

South Sudan

ALP  
4

# ALP English

LEVEL 4

©2018, THE REPUBLIC OF SOUTH SUDAN, MINISTRY OF GENERAL EDUCATION AND INSTRUCTION.

All rights reserved. No part of this book may be reproduced by any means graphic, electronic, mechanical, photocopying, taping, storage and retrieval system without prior written permission of the Copyright Holder. Pictures, illustrations and links to third party websites are provided by the publisher in good faith, for information and education

purposes only.



This book is the property of the Ministry of General Education and Instruction

**THIS BOOK IS NOT FOR SELL**

Funded by:



## FOREWORD

I am delighted to write the foreword for this book. The Ministry of General Education and Instruction (MoGE&I) has developed the Accelerated Learning Programme (ALP) textbooks based on the National Curriculum of South Sudan.

The textbook was written to help learners develop the background knowledge and understanding in the subject. It is intended largely to serve as a source of knowledge and understanding of the subject concerned, but not to be considered as a summary of what learners ought to study.

The National Curriculum is a competency based and learner-centered that aims to meet the educational needs and aspirations of the people of South Sudan. Its aims are manifold: (a) Good citizenship (b) successful lifelong learners, (c) creative, active and productive individuals; and (d) Environmentally responsible members of our society.

This textbook was designed by subject panelists to promote the learners' attainment of the following competencies; critical and creative thinking, communication, cooperation, culture and identity.

No one can write a book of this kind without support from colleagues, friends and family. Therefore, I am pleased to register my thanks to Dr Kuyok Abol Kuyok, the Undersecretary of the Ministry, who emphasized the importance of Alternative Education System (AES) and approved the development of its textbooks.

I also want to record my thanks to Ustaz Omot Okony Olok, the Director General for Curriculum Development Centre (CDC) and Ustaz Shadrack Chol Stephen, the Director General for Alternative Education Systems (AES) who worked tirelessly with the subject panelists to develop the textbooks.

Lastly, but not least, my greatest thanks and appreciation must go to the Global Partnership for Education (GPE) and UNICEF-South Sudan for without their support and partnership this textbook would not have seen light.

---

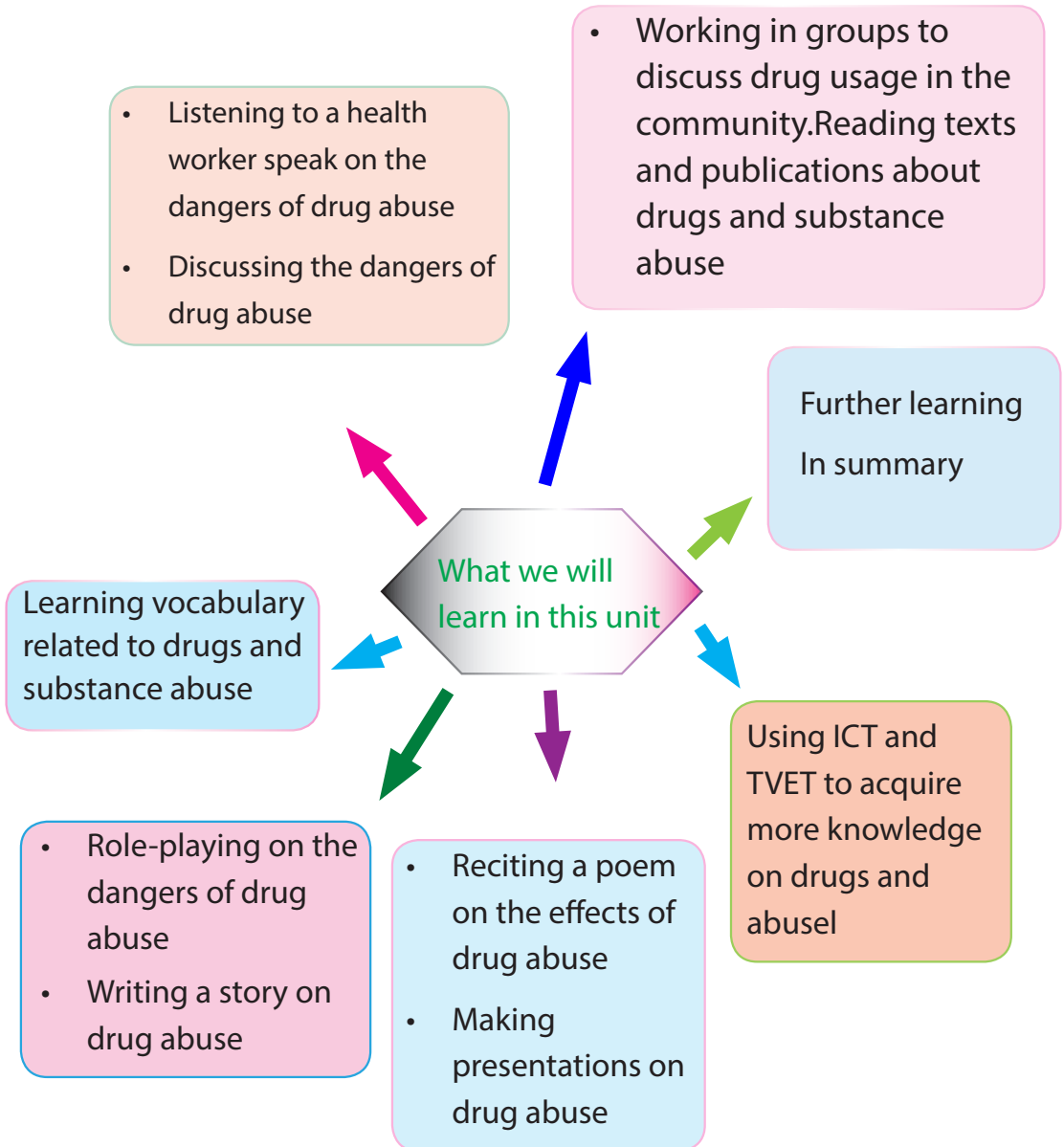


---

Hon. Awut Deng Acuil, MP  
Minister,  
Ministry of General Education and Instruction  
Republic of South Sudan, Juba

# Table of Contents

Unit 1: Drug abuse.....	1
Unit 2: Human Rights.....	14
Unit 3: Festivals and celebrations.....	25
Unit 4: Writing descriptions.....	41
Unit 5: Curriculum vitae (CV) and interviews.....	52
Unit 6: Biographies and autobiographies.....	62
Unit 7: Poetry.....	78
Unit 8: Drama.....	100
Unit 9: Contemporary african literature.....	117
Unit 10: Contemporary world literature .....	129
Unit 11: Democracy.....	140
Unit 12: Climate change .....	158
Unit 13: A Sustainable Economy .....	174
Unit 14: Conflict Resolution .....	186
Unit 15: HIV and AIDS.....	199



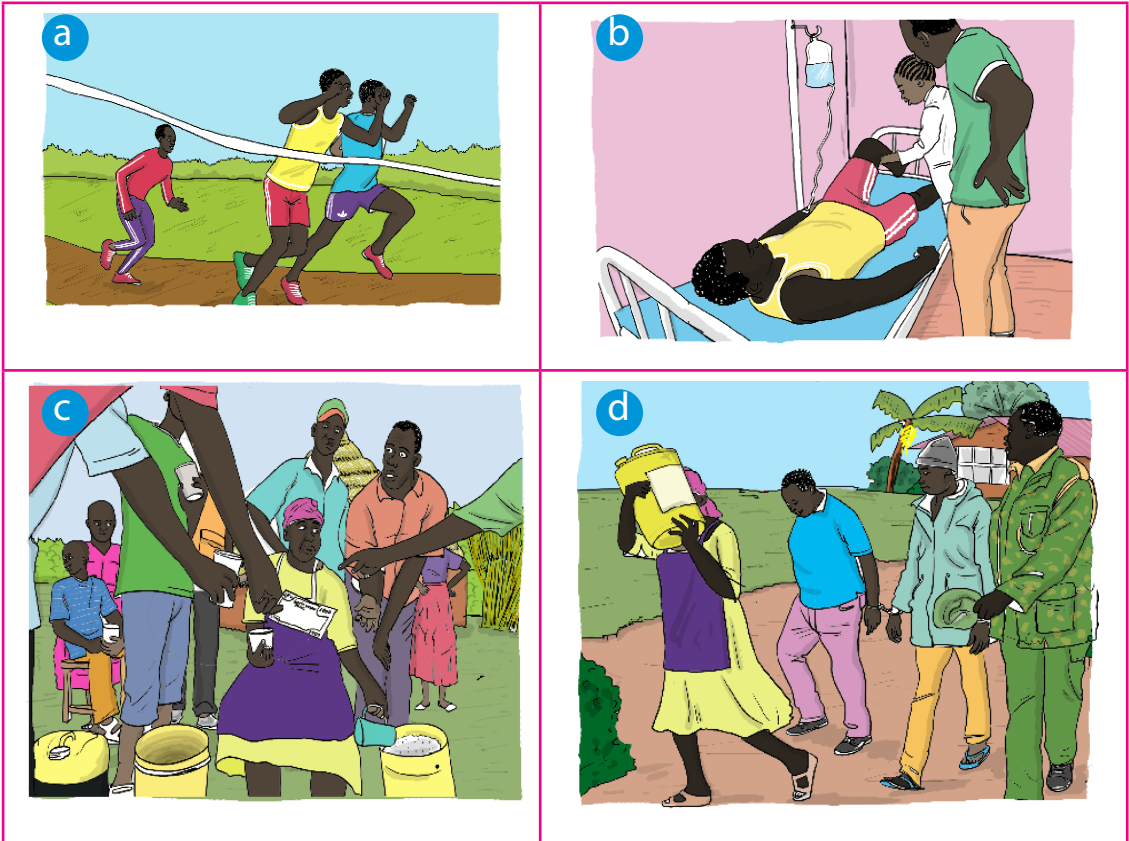
## Activity 1: Identifying cases of drug abuse

In groups



Look at the pictures below.

1. Discuss what is happening.
2. Take turns to present what you have discussed to the class.



### NOTE

**Drug abuse** is the use of drugs for a non-medical purpose in amounts which are harmful to the individual and others. People addicted to drugs cannot function without them. Common drugs that are abused include heroin, cocaine and bhang.

