discuss the main themes in the above excerpt.

Notes

Drama is literature that is primarily written for theatrical performance. It is a mode of fictional representation through dialogue and performance. Drama is one of the literary genres, which is an imitation of some action. A dramatic text consists of two components: literature for reading and performance. Drama is incomplete without the performative aspect. Every dramatic text contains instructions, known as secondary text, for performance on stage. Drama is also a type of a play written for theater, television, radio, and film.

In simple words, a drama is a composition in verse or prose presenting a story in pantomime or dialogue. It contains conflict of characters, particularly the ones who perform in front of audience on the stage. The person who writes drama for stage directions is known as a “dramatist” or “playwright.”

The following are the conventions of drama:

Cast of Characters: listed in the beginning of the play, before the action starts.

Act: a major division of a play.

Scenes: a major division of an act.

Stage Directions: a dramatist's instructions for performing a play (secondary text).

Types of Drama

- a) Comedy

Comedy is a play characterized by its humorous or satirical tone and its depiction of amusing people or incidents, in which the characters ultimately triumph over adversity. Comedies are lighter in tone than ordinary works, and provide a happy conclusion. The intention of dramatists in comedies is to make their audience

laugh. Hence, they use quaint circumstances, unusual characters, and witty remarks.

b) Tragedy

Tragedy is a play dealing with tragic events and having an unhappy ending, especially one concerning the downfall of the main character. Tragic dramas use darker themes, such as disaster, pain, and death. Protagonists often have a tragic flaw—a characteristic that leads them to their downfall.

c. Farce

Farce is a comic dramatic work using buffoonery and horseplay, typically including crude characterization and ludicrously improbable situations. Generally, a farce is a nonsensical genre of drama, which often overacts or engages slapstick humor. It uses exaggerated and funny situations, starting with jokes, physical humour, drunkenness, and silly visuals just for the sake of getting people laugh.

d) Melodrama

Melodrama is a play or style of acting in which the characters behave and show emotion in a more noticeable way than real people usually do. It is an exaggerated drama which is sensational and appeals directly to the senses of the audience. Just like the farce, the characters are of a single dimension and simple, or may be stereotyped.

e) Radio Drama

Radio Drama or audio drama is a play that is read by actors for radio broadcast rather than performed on the stage. There is no visual component in radio drama. It depends on dialogue, music, and sound effect to create the images in your mind, to develop the characters and plot, to indicate the passage of time. It is auditory in the physical dimension but equally powerful as a visual force in the psychological dimension. It is very common for radio to exploit sounds and music effects to enhance values of their products. Radio in particular purely depends on voices and sound effects. It hardly has another way through which it could communicate to listeners.



6.1.2. Application activity

1. Explain the following term:
a) Prose b) Poetry c) Drama
2. State and explain types of poetry.
3. Differentiate the four types of prose.

4. Contrast the different types of drama you have learnt.
5. What do you understand by free verse?
6. Conduct a research on the impact of a teacher's incompetence on learners. The teacher recognizes his weakness and laments on the state of things. Write a poem that you will recite in front of your class. In the poem, show the teacher's determination to overcome the problem. Choose a suitable title for your poem, and then start it like this:

"Incompetent feels like a fish in a bowl,
 Always swimming and hitting nothing but glass,
"

6.2. Using literary terms and devices in sentences and texts

6.1.1. Learning activity



Reading and analysis of literary extractst

Carefully read the extract below from Chinua Achebe's novel, *Things Fall Apart*. Pay attention to the words in bold and then answer the questions that follow.



Okonkwo was well known throughout the nine villages and even beyond. His fame rested on solid personal achievements. As a young man of eighteen, he had brought honour to his village by throwing Amalinze the Cat. Amalinze was the great wrestler who for seven years was unbeaten, from Umuofia to Mbaino.

He was called the Cat because his back would never touch the earth. It was this man that Okonkwo threw in a fight which the old men agreed was one of the fiercest since the founder of their town engaged a spirit of the wild for seven days and seven nights.

