

ENGLISH
STUDENT-TEACHER'S BOOK
FOR TTC



OPTION: ECLPE

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FOREWORD

Dear student,

Rwanda Education Board is honoured to present TTC Year three English Student Book for Early Childhood and Lower Primary Education (ECLPE) option. This serves as a guide to competence-based teaching and learning to ensure consistency and coherence in the learning of the TTC Year two English content. The Rwandan educational philosophy is to ensure that you achieve full potential at every level of education which will prepare you to be well integrated in society and exploit employment opportunities.

In line with efforts to improve the quality of education, the government of Rwanda emphasizes 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 the things 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. NDAYAMBAJE Irénée

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 early childhood, lower and primary. It would not have been successful without active participation of different education stakeholders.

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

Joan MURUNGI,

Head of Department CTLR

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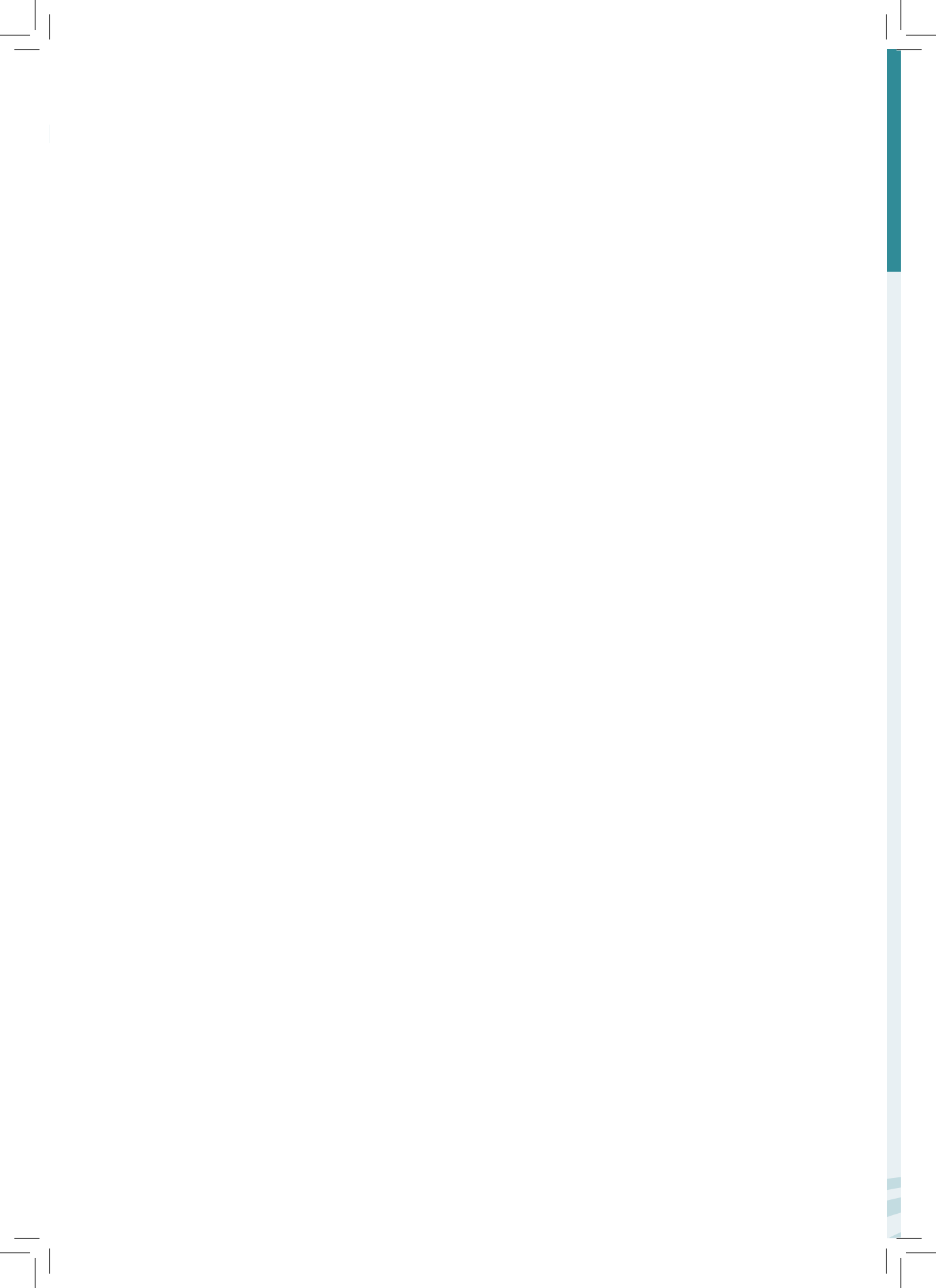
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UNIT 1

COMMUNICATION, INTERNATIONAL RELATIONS AND COOPERATION

LEARNING AREA: ORAL AND WRITTEN COMMUNICATION

Key Unit Competence:

To use language learnt in the context of Communication, International relations and Cooperation



Introductory activity

Picture observation and interpretation



Picture 2



Picture 1



Picture 3

Questions :

1. Describe what you see in the above pictures.
2. What do you understand by communication?
3. According to you, why are international relations and cooperation important?

1.1. Talking about different types of communication

1.1.1 Learning activity



Reading and text analysis.

Text : Types of Communication

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

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

Non-verbal communication is the use of facial expressions, posture, eye contact, hand movements, and touch to convey information to others. It can be used both intentionally and unintentionally. What we do while we speak often says more than the actual words. For example, if you're engaged in a conversation with your boss about your cost-saving idea, it is important to pay attention to

both their words and their non-verbal communication. Your boss might be in agreement with your idea verbally, but his/her non-verbal cues: avoiding eye contact, sighing, scrunched up face, etc., indicate something different.

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

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

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

Adapted from Communications for Professionals : Five Types of Communication, by Anne Converse Willkomm.

• **Comprehension questions :**

1. What do you understand by “we operate on communication autopilot”?
2. Does the author think that operating on communication autopilot is a good idea? Explain.
3. State the four main types of communication.

4. As Kalisa stood up to ask for permission, the teacher looked at him deniably and he went back to his seat. Which type of communication was this?
5. Suppose you have watched a video on YouTube showing step by step how to insert a picture in Microsoft Word document. In which category of communication can you classify this communication?
6. Using a clear example, explain how one can use non-verbal communication unintentionally.
7. Explain how visual communication can help a primary teacher to teach science subjects.



1.1.2. Application activities

Vocabulary, Sentence construction, Summary and Composition writing, Research and presentation.

I. Vocabulary

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

Words/phrases	Meaning
Autopilot	
Chatting	
Calibre	The degree of quality or excellence of someone or something.
Overarching	
Sighing	
Convey	
Memo	
Disseminate	
Embarrassment	
Jeopardy	
Perpetuity	

II. Sentence writing

Use each of the above words in your own sentence.

III. Summary writing

In not less than 80 words, summarize the above passage.

IV. Write a 300 composition on the importance of effective communication skills for a teacher.

V. Research and presentation

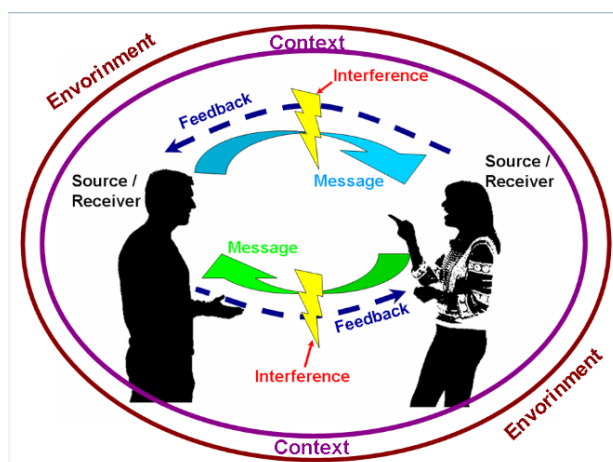
Make a research on the evolution of Braille and sign language. Then suggest practical and effective ways to implement these communication channels in the Rwandan education system. Then make a presentation of your work in front of your classmates.

1.2 Describing the elements, functions of communication and communication process

1.2.1 Learning activity



Reading and text analysis.



Pre- reading activity:

1. Observe the picture above and say what you can see.

2. Read the words highlighted in the picture and correct any misspelt word among them.

Text: The components of communication

In order to better understand the communication process, we can break it down into a series of eight essential components: source, message, channel, receiver, feedback, environment, context and interference.

Each of these eight components serves an integral function in the overall process.

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

"The message is the stimulus or meaning produced by the source for the receiver or audience." When you plan to give a speech or write a report, your message may seem to be only the words you choose that will convey your meaning. But that is just the beginning. The words are brought together with grammar and organization. You may choose to save your most important point for last. The message also consists of the way you say it-in a speech, with your tone of voice, your body language, and your appearance-and in a report, with your writing style, punctuation, and the headings and formatting you choose. In addition, part of the message may be the environment or context you present it in and the noise that might make your message hard to hear or see.

"The channel is the way in which a message or messages travel between source and receiver." When you speak or write, you are using a channel to convey your message. Spoken channels include face-to-face conversations, speeches, telephone conversations and voice mail messages, radio, public address systems, and voice over Internet protocol (VoIP). Written channels include letters, memorandums, purchase orders, invoices, newspaper and magazine articles, blogs, e-mail, text messages, tweets, and so forth.

"The receiver receives the message from the source, analyzing and interpreting the message in ways both intended and unintended by the source." As a receiver

you listen, see, touch, smell, and/or taste to receive a message.

When you respond to the source, intentionally or unintentionally, you are giving feedback. Feedback is composed of messages the receiver sends back to the source. Verbal or non-verbal, all these feedback signals allow the source to see how well, how accurately or how poorly and inaccurately the message was received. Feedback also provides an opportunity for the receiver or audience to ask for clarification, to agree or disagree, or to indicate that the source could make the message more interesting. As the amount of feedback increases, the accuracy of communication also increases.

“The environment is the atmosphere, physical and psychological, where you send and receive messages”. The environment can include the tables, chairs, lighting, and sound equipment that are in the room. The room itself is an example of the environment. The environment can also include factors like formal dress, which may indicate whether a discussion is open and caring or more professional and formal. As a speaker, your environment will impact and play a role in your speech. It’s always a good idea to go check out where you’ll be speaking before the day of the actual presentation.

“The context of the communication interaction involves the setting, scene, and expectations of the individuals involved.” A professional communication context may involve business suits (environmental cues) that directly or indirectly influence expectations of language and behaviour among the participants.

Interference, also called noise, can come from any source. “Interference is anything that blocks or changes the source’s intended meaning of the message.” Psychological noise is what happens when your thoughts occupy your attention while you are hearing, or reading, a message. Interference can come from other sources, too. Perhaps you are hungry, and your attention to your current situation interferes with your ability to listen. Maybe the office is hot and stuffy. If you were a member of an audience listening to an executive speech, how could this impact your ability to listen and participate? Noise interferes with normal encoding and decoding of the message carried by the channel between source and receiver. Not all noise is bad, but noise interferes with the communication process. For example, your cell phone ringtone may be a welcome noise to you, but it may interrupt the communication process in class and bother your classmates

Adapted from: An introduction to human communication: Understanding and sharing by Judy Pearson.

• **Comprehension questions :**

1. With related examples, briefly explain the four steps that the source uses to convey messages in public speaking.
2. Using clear explanation, analyse the second component of communication.
3. Define the term 'channel' as a component of communication.
4. Explain the sentence "the receiver analyses and interpretes the message in ways both intended and unintended by the source. "
5. Basing on the above passage, explain the term 'feedback.'
6. Identify and describe the three last components of communication.



1.2.2 Application activities

Vocabulary, Sentence construction, Composition, Summary writing and debate.

I. Vocabulary

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

Word	Meaning
Integral	
Stimulus	
Memorandums	
Unintended	
Unintentionally	
Inaccurately	
Cue	
Stuffy	Lacking fresh air or ventilation.
Encoding	
Decoding	

II. Sentence construction

Use the terms in the above table to construct grammatically correct and meaningful sentences.

III. Summary writing

In not more than 100 words, summarize the components of communication as described in the above passage.

IV. Composition

Write a 300 word composition on the importance of good communication skills in the teaching and learning process.

V. Debate

Debate on the following motion: "In the communication process, the sender is more important than the receiver."

1.3. Describing international relations and cooperation

1.3.1 Learning activity



Reading and text analysis.