As a class



1. The group leader to present the points to the class.
2. Comment on each other's presentations.

## Activity 2: Learning vocabulary on drug abuse

In pairs



Read the words in the box below.

ban                      addiction                      drug trafficking  
rehabilitation      dependence                      counsellor

1. Look up the words above in the dictionary.
2. Use the words to construct sentences.
3. Read your sentences to the class in turns.
4. Comment on the presentations.

## Activity 3: Discussing about drug abuse in our community

In groups



Discuss the following:

1. The causes of drug abuse in the community.
2. The dangers of drug abuse.
3. What can be done to help people who abuse drugs to stop the habit?

As a class



1. In turns, make presentations on your findings to the class.
2. Comment on the presentations.

## Activity 4: Reciting a poem about drug abuse

In groups



1. Listen as the teacher reads the poem below.
2. Read after the teacher.

Recite the poem below.

I wash it down my throat,  
It seems easy to do that,  
It makes me stronger and faster,  
But I forget in the end; what will be, will be.

I feel sick, is it **addiction**?  
Oh, my team! Then the loud sirens of an ambulance,  
I hear them fuss around me, treating me with an **antidote**,  
But I had obviously forgotten, what will be, will be.

There is a moment of elation,  
The **side effects** are all but a distant memory,  
There is no more **ban**, I will fly like an eagle,  
And what will be, will be.

Yet somewhere inside, there is a flicker,  
A tiny ray of light that still reminds me,  
Of the great **athlete** I was, when my brain  
was free and clear,  
And I clearly realize that, what will be, will be.

## Discuss the following questions.

1. What is the poem on page 4 about? Explain your answer or tell it like a story.
2. Explain how the proverbs below relate to the poem on page 4.
  - There is light at the end of the tunnel
  - Once bitten twice shy
3. Write the important points from the discussion
4. Present your points to the class.
5. Comment on the presentations.

In pairs



1. Tell your partner how the poem makes you feel.
2. What do you think is the writer's message to you?
3. Has the poem influenced your views about drug abuse?

## Present your work to the class.

### Activity 5: Listening to a talk on drug abuse

As a class



1. Listen to a talk from a health worker on the dangers of drug abuse.
2. Ask relevant questions. Below are examples of questions you can ask:
  - a) Why do some people become addicted to drugs, while others don't?
  - b) How can I help someone who is abusing drugs?
3. Using the examples above, come up with your own questions or use the questions you had planned earlier on with the teacher, to get more information about drug abuse from the health worker.



## Activity 6: Re-read the poem

Individually



1. Re-read poem on page 4.
2. Rewrite the jumbled words below from the poem.

lethate

anb

titedoan

onadckidi

3. Try to infer the meaning of the words. You can use your dictionary.
4. Construct sentences using the words above.
5. Add the words to your word bank book.

Share your work with the class.

## Activity 7: Reading a story about drug abuse

As a class



### Before reading activity

1. Mention any illegal drug in your country.
2. Do you know anyone who has been affected by the drugs?
3. List down the damages illegal drugs could do to a person.

In pairs



Read the story below.

### Rita's troubles

After school, Hanifa was doing her homework. Suddenly, there was a loud knock at the door. It was her friend, Rita. Hanifa was surprised. Rita had not come to school that week. She looked frail and tired. "Hanifa, call your mother. I am in great trouble," said Rita. Hanifa rushed to the kitchen and called her mother.

“Have a seat Rita. What can I do for you?” Hanifa’s mother said. Rita could not respond. All of a sudden, tears started to roll down her cheeks. Hanifa gave Rita a piece of cloth to wipe the tears as her mother comforted her.

Soon enough, Rita broke the bad news. Her mother had been arrested for selling **illicit** drugs. “Sorry about your mother,” said Hanifa’s mother. “Please take a seat so that I can get you a cup of tea.”

“You are too kind,” said Rita, stammering a little. When Rita took the cup of tea, she was trembling. She gulped down the tea very fast. Hanifa’s mother prepared a meal for Rita. Apparently, she had not eaten since the previous night.

Later that evening, Rita shared with the family about her mother’s **illegal** business. She told them about the strange people that endlessly came to their home. She knew that they were neither their relatives nor her mother’s friends. Sometimes they would come and threaten her mother. Other times, they would forcefully take away some of their household items. Rita was repeatedly told by her mother never to share these happenings with anybody. Rita was always afraid and unhappy.

Many days they slept outside and that was why she was always absent from school. Although Rita’s mother had been arrested, Hanifa’s mother knew she needed to help Rita.

The next day, they visited their church pastor. He was a generous man. The church took care of children from broken homes. Because Rita’s father had died long ago, she had nobody to take care of her. The pastor was happy to see Rita. He welcomed her warmly. He knew very well about her mother. Many times he had warned Rita’s mother about running the illegal business. It was a serious crime that was everely by the law.

Two days later, they all went to court for the hearing of Rita’s mother. She was found guilty of being in possession of **illicit drugs** and distributing them. She was sentenced to ten years in prison.

## Activity 8: New words and phrases

In pairs



1. Mention any new words you identified the story.
2. Look up the meaning of these words from a dictionary.
3. Discuss the steps the government of South Sudan has taken in the bid to fight drug abuse in the country.
4. Write what you think the country should do to prevent an increase in drug abuse.

Add the new words to your word bank book.

In groups



1. Read the paragraph below.

Drug \_\_\_\_\_1\_\_\_\_\_ means the condition of being unable to stop taking \_\_\_\_\_2\_\_\_\_\_ harmful substances that some people smoke or \_\_\_\_\_3\_\_\_\_\_. \_\_\_\_\_4\_\_\_\_\_ like bhang, heroine and cocaine give exciting feelings to those who take them. Among the addicted people, the young generation is the largest in number. Thousands of families in cities, towns and even rural areas all over the world are directly or indirectly \_\_\_\_\_5\_\_\_\_\_ by it. Drugs are very expensive. Young people get involved in \_\_\_\_\_6\_\_\_\_\_ to get money for taking drugs. They end up spending most of their lives in jail when the long arm of the \_\_\_\_\_7\_\_\_\_\_ catches up with them.

2. Fill in the blank spaces with an appropriate word from the box below.

drug      addiction      law      inject  
affected      illicit      crimes

3. Present your completed paragraph to the class.

## Activity 9: Oral discussion

As a class



1. Do you think if Rita had shared the happenings in their home soon enough, her mother could have been saved from the drug business? Which steps have you taken to ensure that you do not engage in drug abuse?
2. What steps could have been taken to save the life of Rita's mother?

Read the complete passage to the class.

## Activity 10: Hot seating

In groups



1. Assume one student is Rita and have her sit down for a hot seating session. Ask her the following question.
  - a) How did you feel about your mother selling drugs?
  - b) Was your mother taking good care of you and your siblings?
  - c) What steps could have been taken to prevent your mother from being in the drug business?
2. Add more relevant questions and take turns to play Rita in your groups.

## Activity 11: Answering comprehension questions

In pairs



Answer the following questions. Refer to the passage in activity 7.

1. Why was Rita crying?
2. Define in your own words the meaning of 'illicit drugs'.

3. List the effects of drug abuse from the story?
4. Analyse how the writer of the story presents the issue of drug abuse.
5. What punishment did Rita's mother receive for selling illicit drugs?

Share the answers with the rest of the class.

### Word Attack

Choose the correct word from the brackets to fill in the blank spaces.

1. Drug \_\_\_\_\_ is an illegal business. (law, testing, trafficking)
  2. Drug \_\_\_\_\_ means that someone cannot live without drugs. (dependence, independence, dependant)
  3. Helping one have a normal, useful life again after they have been using drugs for some time is known as \_\_\_\_\_. (counselling, rehabilitation)
1. In turns, present your answers in complete sentences to the class.
  2. Comment on all the presentations.

### Activity 12: Reading publications on drug abuse

Individually



Research on government publications on the topic 'drug abuse'. Use the library for reference materials.

1. Read a story that has been written on drugs.
2. Write your findings in point form.
3. Present your findings to the rest of the class.

## Activity 13: Writing a story on the dangers of drug abuse

In pairs



1. Study the words in your word bank book and use them to write a short story about somebody who suffered from drug addiction.
2. Exchange your books with your deskmate and read each other's story. Correct any mistakes you find.

## Activity 14: Role playing on the dangers of drug abuse

In pairs



Look at the picture below and read the conversation below it.



**Akot:** What are you thinking about?

**Abdi:** My cousin has become addicted to drugs.

**Akot:** That is very sad. But the truth is that it is not only your cousin but a lot of youngsters.

**Abdi:** Exactly. My cousin only tasted cocaine once and soon became addicted to it.

**Akot:** Yes, once they get in touch with the drugs they soon become uncontrollable.

**Abdi:** Many families are also being destroyed.

**Akot:** Parents need to be more active in their children's lives.

**Abdi:** Oh yes! The problem begins with the family and then spreads to the whole community.

Answer the questions below.

1. Act out the conversation. Which pair acted the best?
2. Write a short paragraph on the dangers of drug abuse mentioned in the dialogue above.
3. Pretend you are Akot and advise Abdi on the steps he could take to help his cousin to overcome drug addiction.
4. How can families deal with the problem of drug abuse at home?
5. Comment on the presentations.

Share the answers with the class.

### In groups



1. Discuss and come up with strategies on how to persuade people not to abuse drugs.
2. Share your strategies with the class.
3. Comment on the presentations.

### Activity 15: Writing about drug abuse

#### Individually



1. Pick ideas from the conversation on pages 11 and 12 and the talk from activity 5. List them down.
2. Imagine you are a health worker. List down five steps you would take in treating a drug addict.

3. Present your work to the class
4. Choose the best work presented.
5. Let everyone take part in revising the work as the teacher edits it. Publish a poster about the dangers of drug abuse and display it on the school noticeboard.

## Activity 16: Further learning

### In groups



1. Remind yourselves what you learnt about official letters in Primary 6.
2. Using the knowledge, write a letter to the community leader informing him or her that there is an increasing of problem drug abuse in your community.
3. List down some key actions that could be taken to reduce the problem of drug abuse.
4. Share your letter with the class.
5. The class to choose the best letter and send it to the community leader. Why was it the letter? Which language was used? Was the format correct? Give your own opinion.