The drums beat and the flutes sang and the spectators held their breath. Amalinze was a wily craftsman, but Okonkwo was as slippery as a fish in water. Every nerve and every muscle stood out on their arms, on their backs and their thighs, and one almost heard them stretching to breaking point. In the end Okonkwo threw the Cat.

That was many years ago, twenty years or more, and during this time Okonkwo's fame had grown like a bush-fire in the harmattan. He was tall and huge, and his bushy eyebrows and wide nose gave him a very severe look. He breathed heavily, and it was said that, when he slept, his wives and children in their houses could hear him breathe. When he walked, his heels hardly touched the ground and he seemed to walk on springs, as if he was going to pounce on somebody. And he did pounce on people quite often. He had a slight stammer and whenever he was angry and could not get his words out quickly enough, he would use his fists. He had no patience with unsuccessful men. He had had no patience with his father.

... "Look at that wall," he said, pointing at the far wall of his hut, which was rubbed with red earth so that it shone. "Look at those lines of chalk," and Okoye saw groups of short perpendicular lines drawn in chalk. There were five groups, and the smallest group had ten lines. Unoka had a sense of the dramatic and so he allowed a pause, in which he took a pinch of snuff and sneezed noisily, and then he continued: "Each group there represents a debt to someone, and each stroke is one hundred cowries. You see, I owe that man a thousand cowries. But he has not come to wake me up in the morning for it. I shall pay you, but not today. Our elders say that the sun will shine on those who stand before it shines on those who kneel under them. I shall pay my big debts first." And he took another pinch of snuff, as if that was paying the big debts first. Okoye rolled his goatskin and departed.

When Unoka died he had taken no title at all and he was heavily in debt. Any wonder then that his son Okonkwo was ashamed of him? Fortunately, among these people a man was judged according to his worth and not according to the worth of his father. Okonkwo was clearly cut out for great things. He was still young but he had won fame as the greatest wrestler in the nine villages. He was a wealthy farmer and had two barns full of yams, and had just married his third wife. To crown it all he had taken two titles and had shown incredible prowess in two inter-tribal wars. And so although Okonkwo was still young, he was already

one of the greatest men of his time. Age was respected among his people, but achievement was revered. As the elders said, if a child washed his hands he could eat with kings. Okonkwo had clearly washed his hands and so he ate with kings and elders. And that was how he came to look after the doomed lad who was sacrificed to the village of Umuofia by their neighbours to avoid war and bloodshed. The ill-fated lad was called Ikemefuna.

Adapted from Things Fall Apart by Chinua Achebe

▪ Comprehension questions

1. Describe Okonkwo as a famous man in connection with his wrestling match with Amalinze
2. As explained in the above passage, prove that Okonkwo was a giant.
3. Basing on the above passage, do you agree that Okonkwo was a wealthy man? Justify your answer.
4. After carefully reading the text, discuss all the underlined expressions and phrases.
5. How do these words help make the story more colourful?
6. What are these expressions called?
7. Use a dictionary or a thesaurus to find the meanings of the terms below:
 - a) ...fame... (paragraph one)
 - b) ...wrestler... (paragraph one)
 - c) ...wily... (paragraph two)
 - d) ...stretching... (paragraph two)
 - e) ...pounce... (paragraph three)
 - f) ...prowess... (paragraph five)
 - g) ...revered... (paragraph five)
 - h) ...doomed... (paragraph five)
 - i) ...bloodshed... (paragraph five)
 - j) ...ill-fated... (paragraph five)

▪ Notes

Literary terms/devices

Literary terms or techniques are also known as narrative techniques or literary devices. These are the methods a writer uses to convey his or her message properly. Literary techniques help the reader visualise what the author is saying. This is what we call style. For instance, Achebe uses imagery in the chapter that we just read. Umofians refer to Amalinze as “Amalinze the Cat” because

his back never touched the ground. We know that even if you throw a cat, it never falls on its back. This image therefore, helps us to visualise how Amalinze wrestled. It also helps us to understand why Okonkwo was so famous since he defeated the unbeatable Amalinze.