Text : Economic and Commercial Diplomacy

Economic diplomacy, narrowly defined, is concerned with international economic policy questions, such as how to preserve global financial stability without indefensible levels of youth unemployment and unmanageable levels of wholly defensible levels of civil unrest; and how to stimulate economic growth,

particularly in the poorest countries, while arresting or at least slowing down climate change. Commercial diplomacy, on the other hand, consists mainly of assistance to the promotion of exports and foreign direct investment (FDI), and access to raw materials. Modern diplomacy was influenced by commerce from its earliest days. The priority given to economic as well as commercial diplomacy has risen more in recent years. The role of foreign ministries and especially embassies is undeniably great in both economic and commercial diplomacy.

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

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

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

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

• **Comprehension questions :**

1. Differentiate economic diplomacy from commercial diplomacy.

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



1.3.2 Application activities

Vocabulary, Sentence construction and Paragraph writing

I. Vocabulary

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

Words/ phrases	Meaning
Embassies	A group of people who represent their country in a foreign country or the building that these people work in.
Consulates	
Sovereigns	
C o n s u l a r posts	
Rivalry	
Shafts	
Fillip	
Breach of contract	

II. Sentence construction:

Use each of the words/phrases in the above passage to construct meaningful sentences.

III. Summary writing

In not less than 90 words, summarize the above passage about diplomacy.

IV. Paragraph writing

In two paragraphs, explain why international relations and cooperation are needed in today's community. You can again have a look at techniques of writing a good paragraph in year one, unit 5.

V. Research and presentation.

Conduct a research on the benefits that Rwanda has gained in the last two decades thanks to good diplomatic relations. Make notes focusing on the importance of international relations and cooperation. Then present your findings to the class.

1.4. Treaties and agreements

1.4.1 Learning activity



Reading and text analysis.



Text: Regional integration to foster prosperity

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

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

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

Citing the example of the East Africa Community integration, Kagame said the initiative has yielded positive impacts such as free movement of people, customs union and joint infrastructure projects. “If you look at the East African region, even more progress has been realised, for example, in the area of customs union, integration in the area of infrastructure that bring the countries of the East African Community together, whether it is telecommunication in the area of realising one area network, where there are no roaming charges,” Kagame said. Other impacts, he noted, include working together to implement reforms that cover aspects such as the economy and security. EAC integration has, among others, seen the liberalisation of free movement of people, goods and services, consequently increasing opportunities for the over 160 million citizens of the bloc.

Four countries in the bloc (Kenya, Uganda, Rwanda and South Sudan) in 2014 rolled out the One Area Network, scrapping calls roaming rates which brought down the cost of communication. The region is also in the process of rolling out the Standard Gauge Railway, a 2000km project which will further ease movement of goods. On the side-lines of the Global Business Forum on Africa, Rwanda signed two bilateral agreements with UAE, which are expected to enhance investor relations. The pacts will facilitate promotion and reciprocation of protection of investments as well as double taxation avoidance.

This, experts say, will serve to increase investor confidence in Rwanda's business regulatory environment.

Speaking to *The New Times*, from Dubai, Emmanuel Hategeka the Chief Operating Officer of the Rwanda Development Board, said that the forum presents an ideal platform to mobilise investments. “The forum presents an excellent platform to attract private investors to Rwanda. We are able to access a global network of investors brought together by the Dubai Chamber and showcase Rwanda's investment opportunities and engage in forward-looking discussions,” he said.

The United Arab Emirates, he said, is one of Rwanda's main sources of investors. “UAE has been a major source of investors to Rwanda registering over \$100 million in planned investments in logistics, hospitality and financial services,” Hategeka said. The two-day forum, which opened yesterday, is the fourth on Africa. Kagame was attending at the invitation of Sheikh Mohamed Al Maktoum, the vice-president of UAE and the ruler of Dubai.

The forum was organised by the Dubai Chamber of Commerce and Industry. Convening over 1,000 top-level government and corporate decision-makers as well as industry experts the forum was running under the theme “Next Generation Africa.” Participants examined the current economic outlook for the African continent, and explored prospects for its development, investment opportunities and the potential for forging partnerships between African businesses and their UAE counterparts

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

• **Comprehension questions :**

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



1.4.2 Application activities

Vocabulary, Sentence construction and Composition writing

I. Vocabulary

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

- a) ...integration... (paragraph one)
- b) ...anchor... (paragraph two)
- c) ...roaming charges... (paragraph three)
- d) ...rolled out... (paragraph four)
- e) ...bilateral agreements... (paragraph four)
- f) ...pacts... (paragraph four)
- g) ...reciprocation... (paragraph four)
- h) ...showcase... (paragraph five)
- i) ...hospitality... (paragraph six)
- j) ...prospects... (paragraph seven)

II. Sentence construction

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

III. Composition writing

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

1.5 Language structure: Uses of gerunds

I. Uses of gerunds

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

Verb in ing form/Gerund

Study the following sentences:

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

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

II. Functions of Gerunds

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

Examples:

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

Examples:

- Kayitesi enjoys singing.
- When her mother died, she started misbehaving.
- A gerund can be a subject-complement

Example: It was singing that made Kayitesi happy.

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

Example: Besides singing, Kayitesi likes dancing.

When to use gerunds :

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

Example: I like playing soccer but I hate boxing.

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

Gerunds are also used after:

2. Prepositions or prepositional phrases such as:
 - instead of
 - good at
 - before ...
 - after ...
 - aim at
 - keep on
 - interested in

Examples:

I am interested in collecting stamps.

After playing football I drank an orange juice.

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

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

II. Verb followed by either a gerund or verb in infinitive form

Study the following sentences:

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

Do the above sentences have the same meaning?

Notes: Some verbs have a different meaning depending on whether they are followed by a gerund or verb in infinitive form.

(a) Stop

> Stop + gerund means the action is not happening any more.

Examples:

- I've stopped buying newspapers because nowadays I read news online.
 - Janet stopped reading her morning newsletters.
- > Stop + verb in infinitive form means that someone or something stops an activity in order to do something else.

Examples:

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

(b) Try

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

Examples:

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

Examples:

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

(C) Remember and forget

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

Examples:

- I remember watching this film before.
- I'll never forget meeting you for the first time in this café.

> Remember + verb in infinitive form and forget + verb in infinitive form refer to recalling (or not recalling) that there is something we need to do before we do it.

Examples:

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

III. Language practice

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

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

1.6. Spelling and pronunciation

A. Spelling and dictation

Listen carefully to your teacher as he reads for you a paragraph about the importance of international relations. Write it down as correctly as possible.

B. Phonetic transcription

Complete the table below by giving the missing phonetic transcriptions 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
Calibre	
Overarching	
Jeopardy	
Perpetuity	
Stimulus	
Cue	
Consulates	
Sovereigns	
Rivalry	
Showcase	
Bilateral	/ˌbaɪ'lætərəl/
Anchor	



1.7 End unit assesment

I. Fill in blank space with the correct word from those suggested in brackets.

- Historically,(diplomats/diplomacy) meant the conduct of official, usually bilateral, relations between(sovereign/colony) states.
- A(diplomat/consulate) an official whose job is to represent one country in another, and who usually works in an embassy.

- c) The office where a consul works is called.....(consultancy/ consulate)
- d)(Braille/sign language) is a system of printing for blind people, in which each letter is represented as a raised pattern which can be read by touching with the fingers.
- e)(Braille/sign language) a system of hand and body movements representing words, which is used by and to people who cannot hear or talk.

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

1. Kamali stopped.....(seeing/ to see) whether he had not forgotten his driving licence.
2. I always forget.....(to take/ taking) my pills.
3. I tried.....(talking/ to talk) to him but he couldn't listen.
4. I am keen on..... (to work/ working) in the computer industry.
5. Kalisa decided..... (to see/ seeing) a doctor.
6. Leila enjoys..... (to work/ working) love stories.
7. Do you intend..... (learning/ to learn) Italian or English?
8. Do you mind (helping/ to help) me wash the dishes?
9. Alan asked..... (talking/ to talk) to the boss
10. I can't help..... (laughing/ to laugh) when I watch Mr Been.
11. If Sara keeps.....(to come/ coming) to work late, she'll have problems with the boss.
12. Liza hates..... (to study/ studying) Maths.
13. Are you interested in.....(living/ to live) abroad?

III. Write a 300 word composition detailing the benefits of Rwanda's integration in East African Community.

UNIT 2

PEOPLE AND TECHNOLOGY

LEARNING AREA: ORAL AND WRITTEN COMMUNICATION

Key Unit Competence:

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



Introductory activity

Picture observation and interpretation



Fig.1

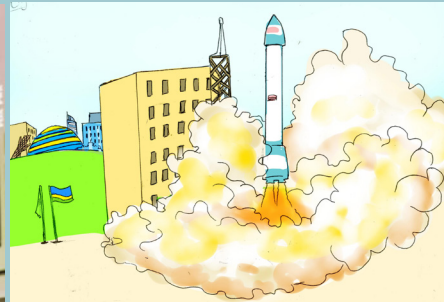


Fig.2



Fig.3: A genetically modified plant

1. What is represented in Fig.1?
2. Discuss advantages and disadvantages of new tech trends.
3. What do you understand by “genetically modified organisms”?
4. Give three reasons why plants are genetically modified.

2. 1. Describing concepts related to both humankind and technological trends

2.1.1 Learning activity



Reading and text analysis.

Text 1: The Internet of things (IT)



The Internet of things, or IoT, is a system of interrelated computing devices, mechanical and digital machines, objects, animals or people that are provided with unique identifiers (UIDs) and the ability to transfer data over a network without requiring human-to-human or human-to-computer interaction. A thing in the internet of things can be a person with a heart monitor implant, a farm animal with a biochip transponder, an automobile that has built-in sensors to alert the driver when tire pressure is low or any other natural or man-made object that can be assigned an IP address and is able to transfer data over a network.

The term “the internet of things” was first mentioned in 1999 by Kevin Ashton, co-founder of the Auto-ID Center at Massachusetts Institute of Technology (MIT) in a presentation he made to Procter & Gamble (P&G). Wanting to bring radio frequency ID (RFID) to the attention of P&G’s senior management, Ashton called his presentation “Internet of Things” to incorporate the cool new trend of 1999: the Internet. MIT professor Neil Gershenfeld’s book, *When Things Start to Think*, also appearing in 1999, didn’t use the exact term but provided a clear vision of where IoT was headed.

IoT has evolved from the convergence of wireless technologies, micro-electro-mechanical systems (MEMS), micro services and the internet. The convergence has helped tear down the silos between operational technology (OT) and information technology (IT), enabling unstructured machine-generated data to be analysed for insights to drive improvements.

The internet of things is also a natural extension of SCADA (supervisory control and data acquisition), a category of software application program for process control and gathering of data in real time from remote locations to control equipment and conditions. SCADA systems include hardware and software components. The hardware gathers and feeds data into a computer that has SCADA software installed, where it is then processed and presented in a timely manner. The evolution of SCADA is such that late-generation SCADA systems developed into first-generation IoT systems.

The concept of the IoT ecosystem, however, didn't really come into its own until the middle of 2010 when, in part, the government of China said it would make IoT a strategic priority in its five-year plan. An IoT ecosystem consists of web-enabled smart devices that use embedded processors, sensors and communication hardware to collect, send and act on data they acquire from their environments. IoT devices share the sensor data they collect by connecting to an IoT gateway or other edge device where data is either sent to the cloud to be analysed or analysed locally.

Sometimes, these devices communicate with other related devices and act on the information they get from one another. The devices do most of the work without human intervention, although people can interact with the devices -- for instance, to set them up, give them instructions or access the data.

The internet of things connects billions of devices to the internet and involves the use of billions of data points, all of which need to be secured. Due to its expanded attack surface, IoT security and privacy are cited as major concerns. Because IoT devices are closely connected, all a hacker has to do is to exploit one vulnerability to manipulate all the data, rendering it unusable. Additionally, connected devices often ask users to input their personal information, including names, ages, addresses, phone numbers and even social media accounts -- information that's invaluable to hackers. Manufacturers that don't update their devices regularly -- or at all -- leave them vulnerable to cybercriminals.

However, hackers aren't the only threat to the internet of things; privacy is another major concern for IoT users. For instance, companies that make and distribute IoT devices could use those devices to obtain and sell users' personal data. Beyond leaking personal data, IoT poses a risk to critical infrastructure, including electricity, transportation and financial services.

Adapted from Internet of things (IoT) by Margaret Rouse.

• Comprehension questions

1. What do you understand by “the Internet of things”?
2. In the phrase “the Internet of things” what can a thing be referred to?
3. Appreciate the contribution of Neil Gershenfeld’s book to the creation of the term “the Internet of things”?
4. Evaluate the relationship between SCADA and Internet of things.
5. What do you understand by “IoT ecosystem”?
6. Using an example, explain when people can interact with the IoT devices.
7. Account for the need to secure Internet of things devices.