### Individually



1. Write two posters on the effects of drug abuse.
2. Display one poster on the school noticeboard and the other outside the school gate.



# Unit 2

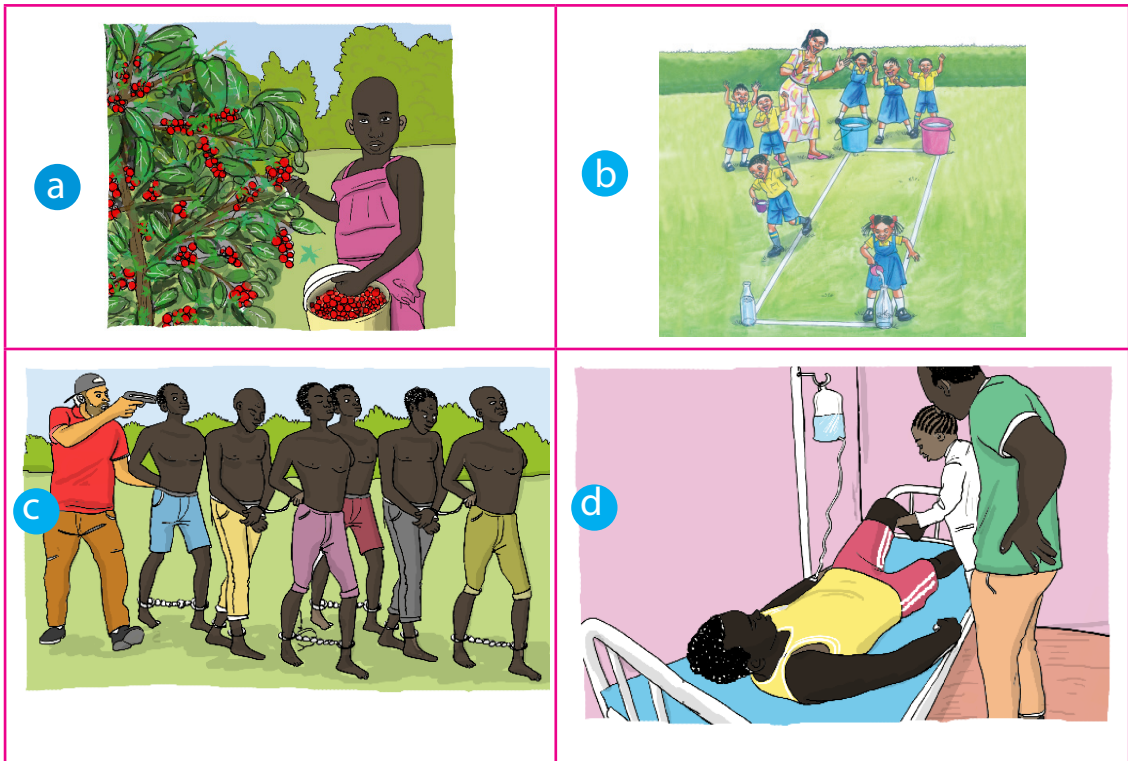
## Human Rights

### Activity 1: Discussing Human Rights

In pairs



Discuss with your classmate what you see in the pictures below.



1. Which pictures do you like? Say why?
2. Which pictures do you dislike. Give reasons.
3. Mention which Human Rights have been upheld and which one have been violated in the pictures above.

#### NOTE

**Human Rights** are the basic freedoms that are accorded to every person. **Human Rights** are based on values like dignity, fairness, respect, equality and independence. These rights are protected by the law. Some of these rights are: right to basic needs like food, clothing and shelter and right to education. They apply to everybody regardless of where you come from, your age, religion, gender or race.

## Activity 2: Learning vocabulary on Human Rights

In pairs



1. Read the words below.
2. Use them to construct sentences in relation to Human Rights.

exploitation      labour      Human Right  
responsibility      violation      freedom

Present your sentences to the class.

3. Comment on the presentations.

## Activity 3: Listening to a talk about Human Rights

As a class



Listen to a talk on Human Rights from a local Human Rights expert.

1. Take notes.
2. Ask relevant questions.

## Activity 4: Revision of letter writing

In groups



In Primary 6 you learn about different types of letters. Use the knowledge to answer the questions below.

1. Discuss different types of letters.
2. Discuss the purpose of each letter.
3. Write down the differences between an informal and a formal letter.
4. Explore the layouts of formal letters and the language used in them.

Share your ideas with the class.

## Activity 5: Reading a letter on violation of Human Rights

Individually



Read the letter below.

Zari Abdul  
P.O. Box 44367,  
Juba.  
24/11/2017

The Minister of Education,  
P.o. Box 12345,  
Juba.

Dear Sir/ Madam,

RE: APPEAL FOR HELP

My name is Zari Abdul. I am 13 years old. I do not go to school. Instead, I work at a farm in Amadi state. I was forced to drop out of school and look for work to support my ailing mother.

I write this letter out of desperation. I have nobody else to turn to. I work for long hours in the factory. I carry very heavy goods the whole day. When I beg for time to rest or check on my mother, I am always turned down. Many times I come into contact with poisonous chemicals. When I request for protective clothing from my employer, he does nothing. Now I have a bad skin rash and I am coughing constantly. I fear I will be sent away.

Right now my mother is very ill. My wages are too little to afford any medicine. Please help me. I do not want to lose my mother. Your help will be greatly appreciated.

Yours faithfully,  
**Zariabdul**

Zari Abdul.

In groups



1. Retell the story in the letter to the class.
2. List down four examples of Human Rights violation illustrated in the letter.

3. What would you do if you were in Zari's situation?

## Activity 6: Discussing publications on Human Rights

As a class



Read about the United Nation's declaration on Human Rights. Use the link below:

<http://www.un.org/en/universal-declaration-human-rights/>

1. Analyse the information given about Human Rights.
2. What is your opinion on the information? Tell your group members.

## Activity 7: Reading a passage on Human Rights

### Before reading activity

As a class



1. Name any Human Right that you know.
2. Discuss the steps the Government of South Sudan has taken in the effort to protect Human Rights.
3. Name one of your rights that has been violated. What did you do about it?

Read the extract below from the UN Mission in South Sudan reported on 17th Oct. 2017

“Stand Up For Someone’s Human Rights, Today, Tomorrow, Everyday”:  
UNMISS Human Rights Chief

Fun and flair were the order of the day as scores of people gathered for the launch of the ‘Stand Up For Someone’s Rights Today’ national campaign in Juba, the capital of South Sudan.

The campaign and event at the Nyakuron cultural centre was organised by the United Nations office of the High Commissioner for Human Rights (UNHCR) and the United Nations’ Mission in South Sudan (UNMISS).



The United Nations mission’s Human Rights director, Eugene Nindorera urged the crowd to stand up for one another’s rights irrespective of their background and ethnicity.

Nindorera shared his personal experience from his home, Burundi, where people remain divided along ethnic lines. He urged the people of South Sudan to move away from similar ethnically fuelled tension and instead focus on the vision of building peace in the young country.

Nindorera shared in the theme of the day which was to promote Human Rights through song, by ending his speech with a chorus from one of his favourite musicians, Bob Marley.

‘get up, stand up: stand up for your rights!

get up, stand up: don’t give up the fight,’ sang everyone in unison.

Nindorera said that whether it was; ensuring that a child has a safe environment to live and play, reporting abuse in the neighbourhood, stepping up when someone was being bullied; young people need to be involved. They need to do the right thing and stand up for someone's rights.

(<https://peacekeeping.un.org/en/stand-someones-human-rights-today-tomorrow-everyday-unmiss-human-rights-chief>)

In groups



Answer the questions below.

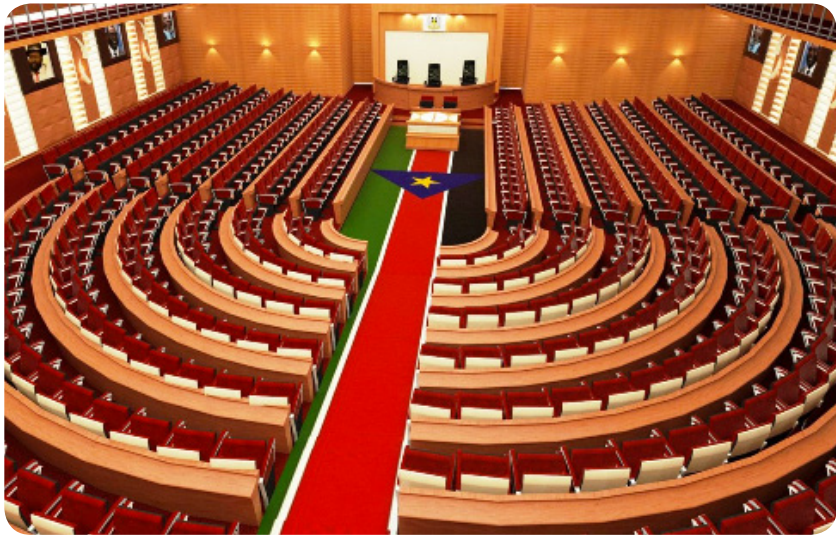
1. What was the theme of the campaign in the passage above?
2. Which three Human Rights did the director of Human Rights of the United Nations Mission in South Sudan, Nindorera speak about?
3. If you were the United Nations Mission's Human Rights director, what other Human Rights would you mention? Why are these important?
4. Come up with ways in which young people can stand up for human Rights. Explain why these are good ways.
5. Read the answers to the class in turns.
6. Comment on the answers.

### Activity 8: Making presentations

As a class



1. Assume that you are a member of parliament. You are talking to an audience of young people in your Payam. In turns, give a talk about their Human Rights and dangers of Human Rights violation. Ensure your talk is convincing and persuasive.
2. Present your arguments to the rest of the class.



Parliament of S. Sudan

3. Comment about the arguments presented.

## Activity 9: Reciting a poem about Human Rights

In pairs



Recite the poem below.



**Freedom**  
It is your right,  
When you need to play.  
It is your right,

When you want to work;

It is your right,

When you have to eat,

It is your right.



When you ought to go to school,

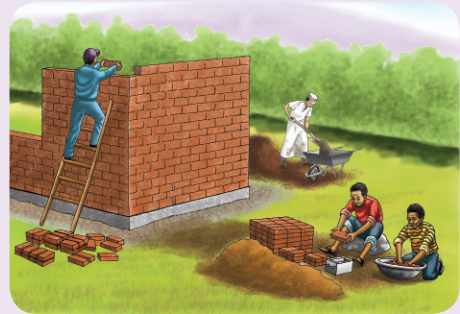
It is your right.