The table below shows some of the most common literary terms and devices used literary pieces of writing.

Device	Meaning
Alliteration	The repetition of initial consonant sounds in a line of poetry. For example, <u>t</u> iny <u>t</u> ap.
Assonance	The repetition of vowel sounds. For example, "Fleet feet sweep by sleeping geese."
Imagery	Words or phrases that create mental pictures-these include similes and metaphors.
Metaphor	For example, <u>she is a rock</u> . Metaphor is a comparison between two objects, one object is used to give clear meaning to the other, and in this case the rock is used to show that she is firm or strong.
Simile	A comparison between two objects using words such as 'like' and 'as'.
Personification	Giving or assigning animals, ideas, or inanimate objects human abilities. For example, the sun smiled, to mean the sun was bright.
Repetition	Repeating words, phrases, lines, or stanzas.
Rhyme	The similarity of line-ending sounds that exists between two words.
Synecdoche	Using a part of something to represent the whole. For example, bread can be used to represent food in general.
Satire	This is criticising something wrong using humour or exaggeration. It is expected that as the reader or audience laughs, they can learn something and correct the wrong.
Irony	It is a literary device in which there is a difference between what one says or does and what he/she really means. For example: A man is found by a woman, urinating in public and the woman exclaims, "What an intelligent man!"
Euphemism	A more mild or indirect word or expression is used in place of another word or phrase that is considered harsh or unpleasant. For example "I'm so sorry, but your son has passed away" is a way of avoiding to tell a mother that her son has died.

Flashback	Flashback is an interruption in a narrative that depicts events that have already occurred, either before the present time or before the time at which the narration takes place.
Foreshadowing	Foreshadowing is when an author indirectly hints at what's to come later on in the story. This is done through things such as dialogue, description, or characters' actions.
Hyperbole	Hyperbole is an exaggerated statement that's not meant to be taken literally by the reader. It is often used for comedic effect and/or emphasis. For example "I was so hungry that I could eat a horse." Here the speaker could not literally eat an entire horse. This hyperbole emphasizes how starved the speaker feels.
Juxtaposition	Juxtaposition is a literary technique in which two or more ideas, places, characters, and their actions are placed side by side in a narrative or a poem , for the purpose of developing comparisons and contrasts. For example, "Curse, bless, me now with your fierce tears, I pray."
Onomatopoeia	It is a word (or group of words) that represents a sound and actually resembles or imitates the sound it stands for. For example: Buzz, boom, chirp, creak, sizzle, zoom, etc.
Stanza	A grouping of two or more lines of a poem in terms of length, metrical form, or rhyme scheme.



6.2.2. Application activity

1. Explain the following literary devices
a) Metaphor b) Assonance c) Simile d) Synecdoche e) Personification
2. Write a one page story in which you use at least five literary terms and devices.
3. According to you, how are literary devices important to the writer and the reader?

4. Discuss the literary device used in this dialogue.

Man: Who said smoking kills? I am forty and have been smoking for five years.

Woman: How wise! You are forty yet you look like a ninety-year-old.

Besides, your cough is music to my ears.

5. Write 5 sentences in which you use the literary devices learnt.

6.3. Spelling and pronunciation

A. Spelling and dictation

Listen carefully to your teacher as he reads to you a paragraph from Things Fall Apart by Chinua Achebe. Write it down as correctly as possible.

B. Phonetic transcription

Complete the table below by giving the missing phonetic transcription of the words studied across this unit. Pay attention to the placement of the stress where necessary. Then practice their pronunciation. You can use a dictionary where you find it necessary.