Text 2: Genetically modified organism (GMO)

Genetically modified organism (GMO) is an organism whose genome has been engineered in the laboratory in order to favour the expression of desired physiological traits or the generation of desired biological products. In conventional livestock production, crop farming, and even pet breeding, it has long been the practice to breed selected individuals of a species in order to produce offspring that have desirable traits. In genetic modification, however, recombinant genetic technologies are employed to produce organisms whose genomes have been precisely altered at the molecular level, usually by the inclusion of genes from unrelated species of organisms that code for traits that would not be obtained easily through conventional selective breeding.

Genetically modified organisms (GMOs) are produced using scientific methods that include recombinant DNA technology and reproductive cloning. In reproductive cloning, a nucleus is extracted from a cell of the individual to be cloned and is inserted into the enucleated cytoplasm of a host egg (an enucleated egg is an egg cell that has had its own nucleus removed). The process results in the generation of an offspring that is genetically identical to the donor individual. The first animal produced by means of this cloning technique with a nucleus from an adult donor cell (as opposed to a donor embryo) was a sheep named Dolly, born in 1996. Since then a number of other animals, including pigs, horses, and dogs, have been generated by reproductive cloning technology. Recombinant DNA technology, on the other hand, involves the insertion of one or more individual genes from an organism of one species into the DNA (deoxyribonucleic acid) of another. Whole-genome replacement, involving the transplantation of one bacterial genome into the cell body, or cytoplasm, of another microorganism, has been reported, although this technology is still limited to basic scientific applications.

Genetically modified (GM) foods were first approved for human consumption in the United States in 1994, and by 2014–15 about 90 percent of the corn, cotton, and soybeans planted in the United States were genetically modified. By the end of 2014, GM crops covered nearly 1.8 million square kilometres (695,000 square miles) of land in more than two dozen countries worldwide. The majority of GM crops were grown in the Americas.

In agriculture, plants are genetically modified for a number of reasons. One of the reasons is to reduce the use of chemical insecticides. For example, the application of wide-spectrum insecticides declined in many areas growing plants, such as potatoes, cotton, and corn, that were endowed with a gene from the bacterium *Bacillus thuringiensis*, which produces a natural insecticide called Bt toxin. Farmers who had planted Bt cotton reduced their pesticide use by 50–80 percent and increased their earnings by as much as 36 percent.

Other GM plants were engineered for a different reason: resistance to a specific chemical herbicide, rather than resistance to a natural predator or pest. Herbicide Resistant Crops (HRC) enable effective chemical control of weeds, since only the HRC plants can survive in fields treated with the corresponding herbicide. Many HRCs are resistant to glyphosate (Roundup), enabling liberal application of the chemical, which is highly effective against weeds. Such crops have been especially valuable for no-till farming, which helps prevent soil erosion. However, because HRCs encourage increased application of chemicals to the soil, they remain controversial with regard to their environmental impact.

Some other plants can be genetically modified to increase their nutrients. The example of a crop that is genetically modified for that reason is “golden rice”. Golden rice was genetically modified to produce almost 20 times the beta-carotene of previous varieties. A variety of other crops, modified to endure the weather extremes common to other parts of the globe, are also in production.

To sum up, GMOs produced through genetic technologies have become a part of everyday life, entering into society through agriculture, medicine, research, and environmental management. However, while GMOs have benefited human society in many ways, some disadvantages exist; therefore, the production of GMOs remains a highly controversial topic in many parts of the world.

Adapted from Genetically modified organism (GMO), by Judith L. Fridovich-Keil and Julia M. Diaz.

• **Comprehension questions :**

1. In your own words, define the term “Genetically Modified Organism”.

2. State two of scientific methods used to produce Genetically Modified Organisms.
3. Differentiate recombinant DNA technology from reproductive cloning.
4. What do you think caused 90 % of the corn, cotton and soybeans planted in the United States to be genetically modified, only 10 years after the approval of GM food?
5. Give three reasons why plants are genetically modified.
6. Explain the disadvantage of genetically modifying plants in favour of resistance to a specific chemical herbicide.

Text 3: AI (Artificial Intelligence)

Artificial intelligence (AI) is the simulation of human intelligence processes by machines, especially computer systems. These processes include learning (the acquisition of information and rules for using the information), reasoning (using rules to reach approximate or definite conclusions) and self-correction. Cambridge Advanced Learner's Dictionary defines AI as the study of how to produce machines that have some of the qualities that the human mind has, such as the ability to understand language, recognize pictures, solve problems and learn. Particular applications of AI include expert systems, speech recognition and machine vision.

AI can be categorized as either weak or strong. Weak AI, also known as narrow AI, is an AI system that is designed and trained for a particular task. Virtual personal assistants, such as Apple's Siri, are a form of weak AI. Strong AI, also known as artificial general intelligence, is an AI system with generalized human cognitive abilities. When presented with an unfamiliar task, a strong AI system is able to find a solution without human intervention.

Arend Hintze, an assistant professor of integrative biology, computer science and engineering at Michigan State University, categorizes AI into four types, from the kind of AI systems that exist today to sentient systems, which do not yet exist. His categories are: Reactive machines, limited memory, theory of mind and Self-awareness.

A reactive machine is the most basic type that is unable to form memories and use past experiences to inform decisions. They can't function outside the specific tasks that they were designed for. They simply perceive the world and react to it. An example is Deep Blue, the IBM chess program that beat Garry Kasparov in the 1990s. Deep Blue can identify pieces on the chess board and make predictions, but it has no memory and cannot use past experiences to

inform future ones. It analyses possible moves -- its own and its opponent -- and chooses the most strategic move.

Limited memory refers to AI systems that can use past experiences to inform future decisions. Some of the decision-making functions in self-driving cars are designed this way. Observations inform actions happening in the not-so-distant future, such as a car changing lanes. These observations are not stored permanently.

The third type of Artificial intelligence is Theory of mind. This psychology term refers to the understanding that others have their own beliefs, desires and intentions that impact the decisions they make. The AI of this type should be able to interact socially with human beings. Even though there are a lot of improvements in this field, this kind of AI does not yet exist.

Self-awareness is an AI that has its own conscious, super intelligent, self-awareness and sentient. In brief, it is a complete human being. Machines with self-awareness understand their current state and can use the information to infer what others are feeling. This type of AI does not yet exist and if achieved, it will be the milestones in the field of AI.

Some people fear that machines may turn evil and destroy human beings if they are equipped with feelings and emotions. The real worry isn't malevolence, but competence. A super intelligent AI is by definition very good at attaining its goals, whatever they may be, so we need to ensure that its goals are aligned with ours. The answer to the question of whether AI can be dangerous to mankind is that there's reason to be cautious, but that the good can outweigh the bad if managed properly as believes Bill Gates the co-founder of Microsoft.

Adapted from *AI in IT tools promises better, faster, stronger op*, by Margaret Rouse.

• **Comprehension questions :**

1. In your own words, define the term "Artificial Intelligence".
2. Differentiate Weak AI from Strong AI.
3. Outline the four types of AI as mentioned in the passage.
4. Compare and contrast limited memory and theory of mind.
5. Should human being worry about the self-awareness AI? Explain.



2.1.2 Application activity

Vocabulary, Sentence construction and Composition writing.

I. Vocabulary

Text 1: The Internet of things

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

Words/ phrases	Meaning
Heart monitor implant	
Biochip	
Sensors	
IP address	
Frequency	The number of times that a wave, especially a sound or radio wave, is produced within a particular period, especially one second.
Wireless	
Convergence	
Timely	
Ecosystem	
Processors	
Gateway	
Hacker	
Invaluable	
Cybercriminals	

Text 2: Genetically modified organism (GMO)

Find the meanings of the following words as they are used in the passage.

- Genome
- Engineered
- Physiological

- d) Species
- e) Recombinant DNA
- f) Cloning
- g) Nucleus
- h) Cytoplasm
- i) Transplantation
- j) Consumption
- k) Endowed
- l) Controversial

Text 3: AI (Artificial Intelligence)

- a) Simulation
- b) Virtual
- c) Cognitive
- d) Sentient
- e) Lanes
- f) Malevolence

II. Sentence construction (Use the following words in your own sentences) :

Biochip	Sensors	IP address	Frequency	Wireless
Genome	Engineered	Physiological	Species	Cloning

III. Composition writing

- a) Write a 250 word composition, explaining the advantages and disadvantages of genetically modified organisms for human beings.
- b) Write a short composition, supporting or opposing the idea of building AI weapons.

2.2 Advantages of new tech trends



Fig: Robot work force

2.2.1 Learning activity



Reading and text analysis.

Text 1: The advantages of new technology for businesses

Cutting-edge technology can create high benefits for businesses that are willing to be early adopters. This strategy, however, requires businesses to abandon technologies that never fully mature or that are themselves dropped by their parent companies. A nimble implementation strategy allows entrepreneurs to realize the benefits of new technologies while avoiding business workflow issues when a technology cannot survive in the marketplace. The advantages include: being a key to penetrating a market, revolutionising operations and reducing costs.

For a small business, a technology should not be evaluated on its own merits but rather for the ways its implementation will allow your business to accomplish things that are impossible for your competitors. It does not matter if a technology speeds up your manufacturing process by 20 percent unless that speed is a key to penetrating a market that you cannot otherwise reach.

A new technology that is disruptive to the overall marketplace, but that will give you the first-to-market advantage, is the best new process to consider.

New technology should help us to revolutionise old operations. Most businesses, like most organizations, tend at first to use new technologies in very similar ways to the older ones that they replaced. For example, a cell phone is not simply a wireless landline phone -- it is also a device for rescheduling meetings on the fly, arranging for impromptu visits, surfing on internet, avoiding congested

traffic etc. Companies that saw mobile communications for these abilities had an immediate jump on companies that are still organized around older telephone paradigms when cell phones gained widespread use. When considering a new technology, make an explicit list of underlying assumptions in your business model -- then see if the technology makes any of them obsolete.

Paradoxically, new technologies can be both a major source of expenses for your business, as well as a method of eradicating your biggest costs. Regular implementation of technology on the cutting edge means that sometimes you will need to abandon your investment: if the technology fails to work, if it is defeated by its competition or if its parent company folds. On the other hand, some technologies completely change the cost structure for the service they provide: Skype, for example, provides an inexpensive service that replaces both international phone calls and videoconferencing, which previously could cost thousands of dollars annually. Focus on the areas where you will see the biggest bang for your technology buck if a new technology succeeds -- but be ready to abandon the cutting edge if it cannot deliver on these promises

Adapted from *The Advantages of New Technology for Businesses*, by Ellis Davidson.

• **Comprehension questions :**

1. Which businesses are likely to benefit from cutting-edge technology?
2. What do you understand by “technologies that are themselves dropped by their parent companies”?
3. Outline at least three advantages of using new technologies in business.
4. Explain thoroughly how one should evaluate the success of new technology in a small business.
5. Using an example, explain how new technology should help us to revolutionise old operations.
6. Can technology be a major source of expenses for your business? Explain.
7. Under which circumstances are businessmen advised to abandon the cutting edge technology?

Text 2: Emerging military and security technologies



Technology is a fundamental agent of social change, offering new possibilities to produce, store and spread knowledge. This is particularly clear in the military realm. Major shifts in military history have often followed ground-breaking developments in the history of science and technology. If not initially the result of military research and development, new technologies often find military applications, which, in some cases, have disruptive effects on the conduct of warfare. These can be positive and negative effects: progress in military technology has improved the possibility of precaution in the mobilization and application of force, but it has also provided more powerful capabilities of harm and destruction.

Current innovations in artificial intelligence, robotics, autonomous systems, Internet of things, 3D printing, nanotechnology, biotechnology, material science and quantum computing are expected to bring social transformations of an unprecedented scale. For the World Economic Forum, they form no less than the foundation of a 'fourth industrial revolution.' How these technologies may be used in, and transform, the military and security realms is not yet fully understood and needs further scrutiny. The capabilities they could provide may directly or indirectly affect the preconditions for peace, the nature of conflicts and how insecurity is perceived and managed, by people and states. Monitoring their development is therefore instrumental to understanding the future of warfare and global security.

Improving cyber-security and cyber-defence capabilities has recently become a top priority on the national security agendas of many European states. A wide range of states are creating dedicated cyber-defence agencies, increasing cyber-related human and financial resources, and drafting national strategies that sometimes include developing offensive cyber-capabilities. In this new and rapidly developing field, the implications of these developments for international security and disarmament are as yet unclear.