When you need to worship,

It is your right.

When you choose to speak or not,

It is your right.



And when you choose to travel, see the world,

It is also your right.





Answer the questions below:

1. List the rights mentioned in the poem on Human Rights.
2. Think of an alternative title for the poem and write it down.

Individually



1. Write down any other rights that you know of that have not been mentioned in the poem.
2. Create a poem using the rights you have listed in 1 above.
3. Present your poem to the class.
4. Comment about the presentations made.

#### NOTE

When writing a poem:

1. Know your goal.
2. Communicate the theme.
3. Use imagery where necessary, for example, emotions and the five senses; smell, sight, touch, hearing and tasting.
4. Choose your words carefully to create rhyme or rhythm.
5. Revise your poem.

### Activity 10: Researching on Human Rights

Individually



Research more on the topic, Human Rights. You can use a digital device like a computer or a smart phone if possible.

1. Write a report on how Human Rights have been violated in different countries.
2. Share your findings with the class.

## Activity 11: New words

Individually



1. List all the new words you have come across in this unit.
2. Look up for the meaning of the words in 1 above from your dictionary.
3. Add them to your word bank book.

## Activity 12: Writing about Human Rights.

In pairs



1. List all the Human Rights that you know.
2. Mention ways in which the rights can be violated.
3. Use the points in number 1 and 2 above to write a report on the state of Human Rights practices in your Payam.
4. Make good use of the words in the word bank book.

The best reports to be presented to the class.

## Activity 13: Writing a story about Human Rights

Individually



1. Think of a story about someone whose Human Rights were violated.
2. Plan and write important points about the story.
3. Write a story using points listed in 2 above about Human Rights.
4. Read your story to the class.
5. Vote for the best story. Say why you voted for the story.
6. After revising the best story, have your teacher edit it.
7. Send the story to the media for publication.

## Activity 14: Researching about Human Rights

In groups



Research about cases of Human Rights violation in your Payam.

1. Write a report to your chief on the state of Human Rights violation in your Payam.
2. Give recommendations on how to end Human Rights violation.

## Activity 15: Further learning

In groups



1. Find out the punishment that will be given to a person who violates each of the rights you have listed in activity 12 and write them.
2. Share your answers with the class.

## Activity 16: In summary

In pairs



1. Look up for the constitution of South Sudan.
2. Write what it says about Human Rights.
3. Compare your answers with the rest of the class.

# Unit 3

## FESTIVALS AND CELEBRATIONS

### Activity 1: Identifying different festivals

As a class



Study the picture below.



1. Describe what the dancers are doing.
2. Study their costumes, ornaments and musical instruments closely.
3. Draw one dancer with a costume that you will design. Be as creative as possible.
4. Pin the best picture on your classroom wall.

#### NOTE

**Festivals** and **celebrations** are meant to celebrate special moments and emotions in our lives. They are an expressive way to celebrate heritage, traditions and culture. They add structure to our social life and tighten our family and friendship ties. They also break the monotony of our daily routines and remind us of the important things in life.

In most cases, festivals are classified into three categories: **national festivals**, **religious festivals** and **seasonal festivals**.

## Activity 2: Learning vocabulary on festivals

In pairs



Read the words below. Check their meanings from the dictionary.

traditions music Easter folk songs  
cultural Eid-ut-fitr Christmas decorations wedding

1. Construct sentences using the words.
2. Read the sentences to your group.
3. Present your sentences to the class.
4. Comment on the presentations.

Individually



Read and complete the sentences below. Use the most appropriate words from the vocabulary box above.

1. \_\_\_\_\_ activities are things done by people for enjoyment.
2. Food, song, dance and language are part of our \_\_\_\_\_.
3. List three holidays you know; \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
4. \_\_\_\_\_ is a time that marks the end to the fasting month of Ramathan.
5. Many \_\_\_\_\_ groups are beneficiaries of festivals in South Sudan.

## Activity 3: Reading comprehension

As a class



### Before reading activity

1. Have you ever seen fireworks? Describe them.
2. In which festivals or celebrations would you see fireworks? Tell the class.

Read the extract below about 'The Chinese New Year Festival'.

### THE CHINESE NEW YEAR FESTIVAL



Fireworks at Singapore's River Hongbao

In China, the Chinese New Year festival is known as the spring festival. It is a holiday that starts on a new moon when the moon is between the earth and the sun; the first day of the traditional Chinese calendar. This calendar is based on the changes in the moon and is sometimes changed to fit the seasons of the year based on how the earth moves around the sun. This being the case, Chinese New Year is never on January 1<sup>st</sup> but moves around between January 21<sup>st</sup> and February 20<sup>th</sup>.

However, it is one of the most important holidays for the Chinese people. It is a time to gifts to children gifts and family gatherings with a variety

of delicious meals. It is actually just like Christmas in Europe and other Christian areas. One unique feature with this festival is that children receive cash gifts in red envelopes (Hongbao). The money is a sign of prosperity. Red, must be noted, as a very important colour during this festival. The Chinese people believe that red is a colour that symbolises happiness, success, beauty, and good luck. The colour is also a sign of strength that will expel bad luck.



The festival is a national holiday in the People's Republic of China; a 7-day-long event; also called 'golden week'. This festival is also celebrated by the Philippines, Malaysia and Brunei.

The Mandarin Chinese name the holiday 'Chun jie' which means 'Spring festival' by Chinese speakers of English. Interestingly, the holiday does not occur during Spring time instead; during the winter months of January and February.

Fireworks and firecrackers are used as a way of chasing away anything bad and to welcome the New Year. However, nowadays fireworks are not used by everybody. In many cities in China it has been banned because of the risk of getting injuries. But firecrackers are widely used in people's homes. In most cases the beautiful displays of fireworks, like the one in the picture, are done by the government.



During the Chinese New Year festival in the past, sacrifices were made to the gods and dead family members. Today, family members meet in big gatherings and have a big dinner. Families go shopping, cleaning and decorating the home, make new clothes, preferably red ones, cooking to store food for the whole festival. They cook things like rice, cake, noodles, dumpling, fish, porridge and much more.

China Central Television puts on a long show with many stars, actors and dancers during this time. It is said to be the most watched TV show in the world each year. Children do not go to bed early. At around midnight, the new year is welcomed with public fireworks and private firecrackers. Children are told that a monster called 'Nian' is scared away by the loud noises and bright lights of the fireworks.

Temples also have special fairs and lots of foods. There are the opera and martial arts shows on the streets. They show lion and dragon dances, these are big costumes with people inside. The dragon dancers hold the dragon costume with long poles and chase a pearl held by another dancer. Onlookers give the dancers money or food. The longest dragon ever seen was 5.6 km long in 2012. In Hong Kong, they have special horse races on



racetracks. Over 100,000 people sometimes come to this big race on the third day of the festival.



The day of the New Year's first full moon is also called Lantern festival. Many homes and streets are decorated with old paper lanterns. This Lantern festival can go on for most of the holiday.

In groups



Answer the following questions from the passage.

1. Why do you suppose the Chinese New Year festival changes dates every year?
2. The Chinese children are given red envelopes during the New Year festival. What are the children in your Payam given as gifts during festivals? Which ones?
3. A number of activities that the Chinese engage in during the New Year festival have been mentioned. List three activities that take place at your home during any festival you like.
4. Using key points from the passage compare the Chinese New Year festival with one local festival. Write the points as follows:

Chinese New Year	South Sudan New Year
1	1
2	2
3	3
4	4

Present your answers to the class and comment on the presentations.

### Activity 4: Jumbled words

In pairs



Below is a paragraph on the National Music Festivals that take place annually.

Fill in the dashes with the correct words from the box below.

environment      soloist      their      annual      they  
national      those      poems      at      dances

Pupils \_\_1\_\_ Malakal Primary School, thrilled \_\_2\_\_ guests and parents, recently when they recited \_\_3\_\_, sang songs and performed plays at the \_\_4\_\_ prize-giving day. \_\_5\_\_ performed traditional \_\_6\_\_; a choral verse and a short play that urged people to conserve the \_\_7\_\_. Among \_\_8\_\_ who delighted the audience was a 12-year-old girl called hope. The primary 7 learner was the \_\_9\_\_ in the dance, choral verse and also acted the play. Her talent brought the school honour at the \_\_\_\_\_ music and drama festivals.

## Activity 5: Crossword puzzle

In pairs



Read the short story below.

### NANCY'S WEDDING CEREMONY

Nancy walked down the aisle gracefully. She held a bouquet of rose flowers, a sparkling diamond necklace around her neck and in a pretty white silk gown. She was a sight to behold. Women surrounded her with dance and song as she stepped out of the car. She was escorted into the church by a small party of page boys, flower girls and bride's maids.

Robert, the nervous bride groom, stood at the pulpit smiling as his bride came towards him. The church was full to capacity and soon the pastor was conducting the ceremony. Nancy and Robert exchanged vows and signed their marriage certificate amidst loud cheers and jubilation. The master of ceremony was soon reading out the next stage of the ceremony in the programme. He gave clear directions on how the guests were going to be ferried to the venue of the reception.

It was to be in a large green field with the most beautiful flower gardens you have ever seen. White tents were decorated with ribbons and balloons to complete the perfect wedding ceremony. Guests were treated to a wonderful feast with all sorts of delicacies. The newly-wed took several pictures with friends and family.



## Exercise

1. Read the words below.

reception      pageboys      bridegroom      decorated  
programme      feast      certificate      vows

2. Infer their meanings from the story on page 34.
3. Use the words to construct your own sentences.
4. Read your sentences to the class.
5. Identify and circle the words in the crossword puzzle below.