Word	Phonetic transcription
Onomatopoeia	
Soliloquy	
Earnestness	
Melodrama	
Prowess	
Synecdoche	
Euphemism	
Juxtaposition	/ˌdʒʌkstəpəˈzɪʃ(ə)n/
Hyperbole	
Suffocating	

6.4. End unit assessment



End unit assessment

1. Read the following poem and then answer the questions that follow.

“Building the Nation”

Today I did my share

In building the nation.

I drove the permanent secretary

To an important urgent function

In fact to a luncheon at the Vic

The menu reflected its importance

Cold Bell beer with small talk,

Then fried chicken with niceties

Wine to fill the hollowness of the laughs

Ice-cream to cover the stereotype jokes

Coffee to keep the PS awake on return journey.

I drove the permanent secretary back.

He yawned many times in the back of the car

Then to keep awake, he suddenly asked,

Did you have any lunch friend?

I replied looking straight ahead

And secretly smiling at his belated concern

That I had not, but was sliming!

Upon which he said with seriousness

That amused more than annoyed me,
Mwananchi, I too had none!
I attended to matters of state.
Highly delicate diplomatic duties you know,
And friend, it goes against my grain,
Causes me stomach ulcers and wind.
Ah, he continued, yawning again,
The pains we suffer in building the nation!
So the PS had ulcers too!
My ulcers I think are equally painful.
Only they are caused by hunger,
No sumptuous lunches!
So two nation builders
Arrived home this evening
With terrible stomach pains
The result of building the nation –
Different ways.

By Christopher H. M. Barlow

▪ **Comprehension questions**

- a) What is the poem talking about?
- b) Who is speaking in the poem? How do you know?
- c) What is the tone of the poem?
- d) Identify some poetic devices used in the poem.
- e) The poet says in the last stanza 'so two nation builders arrived home this evening.' Were the two people building the nation? Explain your answer.

2. Read the poem below and answer question about it.

There once was a young lady named Bright
Whose speed was much faster than light
She set out one day
In a relative way
And returned on the previous night.
Anonymous...

- **Comprehension questions**

Discuss the literary device used in the verse “Whose speed was much faster than light”?

3. Plan a sketch with your classmate(s) and perform it in front of your class.
4. Write a play on the contribution of teachers to the development of the country. Select a title that best expresses the message and moral lesson you wish to convey through the play. Then choose a partner (s) to perform the play with him/her or them in front of the class.
5. Discuss the literary device used in the poem below

“Grave men, near death, who see with blinding sight
Blind eyes could blaze like meteors and be gay,
Rage, rage against the dying of the light.
And you, my father, there on the sad height,
Curse, bless, me now with your fierce tears, I pray.
Do not go gentle into that good night.
Rage, rage against the dying of the light.”

By Dylan Thomas, “Do not Go Gentle into that Good Night”

6. Read the excerpt below from *Mine Boy* and answer the questions that follow.

He carried on up the street and turned down Eloff Street. This was the heart of the city and the crowd was thick. It was difficult to move among all these white people; one had to keep on stepping aside, and to watch out for the motorcars that shot past.

Xuma smiled bitterly. The only place where he was completely free, was underground in the mines. There, he was a master and knew his way. There, he did not even fear his white man, for this white man depended on him. He was the boss boy. He gave the orders to the mine boys. They would do for him what they would not do for this white man or any other white man. He knew that, he had found it out. And underground, his white man respected him and asked him for his opinion before they did anything.

It was so and he was at home and ease underground. His white man had even tried to make friends with him because the other mine boys respected him so much. But a white man and a black man cannot be friends. They work together. That's all. He smiled. He did not want the things of the white man. He did not want to be friends with the white man. Work for him, yes, but that's all. And didn't the others respect him more than they respected Johannes? It was because he did not say baas to the white man but knew how to deal with him.

From *Mine Boy* by Peter Abrahams

▪ Comprehension questions

- a) What happens to the main character?
 - b) What does the story tell you about people, values and society?
 - c) What is the main message or theme in the above extract?
7. Discuss the main literary genres drawing their similarities and differences.
8. Using suitable examples, explain any 5 literary terms/devices that you have studied in this unit.

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