Autonomy in weapon systems was not forgotten in this tech trend. Since 2013, the governance of Lethal Autonomous Weapon Systems (LAWS) has been discussed under the framework of the 1980 United Nations Convention on Certain Conventional Weapons (CCW). However, the discussion remains at an early stage as most states are still in the process of understanding the concrete aspects and implications of increasing autonomy in weapon systems. To support states in their reflection, and more generally to contribute to more concrete and structured discussions on LAWS at the CCW, SIPRI launched a research project in February 2016 that looks at the development of autonomy in military systems in general and in weapon systems in particular.

The project 'mapping the development of autonomy in weapon systems' was designed based on the assumption that efforts to develop concepts and practical measures for monitoring and controlling LAWS will remain premature without a better understanding of (1) the technological foundations of autonomy, (2) the current applications and capabilities of autonomy in existing weapon systems and (3) the technological, socio-economical, operational and political factors that are currently enabling or limiting its advances.

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

Adapted from Emerging military and security technologies, by Dr Vincent Boulanin, Dr Sibylle Bauer, Noel Kelly and Moa Peldán Carlsson.

• **Comprehension questions :**

1. What do you understand by “ground-breaking developments”?
2. Discuss positive and negative effects of military technologies.
3. What does “fourth industrial revolution” refer to according to World Economic Forum?
4. Why do you think it is instrumental to monitor the development of military technologies?
5. What do you understand by “offensive cyber-capabilities”?
6. Do you think autonomy in weapon systems should be supported?
7. Describe the aim of the project of mapping the development of autonomy in weapon systems.



2.2.2 Application activities

Vocabulary, Sentence construction, Composition, writing and debate

I. Vocabulary

Text 1: Use a dictionary and thesaurus to look up the missing meanings of the words/phrases in the table below. Copy the table into your book and fill in the blank spaces.

Words/phrases	Meanings
Cutting-edge	
Nimble	
Workflow	
Disruptive	
Revolutionise	
Impromptu	Done or said without earlier planning or preparation.
Paradigms	
Obsolete	
Paradoxically	
Eradicating	
Bang	
Buck	

Text 2 : Find meanings of the following words/phrases as they are used in the passage.

- (a) realm (b) warfare (c) precaution (d) nanotechnology
(e) quantum computing (f) scrutiny (g) instrumental (h) cyber-security
(i) autonomy

II. Sentence construction

Use the words/phrases in the table below in your own sentences. Consider the context in the passages above.

(a) realm	(b) warfare	(c) precaution	(d) quantum computing	(e) instrumental
(f) Cutting-edge	(g) Nimble	(h) Obsolete	(i) Bang	(cyber-security)

III. Composition writing

Write a 300 word composition explaining the positive effects of new technology in society.

IV. Debate

Debate the following motion : “There should be international rules that govern the use and development of military technologies”.

2.3 Challenges caused by new technologies

2.3.1 Learning activity



Reading and text analysis.

Text 1: The Disadvantages of Using Technology in Business

Modern technology has had an amazing positive impact on business, from improving productivity, to opening new markets around the world for even the smallest of businesses, to creating entirely new business models like Airbnb and Uber. But advanced technology has its negatives as well. While its negative aspects probably shouldn't stop you from taking advantage of technology, you should certainly be aware of the potential downsides so you can take steps to minimize them. Those negative aspects include: Distraction, security risks, expensive obsolescence and destruction of social boundaries.

Everyone with a smartphone, laptop, tablet or desktop computer has access to the incredible world of the internet in most of workplaces. Hopefully, employers and employees use this access for research and communication in the service of their business.

But the internet can be a powerful distraction as well, as employees are faced with the temptation of checking Face book, reading the latest tweet storm on Twitter or watching cute cat videos on YouTube. In some companies, approximately half of all office employees spend an hour or more per day on non-work-related internet sites.

The security risks of high technology are also a big concern. Our online devices are a two-way street, giving employers and their staff access to the outside world, but also allowing outsiders into their place of business. Emails routinely contain malware that can infect computer systems. Personal devices such as USB drives might get infected with a virus at an employee's home and then plugged in to an office machine, transferring the virus to the company's systems.

Important files can be stolen, as happened to Sony when sensitive internal emails were revealed to the world, or Equifax, which had the private information of millions of people stolen through electronic snooping. Bad actors can introduce ransom ware that freezes up a system, promising to unlock it only after payment of a substantial fee. Perhaps the eeriest sorts of intrusions are computer viruses that take remote control of companies' operations. Malware has been known to crash electric utilities, interfere with hospitals and police stations and even take control of computer-operated, self-driving cars.

Expensive obsolescence is another threat to companies that use new technologies. Technological change advances very rapidly, which means that the technology you invest in today may seem to be out-of-date almost the moment it is installed and up and running. Technological churn – new phones, new laptops, the latest software – keeps the company current with the latest trends. But it's also a sizable outlay of cash, not only for the technology itself, but also for the revamping of related systems. Employees need to be trained on new systems, IT staff needs to update its certifications and capabilities, and security protocols have to be revised as well.

On top of the previously mentioned disadvantages there is destruction of social boundaries. The ability to communicate instantly with just about anyone, anywhere can sometimes interfere with the ordinary dynamics of face-to-face communication. Technology may mean fewer employees show up in person to meetings. It may also mean fewer people in the employer's office, as employees take advantage of telecommuting options. Although these capabilities can actually improve productivity in some cases, many people find they miss the more social aspects of a traditional company where staff and clients showed up in person to do business.

Also on the list of potential negatives is rather the opposite of isolation. The fact that you and your staff are reachable 24 hours a day, seven days a week, 365

days a year can make for an unpleasant loss of boundaries, as managers and clients come to expect full service no matter the time of day or time of year.

Adapted from *The Security Risks of High Technology* by David Sarokin.

• **Comprehension questions**

1. Should negative aspects of technology stop us from taking advantage of technology? Explain.
2. Outline the four negative aspects of technology as mentioned in the passage.
3. Explain how technology can distract employees.
4. To what extent are our online devices vulnerable?
5. Explain how expensive obsolescence is threat to companies that use new technologies.
6. Discuss the social negative impacts of technology at workplace.



2.3.2 Application activity

Vocabulary, Sentence construction and Summary writing.

I. Vocabulary

Use a dictionary, thesaurus or internet to look up the meanings of the following words/phrases as they are used in the passage.

- | | | | |
|---------------|----------------|------------------|------------|
| a) AIRBNB | b) Uber | c) downsides | d) malware |
| e) plugged in | f) ransom ware | g) substantial | h) churn |
| i) trends | j) revamping | k) telecommuting | |

III. Sentence construction (Use the above words/phrases in your own sentences considering the context in the passage above).

2.4. Language Structure : Correlative connectors

Correlative conjunctions are sort of like tag-team conjunctions. They come in pairs, and you have to use both of them in different places in a sentence to make them work. They get their name from the fact that they work together (co-) and relate one sentence element to another. There are many 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
- as ... as
- such ... that
- scarcely ... when
- as many ... as

Examples

1. AI can be categorized as either weak or strong.
2. Both the planning of technology projects and its uses are costly.
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?
10. Using a computer isn't as fun as using a tablet.
11. Such was the nature of their volatile relationship that they never would have made it even if they'd wanted to.
12. I had scarcely walked in the door when I got an urgent call and had to run right back out again.
13. There are as many self-driving cars in Europe as there are in USA.

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

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

2.5 Spelling and pronunciation

A. Spelling

Identify and correct misspelled words in the following paragraph

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

B. Phonetic transcription

Give the missing phonetic transcription of the words in the table below and practise pronouncing them correctly.

Words	Phonetic transcription
Simulation	
Virtual	/ v ɜː tʃ l /
Cognitive	
Sentient	
Lanes	
Malevolence	
Genome	
Engineered	
Physiological	
Species	



2.6 End unit assesment

I. Choose the best answer to complete each of the following sentences.

1. She is neither polite _____ funny.
 - a) Or
 - b) Nor
 - c) Not
 - d) Yet
2. _____ that is the case, _____ I'm not surprised about what's happening.
 - a) If / then
 - b) No sooner / than
 - c) Scarcely / when
 - d) Whether / or
3. Have you made a decision about _____ to go to the movies _____ not?
 - a) If / then
 - b) Either / or
 - c) Whether / or
 - d) What with / and

e) What with / and

Neither / nor

5. This salad is _____ delicious _____ healthy.

a) Whether / or

b) Both / and

c) Scarcely / when

d) Rather / than

6. I like _____ to sing opera, _____ to spend my spare time practicing ballroom dances.

a) Not only / but also

b) Whether / or

c) Neither / nor

d) Not / but

7. The test was _____ very short _____ quite easy.

a) Not / but

b) Both / and

c) Whether / or

d) Scarcely / when

8. _____ Joe _____ his sisters could understand what their parents were saying when they spoke French.

a) Whether / or

b) No sooner / than

c) Rather / than

d) Neither / nor

II. Write a 300 word composition explaining the positive and negative impacts of the development of military technologies.

III. Debate on the following motion: "Research on self-awareness AI should be forbidden"

UNIT 3

NATIONAL SERVICES AND SELF-RELIANCE

Key Unit Competence:

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



Introductory activity

Picture observation and interpretation



Fig.1

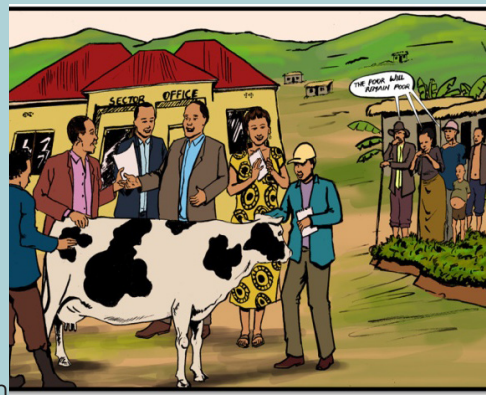


Fig.2

1. Discuss with your partner the activities that are being carried out in the above pictures.
2. Assess the contribution of those activities to national services and self-reliance.
3. Account for the relevance of performance contract in Rwanda. Use coordinate connectors

3.1 National services and self-reliance rationale

3.1.1 Learning activity



Reading and text analysis.

Text 1: Rwanda's self-reliance

Frederick Golooba-Mutebi, the researcher of Effective States and Inclusive Development (ESID) spends half of his time in Rwanda and believes that one big idea there is self-reliance. ESID Research centre is a global partnership investigating the kinds of politics that promote development. "Rwandans want to free themselves from anything that feels like domination," he argues.

"We're not saying we can do without external assistance, but we don't want to be imposed upon and dictated to in return for help." Paul Kagame is reported to be a proponent of this idea. He has called on Rwandans to have a mind-set of self-reliance and aim for social and economic independence, instead of relying on other countries. The idea of self-reliance also seems to be associated with the idea of dignity. Kagame is reported to have said that Rwandans deserve dignity and without it they wouldn't have overcome the challenges facing the country.

"There is a Kinyarwanda word, '**agaciro**', that means dignity and it's a word that's used fairly regularly both in and out of government in Rwanda," says Golooba-Mutebi. "There is no dignity in being dependent on outsiders and the poor want to think of themselves as a dignified poor."

So what has shaped these ideas of self-reliance and dignity? Golooba Mutebi believes that the refugee experience of some of Rwanda's ruling elites is key. Some of the elites, along with their parents, were forced out of Rwanda from the late 1950s to the 90s. Others were born in exile and grew up there. As refugees they were treated as second class citizens, being denied opportunities for things such as education.

There was also the feeling that the world had not treated their plight with the attention it deserved and that after they had been forced out of the country, they were ignored. "That is what pushed them to find their own solution to their predicament" says Golooba-Mutebi. They tried to negotiate their return to Rwanda and when that failed, they decided to go back by force of arms. They had been ignored as refugees for a long time and they had nothing to do but force their way back to the homeland. All together, they were familiar with living on their own.

Golooba-Mutebi believes that this legacy has created the mentality amongst Rwandans that at the end of the day they are on their own. They feel the world owes them nothing, so they must find a way of developing Rwanda that allows them to live on their own terms. Golooba-Mutebi also believes that these ideas shape development.

“Rwandans realise that they will never be able to attain the autonomy they crave if they don’t pull the country out of poverty and develop it to reach a stage where they can pay their way.

“Dignity derives from doing things for yourself. But how do you get to the position of doing things for yourself? You get there by having a strong economy, and a healthy and educated population. So self-reliance is the central idea driving a great deal of things that Rwandans are aspiring to do. The things that will enable them to live like dignified people.”

Adapted from “Agaciro”, the Kinyarwanda word for dignity : “Ideas of self-reliance in Rwanda”, by Anna Webster.

• **Comprehension questions :**

1. In your own words define the term “self-reliance”
2. Can Rwanda accept external help? Justify your answer using an evidence from the passage.
3. What according to Golooba-Mutebi has shaped these ideas of self-reliance and dignity?
4. In the sixth paragraph the writer uses the word “legacy”. What does it refer to?
5. Explain how the ideas of self-reliance and dignity have changed Rwandan mindsets?
6. According to Golooba-Mutebi, how does one get to the position of doing things for themselves?