W	A	S	R	D	K	O	A	S	E	R	G
A	R	E	C	E	P	T	I	O	N	Y	I
F	H	I	O	C	C	F	E	E	S	A	C
P	W	M	B	O	U	Q	U	E	T	X	E
A	F	U	I	R	O	K	K	L	O	W	R
G	A	F	E	A	S	T	U	P	E	W	T
E	S	E	F	T	W	C	V	N	I	O	I
B	R	I	D	E	G	R	O	O	M	X	F
O	S	A	D	D	G	Y	W	I	A	H	I
Y	C	V	F	H	J	K	S	O	S	A	C
S	A	D	D	C	V	B	T	Y	T	K	A
R	P	R	O	G	R	A	M	M	E	T	T
L	K	W	S	A	X	C	F	G	R	Y	E

## Activity 6: Reading about festivals in India

As a class



### Before reading activity

1. Have you ever heard of India?
2. Where is it located in the world map?
3. Do you know anything about their festivals and traditions?

Individually



Read the article below.

### FESTIVALS IN INDIA



Festivals in India are colourful and bring joy and happiness to the Indian people. The festivals are mainly divided into: religious, seasonal and national festivals.

Religious festivals are important for families. They help us to teach principles and ethics to our children. All religious festivals bring the same message of love, tolerance and understanding. Being a highly spiritual country, India has many festivals that are held throughout the year. Through these festivals, we see the Indian culture at its best.

One of the most popular and anticipated religious festivals is Diwali. Diwali honours the victory of good over bad. It celebrates Lord Rama and his wife Sita, returning to their kingdom of Ayodhya. It follows Rama's defeat of the demon King Ravana and the rescue of Sita from the evil clutches.

Christmas is another religious festival celebrated in India among the Christian community with a lot of pomp and colour. It celebrates the birth of Jesus Christ and conveys his message of love, tolerance and brotherhood. It is celebrated on the 25<sup>th</sup> of December.



Among some of the seasonal festivals we have are Holi festival and Baisakhi festival. Holi festival (also called festival of love) is the festival of colours. It marks the end of winter season and the beginning of spring. Holi festival also celebrates the victory of good over evil. On this holiday, people play with dry colours, water guns, water balloons and other creative ways of colouring their targets. People also take time to laugh, enjoy themselves

with good food, forgive and repair broken relationships. It lasts for a night and day, starting on the evening of full moon day (Purnima). It falls somewhere between the end of February and the beginning of March.

Baisakhi festival is one of the most popular festivals in Punjab. It marks the harvest of Rabi crops. Farmers are jubilant with traditional performances as they thank God for a good harvest.

Three of the main national festivals celebrated in India are Republic Day, Independence Day and Gandhi Jayanti. Republic Day is celebrated on 26<sup>th</sup> January. On this day in 1950, India's constitution came into force. Independence Day is celebrated on 15<sup>th</sup> August. In 1947, when India gained independence from the British rule. Gandhi Jayanti occurs annually on 2<sup>nd</sup> October to celebrate the birthday of Mahatma Gandhi. The tireless efforts of Gandhi helped the country gain its freedom and independence. He is popularly referred to as 'Father of the nation'.

## Activity 7: Making presentations

In groups



Compare the Indian festivals with those in your country.

1. Make a presentation on the differences between festivals in China, India and South Sudan.
2. Note the differences.
3. Present your work to the class.
4. Comment on the presentations.

## Activity 8: Listening to a talk

As a class



1. Listen to a talk by a local community leader on the range and importance of local festivals and celebrations.
2. Ask relevant questions.

## Activity 9: Researching on the importance of festivals

Individually



Research more on the importance of festivals. Use a digital device like a computer or a smart phone or the local library for reference.

1. Why do you think there are many festivals across the world?
2. Write a report on your findings and share them with the class.

## Activity 10: Reading a poem about festivals

1. Listen as your teacher reads the poem.
2. Repeat the poem after the teacher.

In groups



Read the poem below.

### Independence Day in South Sudan

On July 9th, 2011,  
Celebrations exploded at midnight.  
Thousands poured into Juba's steamy streets,  
waving flags, singing and dancing.  
Nothing short of a miracle!



A nation was being born.  
After decades upon decades, borne  
with bloodshed and total struggle.  
The declaration of independence  
was drawing nigh and fast.

As the sun rose in the atmosphere,  
It did not burn out the euphoria,  
Its scorching heat descended, yes!  
Glazing the multitudes with sweat;  
Steaming for a new birth.  
They talked of deep pain,  
How they lost but not in vain,  
Their fathers, mothers and siblings,  
The loss of two million lives and counting,  
Not again; it was a new day.

Presidents in sleek shiny cars,  
Came from all corners and far;  
Gracing the day, a new South Sudan.  
Thanks to all; Christians and Bush too.  
Soon the flag of Sudan was lowered;  
And the new South Sudan flag towered.

The masses exploded,  
In a loud roar!  
INDEPENDENCE DAY! July 9th, 2011.

1. In your group, identify the key points of the theme.
2. Write the points.
3. Note the style of rhyme used in the poem.

### Individually



1. Write a poem on any festival you have attended. Use your own creativity and style.
2. Revise your work. Then read the final copy to the class.
3. Comment on the presentations.

## Activity 11: Re-reading the comprehension

### In groups



1. Re-read the comprehension: **The Chinese New Year Festival**
2. Discuss the things that go on during the festival.
3. Identify main festivals in your locality.
4. Discuss and write the points of a festival of your choice in your locality.

## Activity 12: Hot seating

### As a class



1. Choose one member of your class for this section.
2. Let him or her sit down and take turns to ask him or her questions about a certain festival in your community.

## Activity 13: Writing a story about a festival

Individually



1. Using the points in activities 11 and 12 write down a story about a festival.
2. Exchange books with your partner and have them correct your mistakes.
3. Share your story with the class.
4. Choose the best two stories from the presentations.
5. Send the stories for publication in your school magazine.

## Activity 14: Further learning

As a class



1. Organise a festival in your school.
2. Make notes on how you will plan the festival.
3. Share them with your teacher.

## Activity 15: In summary

Individually



1. Draw a picture of people at a festival in your Payam.
2. Share the picture with the rest of the class.
3. Pin the best picture at the back of the classroom.

## Activity 1: Learning vocabulary

In pairs



Read the new words below. Use the dictionary to find their meanings.

Arrogant	handsome	green	disbelieve	collapsed
salivate	faithfully	realized	tall	metaphor
adjectives	shrubby			

1. Construct sentences using the new words.
2. Read your sentences to the class.
3. Comment on the sentences read.

## Activity 2: Reading a sample descriptive article

As a class



Study the paragraph below.

The mountains rolled like the waves of an angry ocean in a storm. Below them was a blanket of forests sleeping on hard rocky valleys and escarpments. At the foot of the rolling mountains, were the murmuring streams and roaring waterfalls. The streams raced down the valleys, twisting and turning as if in a dancing competition. There we stood, wondering how we were going to jump across to the other side of our camp site.

## NOTE

The purpose of **Writing Descriptions** is to detail the features of a person, place or thing in a way that the reader can see it in their mind. A writer must pay attention to details using the five senses. This makes the writing more interesting and engaging to the reader.



1. Tell your partner what you see.
2. Which features can you see in this brochure that makes it attractive to the reader?
3. Using the same style, make a brochure of a nice place in your payam.
4. Display the brochure for the class to see. The best brochure should be pinned on the noticeboard.

## NOTE

Tourist brochures are marketing tools that are meant to entice (attract) travellers to visit an area. They inform a visitor about what they can see and do at the destination. A good brochure consists of information about the location and photographs of the location.

## Activity 4: Reading a story

As a class



### Before reading activity

1. Look at the picture and read the title of the story.
2. What do you think the story is about?

In groups



Read the story that follows.

### THE ARROGANT JACKAL



Once upon a time, in a large dark forest, there lived a young Jackal. He was **arrogant** for no reason. He was neither rich nor **handsome**. One day, he set out on a hunt. He was tired of praying to the forest god for food. It was clear that the forest god was not about to answer his prayers; even after praying for weeks. He was very hungry for he had not eaten in a long time. Slowly, he walked through the dark narrow paths of the forest. It was not easy to find prey because most animals had **migrated** to another part of the forest in search of food. He searched and searched with no success.

Jackal was getting tired and weak. If he did not get something to eat he would collapse and turn into somebody's dinner. That thought **scared** him and he decided to walk back home before it got dark. Just as he began to turn, he heard some noises in the nearby bushes. With great **excitement**, Jackal leaped noisily into the thorny bushes. He could not believe what he was seeing. Right before his eyes was a fat white sheep tied to a thick tree **trunk**.

'Food! Food! Food!' shouted the silly Jackal. What if somebody passed by and heard him? In **disbelief**, Jackal stared at his reward. The sheep was so juicy. The thought made the Jackal **salivate** terribly. 'Where do I start?' Jackal asked himself. He looked at the rope that tied the white sheep to the tree. Suddenly it looked like a long piece of tail and Jackal decided it was the best place to begin eating the white sheep.

Before he could start munching, he thought he heard someone whisper. Immediately he thought it was the Forest god who had come to join him. With all the arrogance that Jackal could come up with, he stood on his feet and turned around. He never saw anything. Then he muttered, 'You must be joking! All the praying I did **faithfully** for weeks and you could not give me food. This is my own doing. I'm better than you.' When nobody replied, Jackal **realised** he was talking to himself. He decided to deal with the more important issue that was at hand.

'The best must be saved for the last,' said the Jackal. Hungrily, he held the rope between his teeth and tore it apart. Suddenly, he saw the fat white sheep running away at the speed of **lightning**. Jackal could not believe it. As the sheep disappeared into the dark forest, Jackal **collapsed**.

## Answer the following questions:

1. What lessons do you learn from the story?
2. Retell the story of the 'Jackal and the Forest god' in your own words.
3. How has the author dealt with the issue of writing descriptions in the story?
4. Share with the class.

## Activity 5: Reading a Poem

In pairs



### Buffaloes were charmed

How does the spoiling of the world come about?  
Our land is closed in a prison cell!  
They have spoiled our land,  
Spoiled our land with bearded guns,  
Guns which thunder and then even sound beautiful,  
Like the ancient drums with which buffaloes were charmed  
Until their horns were caught.

Is the black skin such a bad thing?  
That the government should draw its guns?  
The police pacing up and down,  
Gunnners causing dust to rise,  
Cowards surrendering to the arms;  
A country we took back from foreigners,



A country for which we fought together,  
And the English left our country!  
Only to be attacked by ourselves!

From The Dinka of the Sudan (1972),  
By Dr. Francis Deng

Answer the following questions:

1. What is the poem describing?
2. If you could talk to the poet today, what would you tell him?
3. How has the author dealt with the issue of writing descriptions in the poem?

Share your answers with the class.

## Activity 6: Writing a poem

Individually



1. Write a poem to describe your country.(Talk of what you like or dislike about it.)
2. Read the poem to your class.
3. Did you like the poem?Why?

## Activity 7: Writing descriptions

In groups



1. Below is description of a door and hill. Can you tell which is which?

A

I heard it creaking open,  
a gush of wind it invited;  
It brought chills to my spine.  
It sounded like a dying animal,  
Crying out its pain and sorrow,  
With its last breath.

B

They are clothed in shrubby  
coats.  
On the tops the fierce breeze  
speeds past;  
In each depression is a small pool  
Where animals can take a dip.

2. Look around the class.
3. Write descriptions of familiar things around you.
4. Write a description of a member of the class or a place in the school without mentioning the name.
5. In turns, read what you have written to the class.
6. Let them guess the name of the person or place you have described.

## Activity 8: Reading an extract

In groups



Read the following article.

### POPULAR MUSIC IN SOUTH SUDAN

Music is the vehicle young people in South Sudan are using to voice their concerns and advocate for peace. Peace is the most common theme in most songs, be it hip hop or gospel music. In August, 2016, the country

witnessed a major collaboration when artists performed different **genres** under the Ana Taban campaign. 'Ana Taban' means 'I am tired'. Artists like Gen. Manasseh M. Ayak, Coozos Clan (Menimen), Natty, Mr. Lengs among others released the song, 'Ana Taban'. It became a **hit** and was played around the country. 'Ana Taban' was dedicated to all those who have lost their lives as a result of the war. With its **popularity**, the song has enjoyed more than 5000 views on You Tube.

Abul Oyay, an artist and one of the founders of the Ana Taban **campaign**, said that the song was meant to bring South Sudanese artists together and to echo the will of the people. The artists had met in Naivasha, Kenya, where they composed the song. This town was symbolic because it is where the agreement that set South Sudan on the path to independence was signed.



Khor DJ.

In the past, music in South Sudan was **dominated** by songs of war, not anymore. However, the music sound is heavily influenced by the sounds of the places where its artist is based. South Sudan is yet to create its own sound.

The Afro-beat is considered the most popular genre in South Sudan. Artists like Yaba continue to popularise this genre outside the country. Born in South Sudan, Angelo Maku is another big artist who **immigrated** to the USA in 2000. He has been keen on developing his own music sound. He mixes African traditional sounds with Western dance. He has

performed internationally, including at the White House, during Sudan's Comprehensive Peace Agreement (CPA). His well-known singles include 'Junubia' and 'Egoba'.



African drums

Another famous artist is Khor DJ. He is known for his Afro beat though his sound is always **evolving**. In 2008, he was awarded the Best Male Award for his single 'Abibi' at the now Miraya FM Awards. He was the only artist living outside South Sudan that was invited to perform at the celebrations of independence in 2011. He lives in Ethiopia, but has still continued to maintain his popularity in South Sudan. Mr. Leng and Mary Mboyo are other **outstanding** artists in South Sudan.

Dance Hall music is most popular among the youth. MC Ghetto is the leading artist. Currently based in Nairobi, Kenya, MC Ghetto is known for he has mastered the art of dance hall. Some of his hits include 'Dinka Girls' and 'Monyinyer'. Another dance hall artist is Kawaja Revolution who emerged three years ago.

On the Hip hop front, internationally recognised artists like Emmanuel Jai are well-known. Jai is considered as a rising star on the world scene. Before he emerged, **rapping** in South Sudan was usually in the local language, Nuer. Artists would use sticks and clap their hands in place of

instruments. At home, L.U.A/L. (Lyrically Untouched African Legend) are keeping the hip hop genre alive. He has done hits like 'I' the King around here' which is still a hit among his fans.

South Sudan's music is largely borrowed. However, artists like Emmanuel Kembe are experimenting with a variety of sounds to attain a unique sound for the country. With the unwavering spirit of all these artists the South Sudanese sound might be realised sooner than we think.

Adapted from: [www.musicinafrica.net](http://www.musicinafrica.net)

Answer the following questions:

1. What do you understand by the word 'genre'?
2. How many genres of music are mentioned in the extract above? Name them.
3. Which characteristics of descriptive writing can you identify in the extract?
4. Give some characteristics of descriptive writing that you could have added in the extract.
5. Present your findings to the class, in turns.

## Activity 9: Writing an article

Individually



1. Write an article of an artist you admire. Use some of the information you have acquired so far.
2. Ensure to mention the genre, where the artist is based and songs he or she has sung.
3. In turns, share your article in class.
4. Vote for the most creative article.

Share your work with the class.

## Activity 10: Matching words with their meaning

In pairs



Match the words in a of the table below with their meanings in B.

A	B
1. Popularity	to work with somebody in order to achieve something
2. Fans	to have control over something
3. Outstanding	developing gradually
4. Evolving	those who admire and enjoy watching you
5. Immigrated	very good
6. Campaign	to go live permanently in another country
7. Genre	a series of activities that are planned to achieve a goal
8. Hit	a style of music or literature
9. Collaboration	being liked and supported by many people
10. Dominated	a successful song

Read your answers to the class in turns.

## Unit 5

# CURRICULUM VITAE (CV) AND INTERVIEWS

### NOTE

**Curriculum vitae** is a document that says more about a person. It contains a person's education, qualifications and previous occupations. It is used in seeking a job.

An **interview** is a formal meeting at which somebody is asked questions to see if they are suitable for a particular job or course.

### Activity 1: Learning vocabulary

In pairs



Read the following words.

career

application

interview

certificate

references

qualifications

employer

interviewee

recommendation

1. Find their meanings in your dictionary and write them in your book.
2. Construct sentences using the words.

Read your sentences to the class.

### Activity 2: Curriculum vitae

As a class



1. Discuss what a CV is.
2. Tell the class the use of a CV.
3. What do you think is contained in a CV?

## Activity 3: Learning the format of a CV

In groups



Below is the general format of a CV. It consists of the following:

- Your contact information
- Employment and education history
- Interests and hobbies
- Professional qualifications ie. certificates, awards etc

References.

Read the CV below.

Name:	Hannah Okot
Address:	345 Juba
Mobile:	012141516
Email:	hannaho@gggmail.com
Nationality:	Sudanese
Date of birth:	27 April, 1977
Profile:	A highly motivated, self-driven graduate with practical experience in web design.
Education:	
1998-2003	Dinka College of Design
1994-1997	Darfur Secondary School
1989 - 1996	Darfur primary School
Employment:	2003-present IMB Corporate of Web, Juba
Skill:	Computer literate design packages
Interests:	Athletics,swimming and photography
Reference:	Dr. Moto Juma Darfur University
	Mr Peter Omong St. Marys Parish,Juba



Answer the questions below.

1. Say what is on the CV on page 58. What are the differences between this and any other CV you have seen before?
2. In turns, share your findings with the class.
3. Comment about the presentations.

## Activity 4: Learning about Careers

In pairs



Fill the blanks with the correct career from the box.

pilot      pharmacist      jeweller      finance officer  
lawyer      engineer      doctor

1. One who prepares medicine and sells it is called a \_\_\_\_\_.
2. A person who practices law is a \_\_\_\_\_.
3. A person who makes and sells jewellery is a \_\_\_\_\_.
4. One who treats sick or injured persons is a \_\_\_\_\_.
5. A person who is involved with the designing of machines, roads or buildings is called an \_\_\_\_\_.
6. A person who manages the money of an organisation is a \_\_\_\_\_.
7. A person who flies a plane is called a \_\_\_\_\_.

Read your answers to the rest of the class.

## Activity 5: Writing a curriculum vitae

Individually



Write your own CV, assuming you are applying for a job after school.

1. Identify areas of experience that give you an advantage before you leave school. For example, voluntary work, membership of a club, community service etc.
2. Read your CV to the class. The best CV to be displayed on the school noticeboard.

## Activity 6: Listening to a talk

As a class



Listen to a talk from a local employer about how they recruit employees.

1. Take notes on how they recruit, what they look for and how interviews are carried out.
2. Write down relevant questions to ask. Follow the example below:
  - (a) How can I make myself more suitable for employment?
  - (b) What are your expectations from a potential employee?
  - (c) What do you think are the most important qualities for someone to excel in a certain role?
  - (d) Do you shortlist candidates by just looking at their CV?

## Activity 7: Reading a sample interview

In pairs



Read the sample interview below.

A local employer interviewed Sarah, who had applied for a job at his organisation. This is how it went:



**Employer:** Good afternoon Sarah. I am Humphry Vito, the Human Resource Manager. Nice to meet you.

**Sarah:** Good afternoon sir. Nice to meet you too.

**Employer:** Please take a seat.

**Sarah:** Thank you, Sir.

**Employer:** So, let us get started. I can see you are interested in the IT Manager position we are offering? We received your CV and **application** letter last week.

**Sarah:** Yes, Sir.

**Employer:** First of all, explain the **qualifications**,

experience and skills which will qualify you for this position.

**Sarah:** I have a masters' degree in computer programming. I have worked in the IT sector in Darfur for ten years. I also have technical and management **skills** necessary to run an IT department.

**Employer:** What is your greatest strength?

**Sarah:** I am very hard working. I am currently completing an MBA at Juba University. I enjoy challenging projects and meeting **deadlines**. It is very rewarding.

**Employer:** That is good. Do you have a family?

**Sarah:** No Sir, hopefully in the future.

**Employer:** Your **certificates** are quite impressive. I can see you were a good footballer in secondary school. You have very many certificates to prove it.

**Sarah:** Indeed Sir, I was the school captain for two years and enjoyed all the sports in school.

**Employer:** This shows that your managerial skills started quite early. We are looking for a person like you. We will call you in a week's time if you will have passed this interviews

**Sarah:** Thank you Sir.

In pairs



1. In pairs talk about the interview.
2. Do you think he was recruited? Give reasons.

### Activity 8: Role play

In pairs



1. Read the interview above again.
2. Decide on who will be the employer (A) and who will be the Sarah employee(B).
3. Role - play the interview.
4. The rest of the class can ask the employer or the candidate relevant questions.

### Activity 9: Reading a story

As a class



#### Before reading activity

Look at the picture in the story and predict what the story is all about.