Text 2: Youth volunteers contribution valued at Rwf 630 million

One writer said that “youth are powerful. They represent courage with wisdom and energy which will empower to drive change and take leadership”.

It’s a character that has come to define one youth umbrella group {Rwanda Youth Volunteers in Community Policing Organisation, RYVCPO}, composed of over 250, 000 young and energetic people that seek to drive the national Security and the developmental Agenda.

“Our country has invested in us through education, taught us good values of patriotism, partnership and set the agenda through which everyone should be involved towards sustainable security and development; that’s what drives us since we started in 2013 with not more than 300 members,” says Jean Bosco Mutangana, one of the pioneers and currently in charge of mobilisation and training in the youth group.

According to a report, human Security and Community developmental Activities conducted by the youth volunteers since 2013 are valued at over Rwf630 million. These include construction and rehabilitation of 13308 houses for the disadvantaged families, construction and rehabilitation of 1440km of roads linking communities, construction of 1989 toilets, and planted over 67800 trees as part of the afforestation and environmental conservation programme.

Others include 5321 organic gardens, locally known as akarima k’igikoni, making 115,000 bricks, and 3200 metres of water trenches; paying medical insurance premium for 284 people and raising awareness against crimes and drug abuse, in particular, as well as donating heifer under the “One cow per poor household programme”.

“We want to drive change among the young generation and be the voice and power of transformation, that’s why we want to increase the membership to at least one million in the next one year; we believe the higher the number the more impact in our human Security and developmental activities,” says Justus Kangwage, the national coordinator of RYVCPO.

In November last year (i.e. 2017), the youth volunteers started a special communal exercise – Umuganda – which they conduct at least twice every month to supplement the usual nationwide monthly exercise conducted every last Saturday of the month.

“We set this special Saturday aside to support the poor, build them houses, raise awareness in schools and communities against crime, construct and rehabilitate roads, toilets and get involved in environmental conservation activities,” Kangwage explains.

The Director General in the Ministry of Local Government in charge of Social Affairs and Community Development, Sheikh Hassan Bahame, said that the activities of the youth volunteers supplement the national budget and community development.

Adapted from The New Times’ article, published on January 24, 2018, and retrieved from <https://www.newtimes.co.rw/section/read/228225>.

• **Comprehension questions :**

1. What does the journalist mean by “one youth umbrella group”?
2. Using evidence from the passage, prove that Rwanda Government cares about the youth.
3. Appreciate the contribution of human security and community development activities conducted by the youth volunteers since 2013.
4. Indicate the reasons why RYVCPO would like to increase the membership.
5. When was the article above published ?



3.1.2 Application activity

Vocabulary, sentence construction and summary writing

I. Vocabulary

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

Text 1.

Words/ phrases	Meaning
Self-reliance	
Partnership	
Proponent	
Dignity	
Elites	
Plight	
Legacy	
Autonomy	The right of an organization, country, or region to be independent and govern itself.

Text 2.

Words/phrases	Meaning
Drive	
Patriotism	
Pioneers	
Afforestation	The process of planting trees, or sowing seeds, in a barren land devoid of any trees to create a forest.
Drug abuse	
Heifer	
Rehabilitate	

II. Sentence construction

Use the words in the table below in your own sentences :

Self-reliance	Dignity	Elites	Plight
Heifer	Patriotism	Rehabilitate	Culminate

III. Summary writing

Summarise the above passage in not more than 80 words

3.2 National services programs in Rwanda

3.2.1 Learning activity



Reading and text analysis.

Text 1: Agaciro Development Fund (AGDF)

Agaciro Development Fund is the Rwanda's sovereign wealth fund that was initiated by Rwandans on 15-16 December 2011 at the 9th National Dialogue Council chaired by His Excellency, the President of the Republic of Rwanda Paul Kagame. The Fund was then launched officially by President Kagame on 23 August, 2012. The name "Agaciro" conveys the idea of "Dignity" which was embraced as Rwanda's key moral value in its journey towards sustainable socio-economic development.

The Fund was set up to build up public savings to achieve self-reliance, maintain stability in times of shocks to the national economy and accelerate Rwanda's socio-economic development goals. The Fund is unique of its kind as it was created basing on voluntary contributions from Rwandans at home and abroad as well as friends of Rwanda while other sovereign wealth funds around the world have traditionally relied on budget surpluses, oil and mineral revenues for their constant growth.

The Agaciro Development Fund was registered with Rwanda Development Board (RDB), as a trust on 01 August, 2013 under code 103050268 and runs its operations in accordance with Law No20/2013 of 25/03/2013 regulating the creation of trusts and trustees. On 11 September, 2013, the Cabinet meeting chaired by President Kagame, approved the proposal for the management of the Fund's proceeds and appointed its Chief Executive Officer. On 28 March 2014, the Cabinet meeting appointed the Fund's Board of Trustees.

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

Since its establishment, the AGDF has relied on contributions from Rwandans and friends of Rwanda. The AGDF has singled out as its core mission, the incremental of the AGDF to the levels of the fiscal reserves that may strengthen Rwanda's resilience in times of adverse economic conditions. Rwandans have thus endowed the fund with the mandate of investing the collected funds to produce sizeable returns, as well as engaging with Rwandans and their friends to encourage more contributions to the Fund.

The first Board meeting was held on 11 August 2014. One of the major resolutions taken at the meeting was that the fund be invested immediately. Presently, the fund is invested in local market, into commercial banks as term deposits and treasury bonds.

“Looking ahead, we remain optimistic on the future of the Fund. Our staff continues to demonstrate tremendous enthusiasm, drive and commitment. We will endeavour to continue building on accountability and transparent management that we have nurtured since AGDF's inception. However, whist we

keep momentum to secure high long-term real return of the fund, and are highly appreciative of the contributions that have been made to AGDF by Rwandans and friends of Rwanda, it is worth mentioning that the Fund's sustainability remains reliant on its ownership by Rwandans.

It is therefore important that a culture of voluntary contributions to the Fund be fostered." Says the Chief Executive, Office of AGDF

Adapted from <http://agaciro.rw/index.php?id=34>.

• **Comprehension questions :**

1. What do you understand by Agaciro Development Fund (AGDF)?
2. Explain the reason why Agaciro Development Fund was set up.
3. Account for the uniqueness of Agaciro Development Fund.
4. Appreciate the management of Agaciro Development Fund.
5. Describe responsibilities of the Board of Trustees in Agaciro Development Fund.
6. How does AGDF use the collected funds?
7. Evaluate the contribution of Agaciro Development Fund to the improvement of life standards of Rwandans.

Text 2: Performance Contract National Program

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

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

While that national issue is now widely used across the government, it first began at the district level. When developing its performance contracts, each local government administrative unit determines its own objectives (with

measurable indicators), taking into account national priorities as highlighted in the national as well as international strategy and policy documents such as the MDGs, Vision 2020, EDPRS, District Development Plans (DDPs), and Sector Development Plans (SDPs).

The performance contracts, at both planning and reporting phases, are presented to the public for the purpose of accountability and transparency. The Mayors and province Governors also sign the performance contracts with Rwanda's President committing themselves to achieving set objectives. The performance process ensures the full participation and ownership of citizens because priorities are developed at the grassroots level.

Between 2006 and 2009, an evaluation process took place whereby the best ten performing districts from across the nation were selected (two from each province and the City of Kigali). Each province and the City of Kigali would rank the performance of their districts and select their top two that they would communicate to the national evaluation committee. This committee would then conduct its own review and ranked the selected districts from 1-10 based on their performance. However this approach suffered from significant limitations including the fact that it was not possible to objectively compare the performance of all the districts at the committee level. Due to these shortcomings, a nationwide district performance contract evaluation exercise was conducted in 2010 for all the thirty districts. A national evaluation committee with technical expertise and experience conducted this process.

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

• **Comprehension questions :**

1. Account for the relevance of re-initiating the Performance Contract by H.E Paul Kagame, the president of Rwanda.
2. What were the shortcomings in the former Performance Evaluation process?
3. What are the responsibilities of national evaluation committees?
4. Is this program applied in your district? Assess the extent to which it has changed the life standards of the citizens.

Text 3: The contribution of community work to the 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 developmental 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 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 the repair of basic infrastructure. The work done is organised by community members and is done 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 activity to be done. Participation in community work 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 hydroelectric 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 community work. 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.

Community work value has increased from Rwf 12 billion in 2012 to Rwf 17 billion in 2015 and Rwf 19 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 Rwandan 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 activities

Vocabulary, Sentence construction and Composition writing.

I. Vocabulary

Text 1 : Use a dictionary and thesaurus to look up the missing meanings of the words/phrases in the table below. Copy the table into your book and fill in the blank spaces.

Words/ phrases	Meaning
Decentralization	
Accountability	
Public service	
Highlighted	
Policy	A policy is a set of ideas or plans that is used as a basis for making decisions.
Committing	
Limitations	
Shortcomings	

Text 2 : Use a dictionary and thesaurus to look up the missing meanings of the words/phrases in the table below. Copy the table into your book and fill in the blank spaces.

Words/ phrases	Meaning
Embraced	
Surpluses	
Trustees	
Oversight	
Accountable	
Complies with	
Singled out	
Fiscal	Relating to government revenue, especially taxes.
Resilience	
Adverse	
Whist	
Momentum	

Text 3.

Use a dictionary and thesaurus or internet to look up the meanings of the words/phrases below

- a) Drew on b) Home grown solutions c) Expatriates
d) Feeder roads e) Call upon f) Plots

II. Sentence construction

Use the words/phrases in the table below in your own sentences.

Policy	Public service	Decentralization	Limitations	Shortcomings
Resilience	Comply with	Surplus	Momentum	Oversight

III. Composition writing

- a) Write a short composition explaining the extent to which performance contract has changed the life standards of Rwandan citizens.
b) Write a short composition evaluating the contribution of Agaciro Development Fund to Rwanda's self-reliance.

3.3 Scope of national services worldwide

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 Parliament extended the British conscription of the Second World War long after the wartime needs for it had expired, in 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 of 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 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, by Rwanda Education Board).

• **Comprehension questions :**

1. What would you tell about the National Service conscription in the UK?
2. How would you explain what inspired the need of the National service in United Kingdom?
3. With example, justify some criteria followed in UK to participate in the National Service.
4. Why the National Service period in UK was extended to two years in 1950?



3.3.2 Application activities

Vocabulary, Sentence construction and Composition writing

I. Vocabulary :

Use dictionaries, thesaurus or internet to look up the meaning of the following words and expressions used in the text above.

a) conscription	b) exempted	c) Clergy
d) denomination	e) conscientious	f) Compensate

II. Sentence construction :

Make correct sentences using the words in the table above.

III. Composition writing:

Write a 250 word composition comparing the National service in United Kingdom and the Rwanda National service.

3.4. Language structure: Coordinate connectors

Coordinate 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 (Umuganda) <u>and</u> attend the meeting.
	An idea which is the result of another.	Simon heard the news <u>and</u> packed up his bags to leave the area.
Nor	It is commonly used to indicate two negative ideas that are interrelated.	Kalisa does not eat potatoes, <u>nor</u> will he touch beans.
But	To show contrast between the first and second clause especially because of the idea expressed in the former.	My community plants tries at every community work <u>but</u> we still face erosion related problems.
	To emphatically affirm the negative statement made in the first clause.	That man never acknowledged he kidnapped those children <u>but</u> 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, <u>yet</u> , she hasn't apologised
	As a synonym for "but".	They are good at all badminton, <u>yet</u> 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 introduces the reason for the preceding clause.	Many of the brothers were happy meeting together in village meeting, <u>for</u> 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 favourite 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. Spelling : Identify and correct misspelled words in the following paragraph

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

B. Phonetic transcription

Give the missing phonetic transcription of the words in the table below and practise pronouncing them correctly.

Words	Phonetic transcription
Expatriates	
Resilience	/rɪ'zɪljəns/
Reliance	
Trustees	
Accountability	
Dignity	
Patriotism	
Partnership	



3.6 End unit assesment

- I. Complete the following sentences using appropriate coordinating connectors
1. National services solved a lot of problems.....we still have some problems. (and, but, for)
 2. He was given a cow in Gira Inka programme,..... his children still suffer from malnutrition. (and, but, for)
 3. They were poor,..... often suffered great hardship. (and, but, for)
 4. He overslept himself thus missed the train. (and, but, for)
 5. That coat cannot be mine, it is too big for me. (and, but, for)
 6. As a boy he had never been to school, and he had no opportunity of learning to read and write. (therefore, for, yet)
 7. This must not happen again, you will be dismissed. (or, but, and)
 8. He is rich, he is not happy. (and, therefore, but)

9. Hurry up, you will be late. (and, or, yet)
 10. He must have done his duty, he is a conscientious man. (for, so, therefore)
 11. He tried hard, he did not succeed. (but, and, so)
 12. The parents were horrified they saw blood stains on the floor and no sign of their child. (therefore, for, so)
- II. Write a 300 word composition explaining the relevance of Agaciro Development Fund.
- III. Conduct a survey about the role of Rwandan policies, such as VIUP, Urugerero, Community works, and army or policy weeks in socio-economic life of Rwandan communities. Be ready to present your work to class.

UNIT 4

GENOCIDE AND PEACE BUILDING

Key Unit Competence:

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



Introductory activity



Fig. 1. Rwandans returning to motherland Fig. 2. The victims of genocide against Tutsis are remembered

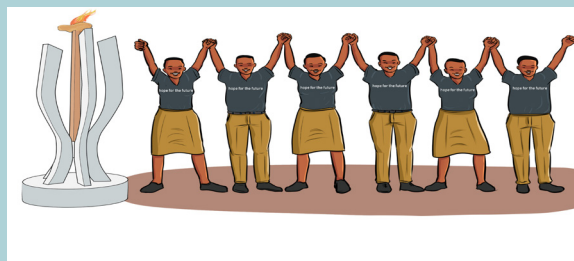


Fig. 3. The light, symbol of hope

1. According to the above pictures, discuss the effect of genocide to the country.
2. What is your contribution to fighting against genocide and its ideology?
3. Justify how education can play a big role in both genocide preparation and fight against 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 1: 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 second last paragraph.
7. With reference to the final paragraph, criticize the use of denial and impunity by genocide perpetrators.



4.1.2 Application activity

I. VOCABULARY:

Use dictionary and thesaurus to check the meaning of the following words (practice spelling them correctly) :

1. Perpetrators
2. Antagonism
3. Discrimination
4. Oppressors
5. Propaganda
6. Disseminate
7. Prominent
8. Militia
9. Moderate
10. Extermination

II. Complete the following sentences using the words above :

1. One of the organization's aims is to Information about the disease
2. Theof the massacre must be brought to justice as war criminals
3. The towards neighbouring states brought up conflicts.
4. Until 1986, most companies would not even allow women to take the examinations, but such blatant is now disappearing
5. Imposing sanctions is aaction when you consider that the alternative is military intervention
6. One official dismissed the ceasefire as a mereexercise.
7. The government should be playing a more..... role in promoting human rights
8. Several people had experienced the mistreatment caused by
9. A UN force was sent in to stop fighting between three rival

10. International measures have been taken to prevent the
of the whale

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: "Youth should aspire to fight against any kind of discrimination"

4.2. Genocide in the world



Adolph Hitler

4.2.1 Learning activities



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 year time. The Germans took the Herero native land forcefully and planned to build a railway across their territory. Led by their leader, Samuel Maharero in January 1904, the Herero attacked white-owned farms and murdered 123 German settlers and traders sparing only women, children and missionaries.

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 Tutsi exiles organised themselves into an armed group to fight their way back into their country. Afterwards, there were no active threats posed by the Tutsi refugees to the Hutu-controlled government in Rwanda. 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.



4.3.1 Application activities

I. Vocabulary

- a. Match the word with its synonym in the table below

Word	Synonym
extermination	Killed
Riots	assassination
Prosecution	Commotion
Murdered	Opposition
Rivalries	discharge

- b. What is the exact meaning of the following words ? ...occurrence... (paragraph one)
1. ...uncompromising... (paragraph two)
 2. ...holocaust... (paragraph four)
 3. ...elite... (paragraph five)
 4. ...arson... (paragraph five)

II. Sentence construction: Construct grammatically correct sentences using the above words.

III. Composition writing: Write a 300 words composition evaluating different cases of genocides and use examples to decide the one which was the worst.

4.3. Talking about genocide ideology



4.3.1 Learning activities



Reading and text analysis.

Definition of the concept “ideology”

An ideology is an organised collection of ideas. The word ideology was used in the late 18th century to define a “science of ideas”. An ideology is a comprehensive vision, or a set of ideas proposed by the dominant class to all members of a society. The main purpose behind an ideology is to introduce change in society through a normative thought process. Ideologies tend to be abstract thoughts applied to reality and, thus, make this concept unique to politics. Ideologies are very common in the world of politics and have been used; for example, to provide guidance and to persuade.

Genocide denial is an attempt to deny or minimise statements of the scale and severity of an incidence of genocide for instance the denial of the 1994 genocide against Tutsi and the holocaust. Where there is near universal agreement that genocide occurred, genocide denial is usually considered as a form of illegitimate historical revisionism. However, in circumstances where the generally accepted facts do not clearly support the occurrence of genocide, the use of the term may be an argument by those who argue that genocide occurred.

There are some ways used to deny the 1994 Genocide Against Tutsi, like the minimization of genocide in any behavior exhibited publicly and internationally in order to reduce the weight or consequences of the genocide against Tutsi,

minimizing how the genocide was committed, altering the truth about the Genocide Against the Tutsi in order to hide the truth from the people, etc.

All these forms of the genocide denial were fought and the international community finally accepted that in Rwanda genocide had been committed against the Tutsi in 1994. Testimonies given and confessions made by the prisoners at the International Criminal Tribunal for Rwanda, the respect of international conventions, adoption of the good governance and anti-corruption principles, establishment of related institutions, and the punishment of the crime of genocide ideology played a great role in fighting against genocide ideology.

• **Comprehension questions :**

1. Define the term ideology referring to the passage.
2. Appreciate the purpose of ideology in the society referring to the first paragraph of the passage.
3. Explain how 1994 genocide against Tusti was denied.
4. Justify the effort engaged by the government of Rwanda to fight against genocide denial.



4.3.2 Application activities

I. Vocabulary:

Use dictionary and thesaurus to find the opposite of the words below (spell them correctly) :

1. Denial
2. Minimize
3. Against
4. Hide the truth
5. Confessions
6. Adoption

II. Construct meaningful sentences using the following words

Word	Meaning
incidence	
scale	
severity	
revisionism	
incidence	

III. Research:

Conduct research on the 1994 Genocide Against Tutsi and discuss different ways that have been proposed to fight against the different forms and channels of genocide denial and ideology. Present the results of your discussion to the class.

4.4. Prevention of Genocide

4.4.1 Learning activities



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



4.4.2 Application activities

I. Vocabulary

Match the words with their corresponding meaning in the table below.

Word	Meaning
Horrors	to make something completely clean
Tackle	relating to or involving the deliberate killing of a large group of people of a particular nation or ethnic group.
Escalation	relating to a third level or stage
Pre-empt	to try to deal with something or someone
Upstream	involved in or connected with improving people's lives and reducing suffering
Judiciary	the act of happening the second time
Genocidal	things that are very shocking or frightening
Cleansing	using as few words as possible
Tertiary	becoming greater or more serious

Humanitarian	towards its origin
Reoccurrence	country's authority which is responsible for its legal system and which consists of the judges
In a Nutshell	to do something so that you make words or actions unnecessary or ineffective

II. Sentence construction :

Use the above words to construct meaningful sentences.

III. Summary writing :

Summarize the above passage in not more than 10 lines. Focus on the genocide prevention strategies.

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 :

Using internet, research on the situation that prevails in Africa. Identify and describe two cases that you think may lead to genocide. In one of those cases, point out strategies that you think can be used to prevent any possible acts of genocide.

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



4.5.1 Learning activities



Reading and text analysis.

Strengthening community-level peace building in Rwanda

The genocide in Rwanda destroyed the social fabric in the country. Post-genocide Rwanda has been marked by efforts to rebuild the social fabric which was destroyed during the terrible events of 1994. To coordinate efforts of reconciliation, the government established the National Unity and Reconciliation Commission (NURC) in 1999. The NURC is a permanent body, protected by the constitution with a mandate to promote national unity and reconciliation in post-genocide Rwanda. To decentralise its work and avoid a top-down approach, the NURC established “forums for reconciliation” in all of Rwanda’s 30 districts. A reconciliation forum can be here understood as a gathering of people from all parts of society with the purpose of promoting reconciliatory initiatives, especially at the community level. The forums were intended to bring together many different people in reconciliation and encourage local people to own the process of reconciliation.

In addition, the establishment of the forums was expected to contribute to improving coordination and avoid duplication of reconciliation efforts in Rwanda, strengthening capacities of partners in reconciliation, and establishing mechanisms of sharing information and resolving conflicts.

The forums are composed of representatives drawn from many different sectors of community life. These representatives can include NGOs, religious leaders, young people, and the military, to name but a few. The district forum is coordinated by a committee of 10 -14 people elected by the members.

Those involved in the district forums have described it as a helpful mechanism to coordinate reconciliation related activities in the community. They have also found forum meetings a space for open and critical dialogue, which is a compulsory element of the process towards genuine reconciliation and sustainable social cohesion

(Adapted from <https://www.peaceinsight.org/blog/2015/06/strengthening-community-level-peacebuilding-rwanda/>).

• **Comprehension questions :**

1. Describe the role of national unity and reconciliation commission in Rwanda.
2. What was the rationale of its establishment?

3. Explain the mechanisms of decentralizing its works as described in the passage.



4.5.2 Application activities

I. Vocabulary :

Using a dictionary or a thesaurus, explain the following terms used in the above passage (spell them correctly) :

1. Fabric
2. top-down
3. Duplication
4. Forum

II. Use the above words to complete the following sentences.

1. They were accused of..... in their dealings with bill payments
2. Unhappiness was woven into the naturalof people's lives.
3. We anticipate that the issue will bring about controversies in
4. The country was corrupted and full ofmanagerial philosophy and practice.

III. Conduct a survey to the other way of peace building in the community and present it to your class.

4.6. Language structure

I. The use of the simple past

• Notes

The simple past is a verb 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 7th of April and 4th 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.

• **Language practice : Put the verb into the correct form, positive or negative :**

1. It was warm, so I off my coat, (take)
2. The film wasn't very good. I enjoy it much, (enjoy)
3. I knew Sarah was busy, so I.....her. (disturb)
4. We were very tired, so we.....the party early, (leave)
5. The bed was very uncomfortable. I.....well. (Sleep)
6. The window was open and a bird.....into the room, (fly)
7. The hotel wasn't very expensive. It.....much to stay there, (cost)
8. I was in a hurry, so I.....time to phone you. (have)
9. It was hard carrying the bags. They.....very heavy, (be)

II. Subordinating conjunctions :

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 (main clause and subordinate clause). 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 was established by UN, after understanding the need for justice.

• **Language practice : Combine each pair of ideas with the words in parentheses:**

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

III. Phrasal preposition :

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 troop instead of taking action to end the 1994 Genocide Against the Tutsi.

• **Language practice : Choose the right phrasal preposition to fill the following sentences**

1.his hard work, he failed the test (by means of, in spite of, because of)
2.doctors, smoking can cause cancer. (In accordance with, according to, on behalf of)
3. I am standing here.....my colleagues (instead of, by means of, on behalf of)

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

4. 7. Spelling and pronunciation

I. Writing sentences with homophones : Write a sentence using each word in the pairs below (Check a dictionary to make sure you are using and spelling each word correctly):

1. Stationary and stationery 2. plain and plane 3. miner and minor 4. Site and cite

5. past and passed 6. break and brake 7. Principle and principal 8. Learn and lean

II. Phonetic transcription: practice writing the phonetic transcription of the following identify where the stress is placed

Word	Phonetic transcription
Reconciliation	
Humanitarian	
Genocide	
Ethnic	
Republic	
Exile	
Refugees	
Rivalries	

Discrimination	
Ideology	



4.8 End unit assesment

I. Complete the following sentences with the suitable conjunction:

1. You could go and play.....you have done your homework
2. Roger went swimming.....I was raining.
3. He is fat... he eats a lot of chocolate
4. She hasn't seen her son.....he was a little boy.
5. Tom went to the doctor yesterday.....she was ill
6. You stay home and waitthe rain stops
7. Susan likes to eat dinner.....returning home from school.
8. Henry went to the shop.....buy some tomatoes.
9. I will go on my holiday.....you forbid me

II. Change the verbs in the brackets to the simple past. Be careful with spelling :

1. They all (go).....shopping
2. They 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 darkness 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.

- III. Write an essay suggesting the contribution of the youth in fighting against genocide ideology and rebuilding the country after genocide.
- IV. Conduct a research about peace building process and present your findings to the class.
- V. Write a letter to someone living abroad telling him/her about Rwanda's achievement after genocide.
- VI. Compose a poem about genocide prevention and read it to class.