Read the story below.

#### MY FIRST INTERVIEW

My name is Kenneth Okot. I attended my first interview two years ago, on 7<sup>th</sup>,April,2015. My father had advised me for the fifth time to make sure I dress smartly and look presentable. He had also told me to speak with confidence; making sure that my answers were sensible, honest and brief. "Never answer questions you have not been asked,"he concluded. I got all my certificates ready at the last minute and rushed out. I had a bad feeling that I would not do well; I think I was a bit nervous.

First I entered the interview room and was greeted by a medium aged lady. "Good morning, I am Elizabeth," she said.

"Good morning, I am Kenneth," I replied. She put all my documents on the table and asked me to talk about myself, my strengths, my hobbies and so forth. I told her that I loved working with herbs. I had a passion for mixing up herbs to come up with a new spice, a new medicine or even a new soap. I went on and on about mixing ginger with lemon; hot pepper with cinnamon and so many other exciting **concoctions**. My interviewer was amazed. She had never heard of such a hobby before.



She asked me to pick some yellow cards that were on the table and read them aloud. The first one said, "Environmental pollution." I had only twenty seconds to say everything I knew about the topic.

I eloquently talked about environmental pollution and when I was done, Elizabeth scribbled something on a piece of paper that was on her desk. She then looked up and asked when I could start if I was offered the job.

"Immediately," I replied.

"Very good. I will let you know of our decision by e-mails" said Elizabeth.

"I look forward to hearing from you", I said as I stood up to leave.

Two weeks later, I received the results of the interview. Out of eighty people, I was one of the five that they selected. I was very happy.

## Answer the following questions:

1. Pick out the advice that John was given by his father for the interview.
2. What questions did the interviewer ask?
3. What answers would you give if you were asked the same questions?
4. In turns, share your answers with the class.

## Activity 10: Creating interview questions

In groups



Assume you are an employer, list down what you will look for when employing people.

1. What questions do you ask?
2. Read out your requirements to your groups.
3. Discuss them and present your best answers to the class.

## Activity 11: Researching on sample CV's and interviews

In pairs



1. Use a digital device for example your smartphone to research on different careers.
2. Find samples of CV's and interviews in different careers.
3. Analyse the content in the CV's. What do you think about them?

## Activity 12: Writing a story

Individually



1. Assume you are attending your first interview like Kenneth Okot. What things would you like to do to make yourself a suitable candidate?
2. Write a rough draft about that first interview.

3. Using the rough draft, write your story.
4. Read your story to the class. Vote for the best story.
5. Some individuals from the class to give reasons why they chose the story as the best.
6. The story can be read in the assembly by the journalists club.



Activity 1: Identifying important people

In groups



1. Look at the people in the pictures below. Who are they? Take turns to discuss why they are important or famous people.
2. Name some important or famous people that you know in your community. Explain why these people are important.
3. Explain why these people are important.



## NOTE

A **biography** is the life history of a famous person written by another person. If the famous person writes about himself or herself, such a piece of writing is called an **autobiography**. Famous persons can be presidents, artists, sportspeople, human rights activists, celebrities, among others).

## Activity 2: Learning vocabulary on important people and their stories

In pairs



Read the words below. Use them to construct sentences.

Read the sentences to the class.

biography   autobiography   president   life history   dignitary  
celebrity   public figure   icon   famous   hero

Individually



Complete the sentences below using the words in brackets. In turns, read your sentences to the class.

(celebrity, biography, autobiography)

1. A \_\_\_\_\_ is a detailed description of a person's life written by another person.
2. An \_\_\_\_\_ is a description of a person's life written by that person.
3. A person who is well known is a \_\_\_\_\_.



Match the following words with their correct meanings.

a) conflict	a feature or quality that makes someone (or something) recognisable
b) achievement	a problem, clash, or struggle
c) influential	a role played in achieving something
d) life history	hardship and suffering
e) contribution	the powerful or dramatic effect someone has
f) adversity	desire for success; a goal or objective quizlet Live
g) characteristic	something you succeeded in doing; usually with effort
h) ambition	a quality or property of someone or something
i) impact	able to have a powerful effect on people or events
j) attribute	the biography or autobiography of a person

## Activity 3: Listening to the biography of Barack Obama

Individually



1. Listen to your teacher read a summary of the biography of Barack Obama, the 44th President of the United States of America (USA).
2. Write down the main points.
3. Ask relevant questions.

## Activity 4: Reciting a poem on a well-known person

As a class



1. Listen as the teacher reads the poem below.
2. Repeat after the teacher.

Recite the poem below.



### Salva Kiir: The Tiger of South Sudan

O Earth! O Heaven! O Void!  
Behold the warrior, the liberator,  
The victor of all times  
Wearing white crystal sublime  
Feather of an ostrich on his head  
In the art of war, he grasps bullet,  
Crushing them in the air by hands  
In the science of politics,  
He rule the wind  
On his leaf of marble engrave  
No alphabet of gaffe and blame

\* \* \* \* \*

In long scope of life

He took a risk

At risk of cutting his hand he raised

Fundamental problem by hand

At risk of harming his legs

He ran in thorny bush without shoes

At risk of losing his life

He fought in battle of century

At verge of failing liberation

He's resolute in thought and action

At Sudan's critical crisis time

He judiciously declared the independence

At winning victories in war and politics

He is magnanimous with vanquished

\* \* \* \* \*

O Crested Cranes! O Thistles! O mankind!

Behold, the Tiger of South Sudan

(David Aoloch Bion)

## In groups



Discuss the following:

1. What is the poem about?
2. What achievements of Salva Kiir are mentioned in the poem?
3. Explain what the following terms mean as used in the poem.
  - a) ...victor of all times...
  - b) The Tiger of South Sudan
4. Write down the important points you have discussed.

Present your points to the class in turns.

## In pairs



Read the poem on page 72 again.

1. When you close your eyes and think about the poem, what pictures come to your mind?
2. With reference to certain line or words in the poem, how does the poem make you feel?
3. Tell your partner the message of the poem.
4. Has the poem influenced your views of Salva Kiir and South Sudan in any way?
5. Read your answers to the class.

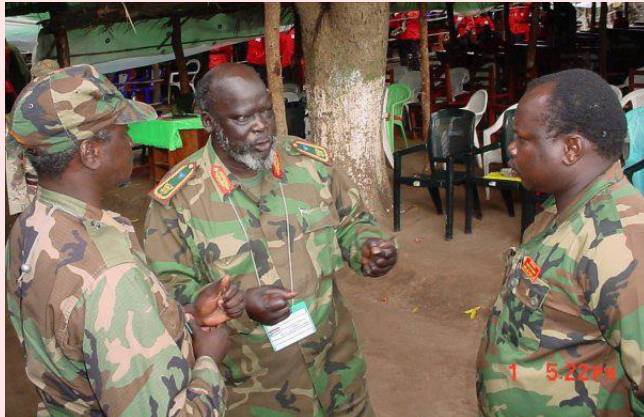
## Activity 5: Reading the biography of John Garang de Mabior

In pairs



### Read the following biography.

Dr John Garang de Mabior was born in Bar al Ghazal in South Sudan on June 23, 1945. He was the most famous Sudanese leader and politician during the struggle for liberation. He was born in a poor family in Wangulei Village among the Dinka ethnic group. The members of his family were christians. When he was of age, Garang married Rebecca Nyandeng de Mabior. The couple had three children, two sons and a daughter who are now adults. The daughter is called Akuol Garang de mabior; and the sons are Chol Garang and Mabior garang de Mabior.



Garang studied at Grinnell College, Iowa, in the United States of America (USA). He had a good education and had a PhD degree in Agricultural Economics. He served in the army for 11 years. Later, he joined another American college called First Benning in Georgia. Between 1983 and 2005, Garang led the Sudan People's Liberation Army (SPLA) when there was a civil war in the country. He was actually the founder of SPLA, which had 3,000 soldiers. The SPLA fought for independence for over 20 years with Garang as its leader.



Years later, there was a peace agreement between the British Government and the SPLA. After the peace deal, he became the first Vice President. Garang was interested in having a united Sudan where people of all tribes and religions were involved in managing the government and lived in peace.

There are people who did not understand why he was fighting the Government of the day but he helped bring the people of South Sudan to think about their freedom to rule themselves. It is unfortunate that he did not live long enough to see his dream. Less than one month after being appointed the First Vice President, he died in a helicopter crash on July 30, 2005 while travelling from Uganda.

## Activity 6: Answering comprehension questions

In pairs



Answer the following questions:

1. When was Dr. John Garang born?
2. How old was Garang when he died?
3. What reason made Garang fight for freedom?
4. Discuss what you find interesting about Dr Garang's life history. Why do you find it interesting?

Individually



1. In reference to the comprehension, why do you think this is a biography?
2. In your own words, write down two more paragraphs about the life of John Garang. Make it as interesting as possible.
3. Read your work to the class.

In groups



Answer the following questions.

1. Why is Dr John Garang considered the most important leader and politician in South Sudan?
2. Name other important or well-known people in South Sudan. Why are they considered important?

### Activity 7: Reading the autobiography of Malala Yousafzai

In groups



Read the following autobiography

Tuesday, October 9, 2012, was not the best of days to start with, as it was the middle of exams—though as a bookish girl I did not mind them as much as some of my classmates did. That morning we arrived in the narrow mud lane off Haji Baba Road in our usual procession of brightly painted rickshaws sputtering diesel fumes, each one crammed with five or six girls. Since the time of the Taliban, our school has had no sign and the ornamented brass door in a white wall gives no hint of what lies beyond.

For us girls, that doorway was like a magical entrance to our own special world. As we skipped through, we cast off our head scarves and ran helter-skelter up the steps. At the top of the steps was an open courtyard with doors to all the classrooms. We dumped our backpacks in our rooms, then gathered for assembly under the sky, our backs to the mountains.

The school was founded by my father before I was born, and on the wall above us, “Khushal School” was painted proudly in red and white letters. We went to school six mornings a week, and as I was in Year 9, my classes were spent chanting chemical equations or studying Urdu

grammar, writing stories in English with morals like “Haste makes waste” or drawing diagrams of blood circulation—most of my classmates wanted to be doctors. It’s hard to imagine that anyone would see that as a threat. Yet outside the school lay not only the noise and craziness of Mingora, the main city of the province of Swat, but also those, like the Taliban, who think girls should not go to school.