UNIT 5

STUDY SKILLS AND WRITING

LEARNING AREA: ORAL AND WRITTEN COMMUNICATION

Key Unit Competence:

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



Introductory activity

TIPS FOR STUDY SKILLS

- 1 Pay **attention** in class.
- 2 Take **good notes**.
- 3 Keep **organized** notebooks.
- 4 Make an **Assignment Calendar**.
- 5 Know the **purpose** of each assignment.
- 6 **Ask questions** in class.
- 7 **Review! Review! Review!**
- 8 Plan a **definite time** and **place** for studying.
- 9 **Study a little bit each day**.
- 10 Do your **homework**.
- 11 **Eat** well and **exercise** regularly.
- 12 Get enough **sleep**.



**Think positive...
Do your best!**

Exercises :

- Describe different study techniques mentioned in the diagram.
- Justify the relevance of study skills in a teaching and learning situation.

5.1. Instructions for working in class

5.1.1 Learning activities



Reading and text analysis.

Text: Giving Instructions

The way teachers talk to students, the manner in which they interact is crucial to both successful learning and teaching. Perhaps the most important point that determines how successfully students will learn is the way instructions are formulated, and sometimes it is this point which distinguishes good teachers from bad ones. It is important, therefore, that teachers' directions relating to academic activity and behaviour are clear, precise and effective. It goes without saying that the best activity in the world will turn into a disappointing failure if students don't understand the instructions.

Amazingly, while some students may remain focused on tasks, others may appear to be distracted or confused. That's why, if directions or instructions are not effectively and clearly formulated, there will be a number of students who will simply not have assimilated what is to be done or have only caught part of the information. Any failure to hear or understand teachers' directions will undoubtedly result in many unwanted behaviour. For example, both students and teachers will feel frustration, a deadly feeling for any learning and teaching process when instructions are not well delivered.

The success of any activity relies on instructions. First of all, the formulations should be short, easy to understand and precise. To attract the attention of a group, try clapping your hands or knocking on a desk. Make sure that students understand that by doing this, you want them to put everything down, stop talking, look at you and listen.

Secondly, instructions should be given before the students start to work, otherwise they can be absolutely perfect but nobody pays attention to them. The spoken instructions are not everything. The body language counts as well, the gestures, miming, etc.

Thirdly, instructions should always be followed by demonstration. The best way to tell students how to do something is to actually do it yourself. For example with role-play, take a more confident/gifted student and pair up with them and do a practice-run in front of the class. Talking and talking for minutes can be counter-productive and time-wasting when a quick demo can illustrate the activity not only linguistically but visually.

Fourthly, teachers should establish routines by giving instructions in a consistent way. By doing this, students will almost always know what they are expected to do. Again, they should prepare everything carefully beforehand. Task types can be grouped and therefore a teacher can find out what should be said in order to deliver one specific type of task, and so on. In the end, he/she will have a repertoire of instructions for different tasks and everything will be much simpler.

Indeed, teachers should not forget that wordy instructions do not work effectively, particularly with learners of low English proficiency. Instructions should be cut up in small pieces according to different phases of the task that learners have to perform. When an activity is introduced for the first time, words might not be enough for low-level students. In some cases, visuals can support learners' understanding even for instructions.

Then, if you are aware of particular pupils who have difficulty in listening to and following instructions, it is also worthwhile considering where you are standing when giving the directions to the group. Close proximity to the target pupil and using his or her name will give more opportunities for engagement in the activity. Once the instructions have been given, questions have been answered and the activity practiced, scan the room and circulate, look for the pupil who is complying and make a positive comment about those who are following the instructions. All in all, being clear with your instructions and expectations will reduce the likelihood of ongoing disruption and interruptions. With better ways to direct students, teachers will help not only attentive students but also those seemingly low achievers who cannot do a task because they may have trouble understanding what is asked from them

(Adapted from (the title of the book/article is missing), by Mohammed Rhalmi, published March 19, 2010 · updated may 15, 2017).

• **Comprehension questions :**

1. Examine the role of classroom interaction and teacher talk.
2. At what extent a classroom without clear instructions/direction will result to positive/negative behaviour. Explain
3. How would you describe some classroom instructions mentioned in the passage?
4. After reading this text, how would you conclude?



5.1.2 Application activity

Vocabulary, Sentence construction, Interview and essay writing

I. Look up the meaning of the words below using dictionaries and thesaurus :

a. counter-productive b. miming c. worthwhile d. proximity

II. Write different grammatically correct sentences using the words above.

III. Conduct an interview about the role of impact of class instructions on students' academic performance and present the findings to the classroom.

IV. In not more than 250 words, write an essay describing different classroom instructions that make a child classroom environment.

5.2 Reading extracts from literature.

5.2.1 Learning activities



Reading and analysing extracts from a literary work.

Text: Great Expectations

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, - supposing' 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 looked 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 left 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. Characterize 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 activities

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... ...briar.../ (brier)
- d) ...steeple...
- e) ...tombstone...
- f) ... tilted...
- g) ...clung...

- h) ...tremendous...
- i) ...peculiar...

II. Paragraph writing :

In the above extract, and within two paragraphs, explain what Pip's reaction towards the escapee 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 is not a worthwhile practice.
- c) Step by step, explain how you would have reacted if you were in Pip's situation.

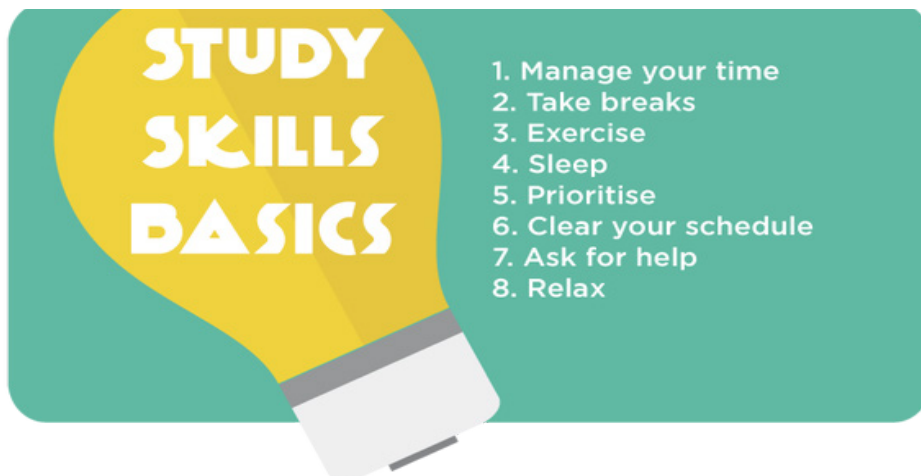
5.3. Describing different study skills

5.3.1 Learning activities



Reading and text analysis.

- Picture observation and answering questions :



Identify different study skills from the figure and explain how they can be applied to the classroom activities.

Text: Effective study skills

Study is the devotion of time and attention to acquiring knowledge on an academic subject and the skills are the ability and capacity acquired through deliberate systematic and sustained effort. For some students, the motivation and ability to study comes easily. However, for those students for whom it does not, it is necessary to develop effective study skills.

The aims are to provide the sole foundation of a sound education. These are necessary for the student to realize their full potential and acquire good grades.

Without these skills, the students would not be aware of their ability to learn in the best way and to maximize this. She/ **Cottrell** states :

First, it is essential to be rested (sleep affects performance) and to sit comfortably. A change of scenery stimulates the brain and helps creative thinking.

Second, to be hydrated : drinking water helps the electrical connections of the brain.

Third, to be unstressed : when stressed, the brain only concentrates on 'escape', and not on tasks in hand.

Fourth, to learn to see something several times and often, works better than trying to understand something in one sitting.

She points out that effective study skills are needed to facilitate time management and to meet deadlines. She states spare time must be used effectively to give relaxation time, to rest and enjoy oneself as well as independent study time. According to Cottrell, it is essential to learn from one's own mistakes and feedback which give a way to improve performance and above all else, not to give up. Time management is essential, not giving excessive time to favoured topics rather than those necessary.

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

General tips are: to identify the task in hand and work out exactly what is being asked for, setting clear goals and staying focused towards them, develop the meaning of the task or how things work makes taking in material, reading and retaining the subject matter easier and find links with the wider world such as the internet and journals. Working with others can also help by sharing ideas and getting mutual help.

Adapted from: Frank Cottrell-Boyce. (2017, Feb 04), Effective Study Skills. Also found at <https://studymoose.com/effective-study-skills-essay>, by Frank Cottrell-Boyce, an English screenwriter and novelist.

• Comprehension questions

1. Referring to the passage, how would you define the term, “study?”
2. With examples, give reasons that support the necessity of study skills.
3. According to the author, identify the skills which should improve the ability of students to learn in the best way.
4. Describe the general tips of study skills discussed in the passage.



5 3.2 Application activity

Vocabulary, Sentence writing, Survey and Essay writing

I. Using a dictionary, find the meaning of the words found in the table below

Words	Meaning
Scenery	
to be hydrated	
spare time	
tips	

Use the words above to write correct sentences

- I. Conduct a research about the impact of study skills in students' academic performances and write an article about them.
- II. Write an essay in not more than 150 words that compare and contrast students who apply studying techniques, and the one who does not follow any technique.

5. 4 Making notes

5.4.1 Learning activities



Reading and text analysis.

Text: Note-taking and Note-making

Every student won't be able to remember everything that the teacher says in the class; even though the student has a great memory. Note-taking and

note-making is a great way of helping student to identify important concepts or information delivered by teachers in class. It is a good idea to have a record of what students have covered so far in the class. Therefore, it is very important for the student, as there are large amounts of reading and lengthy lesson. Note-taking and note-making is the best way to cover the whole lesson effectively.

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

However, note-making is an active study technique. The student makes notes on selective facts, finding one or two learning points rather than noting everything what the teacher says. Therefore note-making technique requires concentration in order to select, analyse and summarise what you hear or read. Applying SQ3R method is the best active approach to lessons. The SQ3R strategy is comprised of Surveying the topic, Questioning the topic, Reading the topic, Reciting the answers to their questions and Reviewing their questions and answers after class. Francis Pleasant Robinson mentioned this method in his book, *Effective Study*. There are different types of note-taking and note-making methods. The most popular methods are: the Outlying Method, the Diagrammatic Method, Spider Diagram Method, the Mapping Method, Sequential or Linear Method.

I always take notes in the class, which provides me a record of summary of important information on the lesson. It helps my concentration and stimulates my own ideas and creativity. More importantly, it is a very powerful tool to store and retrieve information efficiently. After class, it is easy to test my knowledge of course material by reading the cue words and trying to remember as much information as possible.

I prefer to use Sequential or linear notes techniques in the class. Good sequential notes include key words, headings and sub-headings to express the connections between key concepts, accompanied by extra information in brief. In addition to that, inclusion of diagrams and flow charts at the place where necessary, enhances sequential notes and usually reduces the number of words. Furthermore, underlying and highlighting also enable me to find the important points quickly. It is very good for understanding, but there is big time consuming to write and read. After class, this set of notes helps me to review the whole lesson and enables to scan quickly the main points.

In some cases, a combination of two or more methods is very good for me. In anatomy class, I used linear methods together with spider diagram or

diagrammatic method. Either Spider Diagram method or Diagrammatic method is good for showing structure and organizing the ideas and labelling. It is actually a mind-map and is good for making connection clear and visual. It is a good method to use for the subject with complex information. There are a number of advantages to using spider diagram method or Diagrammatic Method: It helps me not to ramble. It shows the main point straight away. It keeps the main point grouped together and it clearly shows the ambiguity which needs more research. In order to make a Spider Diagram or Diagrammatic Method, put the main topic in the centre of A4 paper then radiating one branch per main point from the main topic to outwards. Further smaller branches could be radiated from the branch for details and examples.

There can be problems regarding notes-taking in the class. Note-taking can distract student from listening to teacher. Note-taking could put additional stress on student who does not write naturally. However, this problem could be overcome by taking more effective note-taking practices. Effective note-taking or note-making is an important practice to master the subjects at school. Note-taking is also a learning process in itself, helping student to process and understand the information received. It enables student to avoid unintentional plagiarism and could avoid using references and bibliographies. Before exam or assessment, it helps student to focus on what is important in what we are reading or hearing in the class. Moreover it provides a personal record of what we have learnt and records of our questions and ideas.

In summary, effective note-taking and note-making is quite important for the student, as it helps him/her to retrieve all the information delivered by teachers in the class. Furthermore, it could be records or storing notes which would be used as an effective tool in reviewing the subjects when the exam comes.

In conclusion, it is very important to make notes in the class rather than taking notes. Amongst different kinds of note-taking and note-making method, choosing the right method for right subject is crucial. It is suggested that a combination of one or two methods of note-making and note-taking is an effective way of study in the class.

(Adapted from Tutor Nixon Charles's Notes, Sociology, Access to Radiography Course, Chelsea and Kensington College, from 12th Sept 2012 to 21st September 2012).

• **Comprehension questions :**

1. With examples from the text, differentiate note taking and note making.
2. What do you understand by SQ3R strategy?
3. Justify the importance of using words, headings and sub-headings while taking notes.

4. Which value can a mind-map technique add to a lesson while studying?
5. Why do we need to avoid plagiarism in academic life?
6. Evaluate the effect of note making to academic performances of the students.



5.4.2 Application activities

Vocabulary, Sentence making, Debate and Summary writing

- I. Explain the following words using dictionaries and thesaurus :
 - a. ramble
 - b. Straight away
 - c. mind-map
 - d. Sequential
 - e. retrieve
 - f. reciting
 - g. surveying
- II. Make correct sentences from the words explained above.
- III. Debate on the following motion : 'Note taking helps a student to perform well in class than note making.'
- IV. Summarize the text above in not more than 90 words.

5.5. Summary writing

5.5.1 Learning activity



Reading and text analysis.

Text 1 : Summary writing

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.

To begin with, the main feature of a summary essay is that you have to repeat the ideas of the source text by paraphrasing them in your own words. You should never add any extra information from your side, neither provide your own examples in the summary. Moreover, a summary essay should be an organized content that is it/which should follow a proper format.

Introduction

The summary essay starts with an introductory paragraph. This paragraph focuses on the main ideas that are presented by the author in the text. You are also required to provide a thesis statement which summarizes the main point of the source.

The introduction begins with the title of the story written as per the referencing format guidelines such as APA or MLA. The first sentence of the introduction begins with an author tag in which you tell the name of the author. You may also include little background details about the author here.

Remember that the introductory paragraph should not provide how you evaluated the text. You do not need to mention your own opinions anywhere in the summary essay introduction.

Body Paragraphs

The body paragraphs of a summary essay consist of all the main points that the author has mentioned in the text. These main points should be backed up by presenting any incident, illustrations or examples that the author has mentioned. You may also include any important data that the author mentions. You should include different points in different paragraphs to provide your summary essay with a good structure.

When you are done summarizing the article, your summary essay is complete. Finally, there are no conclusions in the summary essay because it is not about your interpretations and opinions. It is about the author's opinions and ideas. In certain cases, your instructors might ask you to provide a concluding paragraph. But, unless it is mentioned in your guidelines, do not write any conclusion on your own.

Adapted from: Reid J.M. (1994). *The Process of Paragraph Writing*, New Jersey: Prentice Hall Regent), <https://www.goassignmenthelp.com.au/blog/write-summary-essay-example/>.

• **Comprehension questions**

1. Referring to the passage, what is the meaning of the term summary?

2. Explain how a passage should be summarized according to the text.
3. Give reasons why conclusion is not necessary when summarizing a passage or anything written.
4. How can you describe the main goal of summarizing a passage?

Text 2: 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 creative 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 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 and organise the list of your major points, 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 in 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.



5.5.2 Application activity

Vocabulary, Sentence, Essay writing, Interview and speech delivery

I. Use a dictionary to find the meaning of the following words as used in the passage :

Words from Text-1 :

a) vacation b) paraphrasing c) a thesis d) APA or MA e) incident

Words from Text -2 :

a) anecdotes tb) periodicals c) prominent

II. Using the above words, write correct sentences.

III. Prepare a speech to be delivered at women's day in your school and present to the classroom.

IV. Interview English teachers about challenges of summarizing different kind of texts and solutions to overcome them. Present your findings in form of essay.

5.6. Academic and Professional writing

5.6.1 Learning activity



Reading and exploitation of texts

Text 1: Curriculum vitae

The terms “curriculum vitae” (CV) 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 will interest the buyer (the reader / potential employer). Areas that can interest employers are personal profile, your achievements, 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. However, some people 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 a CV is someone’s advertisement?
3. Explain the three types of a CV format.
4. Discuss some cases in which you may need to write a CV.

Text 2: Formal letters

Communication between human beings, 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.

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

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 types 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 kind 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?
6. Examine the impact of professional writing on students' academic performances.



5.6.2 Application activities

Vocabulary, Sentence construction, CV, Letter and essay writing

I. Explain the words given in the table below using dictionaries and thesaurus.

Words	Meaning
aforementioned	
clarity	
rigid	
sentiment	
sales	
indispensable	

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. Assume that you have completed your studies. Write a curriculum vitae and cover letter applying to the position of teaching (teaching a subject from your area of specialization).

V. Write a meaningful essay 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, apology letter and memo) are written :

Curriculum vitae:

I. Personal information

Name: Steven Mugisha

Nationality: Rwanda

Birth date: 02/10/1985

Gender: Male

Marital status: Married

Residence: Kigali, Nyarugenge

II. Professional experience (Starting from the latest)

September 2014 -
Present

Production Manager
Gulf Hygienic Industries LTD

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

January 2009-2010:

Production accountant
Amanta Groups of companies

- 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)

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

Dear Sir/Madam,

Request: Application for the post of Security Officer

With reference to your advertisement published in Job in Rwanda portal 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, a 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.

Please find in attachment my training certificates, my identity card, and my *curriculum vitae*.

I am looking forward to hearing a favourable answer from you !

Yours faithfully,

Signature

David Rukundo

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 further studies.

In this letter, thank first the employer for having employed you for a given time. Then provide 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)

10th May, 2018

Tea 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 the Tea company, effective from March 3, 2015.

Thank you for the support and the opportunities that you have provided me during the last three 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

Apology letter :

An apology letter is written after something has gone wrong. In this regard, you accept the mistake or wrong action done, and 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 in responding to an order made, supply of damaged raw materials, supply of expired goods, etc.

First sample :

Sender's address

Receiver's address

Dear Sir/Madam,

Re: Apology for...

Dear Mr./Ms. (Last Name),

I would like to express my deep regrets for <action> and apologize for my actions. It was inappropriate, disrespectful, and lack of professionalism that you and my colleagues expect from an employee at <Company Name>.

While I cannot alter what has transpired, I have taken steps to ensure that similar

incidents and misunderstandings will not occur in the future.

I value our professional relationship and firmly believe that our teamwork will continue to produce solid work that will benefit <Company Name> and our <customers/clients>.

Sincerely,

(Your Name)

Signature

Name

Title

Second sample :

Dear (Customer Name)

Please accept our sincere apologies for the inconvenience you may have experienced in respect to [the issue].

At (Company Name), we take pride in ensuring our customer's satisfaction. Unfortunately, we did not meet your—or our own—expectations. Upon thorough review of the situation, we narrowed the cause to (key staff changes, recent internal system update, office relocation, etc...).

As a testament to our strive for perfection, we have taken steps to ensure that this will never happen again by (creating companywide training sessions, installing new back-up systems, creating an internal auditing team, etc...).

(If additional action is necessary) :

Because of this serious oversight, we are going to provide you with (3 months worth of service, a free upgrade, etc...).

We deeply value your relationship with (Company Name) and are committed to providing you with the highest level of service simply because our customers deserve the very best. If you have any further questions or comments regarding this matter, please feel free to discuss it with us at (email, phone#, website, etc...).

Yours in service,

(Company Representative)

Memorandum (memo)

A professional memo is an effective tool of communication within organizations, and is used to spread the information or for a call to action. It is used to address the people in general or the departments. So you have to be experienced in writing as well as the subject in order to effectively communicate the message. There are certain rules and standards for memo writing like other business communications and documents.

If you are already aware of those rules and standards, it will be relatively easy for you to write a memo. However, it will be helpful to have a look at some successful memos written for different purposes.

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.

Writing a memorandum (Sample memo of implementing new tea break timings)

To: All Staff

From: Steve Taylor, Production Manager

Date: August 14, 2018

Subject: Changes in Tea Break Timings to Reduce Non-Productive Time

Dear Co-workers,

Based on production reports and in-out time reports from the past three months, we have observed that the tea break timings are not being followed strictly.

It has affected the overall productivity and discipline level on the production floor.

Current tea break time is of 15 minutes in the morning and 15 minutes in the evening, but employees are taking 30 minutes in each break. From the reports, we have observed that average employee is spending 30 minutes more during tea breaks (15 minutes during each tea break) resulting in 10 non-productive hours per employee per month. We have 250 employees, so the total non-productive hours are 2500 hours per month. You can imagine how much lose the company has to bear due to this practice.

Therefore, it has become very necessary to revise the break timings and implement the new Tea break rules. It will help us achieve more productivity by reducing the non-productive time. New rules for the Tea break will be as follows.

1. Tea breaks will be only for 15 minutes.
2. The production staff will be going on a Tea break from 10:05 AM to 10:20 in the morning and from 4:05 PM to 4:20 PM in the evening.
3. The process quality group and quality assurance group staff will be going on a Tea break from 9:45 AM to 10:00 PM in the morning and 3:45 PM to 4:00 PM.
4. The employees will be going for the tea break in two groups, i.e. all quality testing staff will be going for a break first. All production staff will be going for a break after the quality testing staff is back from the break.
5. All staff will be using time-in and time-out system to ensure that the time is not logged as productive time while they are in a tea break.

These rules will be helpful in curbing the improper practice of taking longer than stated tea breaks and will improve the overall production. Sending the staff for the tea break in two groups will ensure that the production and quality testing are not stopped at the same time.

It will also help utilize the tea break area in a comfortable way as it will reduce the rush at the same time.

I look forward to all staff for the cooperation which will help improve their productivity and ultimately the growth of the company. It will enable the company to pay more bonuses and pay raises in the long term.

Thank you,

The Production Manager

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

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

I. Connectors of contrast

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

Examples:

1. His rope was thin but it was strong.
2. He is fat but he runs fast.
3. Although the boy was injured, he didn't give up.
4. We went out in spite of the rain.
5. In spite of having a headache, I enjoyed the film.
6. Despite working hard, she failed the exam.
7. She got good marks in spite of her teacher. (= She had a bad teacher.)
8. Her advice seems strange, yet I believe she's right.
9. He says that he is a socialist. However, he owns three houses and four luxury cars.
10. There was little chance of success. Nevertheless, we didn't give up.

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

II. Connectors of listing

Connectors of listing include:

- firstly, secondly ...
- to begin / start with ..., to conclude with
- in the first place, in the second place
- next, then, finally, last(ly)

- to conclude ...
- last but not least ...
- to summarise , to sum up

III. Connectors of examples

Connectors of example include:

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

Exercise Complete the following sentences using the appropriate connector:

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

5.8. Spelling and pronunciation

A. Spelling and pronunciation

One of the underlined sounds is pronounced differently from others. Choose the word which has a sound pronounced differently from others.

1. a. skill b. Still c. fill d. file
2. a. design b. sign c. resign d. train
3. a. sight b. light c. right d. hate

B. Phonetic transcription

Give phonetic transcription of the following words :

- a) study
- b) plagiarism
- c) paraphrasing
- d) periodicals
- e) reciting
- f) resignation
- g) memorandum



5.9 End unit Assessment

I. Conduct a survey about reasons why some secondary and university graduates complete their studies without academic and professional writing skills. Write an article showing the findings from the survey.

II. Write a letter to the Principal of your school requesting a recommendation letter. Use connectors of example and other connectors in your letter.

III. Choose the best alternative from the brackets to fill in the blank space.

1.(Even if/whereas) you saved a lot, you wouldn't be able to afford that house.
2. He eats only healthy food..... (because of/ whereas)his sister gorges herself with junk food.
3. You should learn more,..... (although/otherwise) you might fail your exams.

4. Martha wanted to work in England, (therefore/ nevertheless)..... , she studied English very hard.
5.(Otherwise/ Even) if your chances are small, you should try to do it.
6.(Although/unless) he was very tired, he worked very hard.
7. Slice this meat and (because of/ afterwards) you can boil it for thirty minutes.
8. I cooked dinner (so that/then) my friends wouldn't have to eat out.
9. This street is slippery (otherwise/because of) the snow.
10. Something must be wrong;(otherwise/unless) Keza would be at school.
11.(In spite of /Although) he is very rich, he doesn't help his parents.
12.(Even though/despite).....the weather was windy, we went for a walk.
13. She is always helpful and friendly to me, (although/therefore), I like her very much.
14. He must be very clever; (whereas /otherwise) he wouldn't have passed such a hard exam.
15.(Unless /Although) I have a bike, I don't often ride it.
16. I like horror films(despite/ whereas) my friend prefers comedies.

IV. Write a short essay, describing how effective classroom instructions should look like.

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