Because it was exam time, school started at 9 instead of 8 that morning, which was good, as I did not like getting up and can sleep through the crows of the roosters and the prayer calls of the muezzin.

I slept in the room at the front of our house. The only furniture was a bed and a cabinet that I had bought with the money I had been given as an award for campaigning for peace in our valley and the right for girls to go to school. On some shelves were the gold-coloured plastic cups and trophies I had won for coming first in my class. There were a few times I had not come out on top both times I was beaten by my class rival, Malka-e-Noor. I was determined it would not happen again.



Pakistani activist Malala Yousafzai

The school was not far from my home and I used to walk, but since the start of the last year I had been going with other girls in a rickshaw and coming home by bus. It was a journey of five minutes along the stinky stream, past the giant billboard for Dr. Humayun’s Hair Transplant Institute, where we joked that one of our bald male teachers must have gone when he suddenly started to sprout hair. I liked riding the bus because I didn’t get as sweaty as when I walked, and I could chat with my friends and gossip with Usman Ali, the driver, whom we called Bhai Jan, or “brother.” He made us all laugh with his crazy stories.

I had started taking the bus because my mother worried about me walking on my own. We had been getting threats all year. Some were in the newspapers, and some were messages passed on by people. I was more concerned the Taliban would target my father, as he was always speaking out against them. His friend and fellow campaigner Zahid Khan had been shot in the face in August on his way to prayers.

Our street could not be reached by car. I would get off the bus on the road below, go through an iron gate and up a flight of steps. Sometimes I'd imagine that a terrorist might jump out and shoot me on those steps. I wondered what I would do. Maybe I'd take off my shoes and hit him. But then I'd think that if I did that, there would be no difference between me and a terrorist. It would be better to plead, "Okay, shoot me, but first listen to me. What you are doing is wrong. I'm not against you personally. I just want every girl to go to school."

I wasn't scared, but I had started making sure the gate was locked at night and asking God what happens when you die. I told my best friend, Moniba, everything. We'd lived on the same street when we were little and had been friends since primary school. We shared Justin Bieber songs and Twilight movies, the best face-lightening creams. Moniba always knew if something was wrong. "Don't worry," I told her. "The Taliban have never come for a small girl."

**The Taliban** is a terrorist group.

(Extract from an autobiography, 'I Am Malala', by Pakistani activist Malala Yousafzai )

## Answer the following questions:

1. What do you think about Malala's story?
2. What would you have done if you were Malala?
3. Do you think all girls should go to school? Give reasons.
4. Malala is the youngest recipient of the Nobel Peace Prize.
  - a) Using a digital gadget, find out what the Prize is all about.
  - b) Who are the other recipients of the Nobel Peace Prize.
  - c) Read more about the recipients.

In pairs



1. With reference to the story you have read why do you think it is an autobiography?
2. Imagine that you are Malala Yousafzai discuss with your partner what other things you could add in your autobiography.
3. Write down the point you have discussed in two paragraphs. Be creative.
4. Exchange your book with your partner. Read and make corrections in each other's books.

## Activity 8: Learning differences between biographies and autobiographies

In groups



1. Identify the differences between Dr John Garang's biography and Malala Yousafzai's autobiography.
2. Write a summary of both of them.
3. Comment about the language used in both.
4. Explain how each has been structured.
5. Present it to the class.

## Activity 9: Research on biographies and autobiographies

Individually



1. Use reference materials and books found in your local library to research on the difference between a biography and an autobiography.
2. Read the biography or autobiography of any other well-known person.
3. Discuss the language and format used to write a biography and an autobiography.
4. Share with the rest of the class.
5. Comment on the presentations.

## Activity 10: Re-writing a biography into a autobiography

As a class



1. Listen as your teacher reads a biography of an important person.
2. Write down the main points after the reading.
3. Use the points to re-write the biography so that it reads like an autobiography.

## Activity 11: Writing an autobiography

In pairs



1. In turns, tell your partner your life history from the time you were born up to now.
2. How do you want your life to turn out?
3. Write points about your life.

Individually



1. Imagine you have completed your education.
2. Use the points above to write your autobiography.
3. Make your autobiography as interesting as possible, then present it to the class.
4. Vote for the best work.
5. Revise the best work and make necessary correction with the help of teacher.
6. Publish the best work and pin it on the school noticeboard.

## Activity 12: Further learning

In groups



1. Find out about well-known people in your community.
2. Explain why each of the well-known persons is important or famous.
3. Write a short biography of one of them. Share the story with the class.
4. Write a letter to your friend on the biography of one of the people above. Explain to him or her why the biography inspires you. Attach the biography.

## Activity 13: In summary

Individually



1. Draw the portrait of any famous person that you admire. You may paste a picture of the person on a surface and make a poster.
2. Below the portrait that you have made in 1(above), write why you like or admire the person.

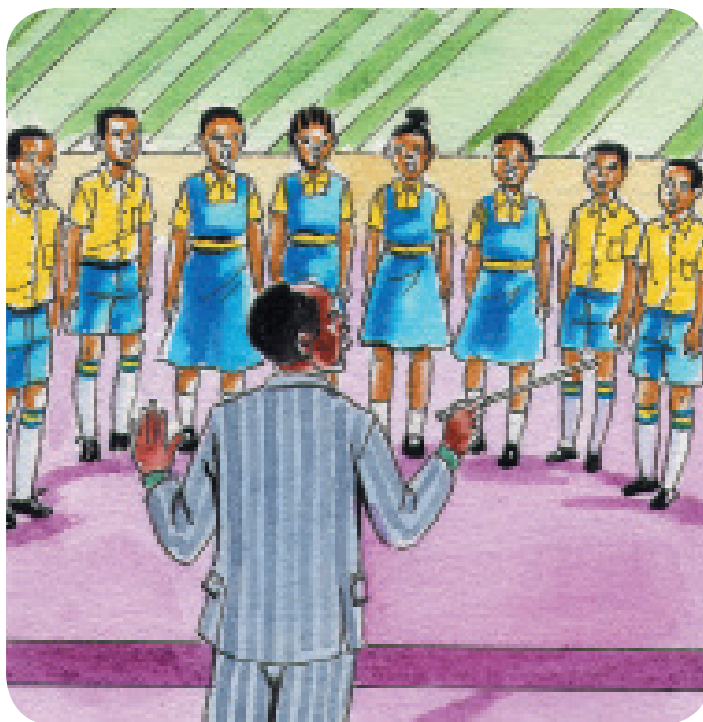


## Activity 1: Identifying poetry

In groups



1. Look at the picture below. Discuss what is happening.
2. Tell the class what you think is happening.



## NOTE

**Poetry** is a type of creative writing that tries to stir a reader's imagination or emotions. The poet does this by carefully choosing and arranging language for its **meaning**, **sound**, and **rhythm**.

**Poetry** helps us express our thoughts, feelings, and ideas about the world around us. The language of poetry is different from that used in other forms of writing like novels and storybooks.

## Activity 2: Learning poetic terms

In pairs



Read the words and their meaning below.

**Alliteration:** Repetition of initial consonant or vowel sounds which are close together. For example; small splash.

**Assonance:** Repetition of close vowel sounds. For example; sudden rush

**Consonance:** Close repetition of consonant sounds– In a line of a poem. For example, strong and swing.

**Rhyme:** Words that sound alike, especially words that end in the same sound. For example; washes dishes.

**Refrain:** A repeated line within a poem, similar to the chorus of a song.

**Poet:** The writer of a poem.

**Line:** Basic unit of a poem.

**Repetition:** The use of a word, phrase or line more than once to achieve rhythm.

**Rhythm:** The musical element created by stressing syllables or repetition.

**Persona:** The speaking voice in a poem..

**Stanza:** Group of lines making up a single unit; like a paragraph in prose.

**Simile:** The comparison of two things using 'like' or 'as'. For example; as tall as a giraffe.

**Narrative:** A narrative poem tells the story of an event in the form of a poem. There is a strong sense of narration, characters and plot.

### Activity 3: Reading a poem from USA

#### As a class



1. Listen to your teacher read the poem below.
2. Repeat the poem after the teacher.

In turns, read the poem to your partner.

I, too, sing America.

I am the darker brother.  
They send me to eat in the kitchen  
When company comes,  
But I laugh,  
And eat well,  
And grow strong.

Tomorrow,  
I'll be at the table  
When company comes.  
Nobody'll dare  
Say to me,  
"Eat in the kitchen,"  
Then.  
Besides,  
They'll see how beautiful I am  
And be ashamed—  
I, too, am America

I, Too.

(Langston Hughes)-United States of America

In groups



Read the poem 'I too' carefully again and answer the following questions.

1. Why do you think the poet gave the poem the title 'I, too, sing America?'
2. What is the main message of the poem?
3. Why do you think the 'speaker' in the poem is made to 'Eat in the kitchen?'
4. Whom do you think makes the speaker to eat in the kitchen?
5. What are the advantages of 'eating in the kitchen,' according to the poem?

One person to present your answers to the class.

#### Activity 4: Famous poems from Africa

In pairs



Read the following poems from different parts of Africa.

1. Which of the poetic terms you learnt in activity 2 can you see in each of the poems?
2. List the example of the words portraying the poetic terms the poems?

## Building the nation

Today I did my share

In building the nation

I drove a Permanent Secretary

To an important, urgent function

In fact, to a luncheon at the Vic.

The menu reflected its importance

Cold Bell beer with small talk

Then fried chicken with niceties

Wine to fill the hollowness of the laughs

Ice-cream to cover the stereotype jokes

Coffee to keep the PS awake on the return journey.

I drove the Permanent Secretary back

He yawned many times in the back of the car

Then to keep awake, he suddenly asked,

Did you have any lunch friend?

I replied looking straight ahead

And secretly smiling at his belated concern

That I had not, but was slimming!  
Upon which he said with seriousness  
That amused more than annoyed me.  
Mwananchi, I too had none!  
I attended to matters of state.

So the PS had ulcers too!  
My ulcers I think are equally painful  
Only they are cause by hunger  
Not sumptuous lunches!

So two nation builders  
Arrived home this evening  
With terrible stomach pains  
The result of building the nation-  
-Different ways.

(Henry Barlow)-Uganda

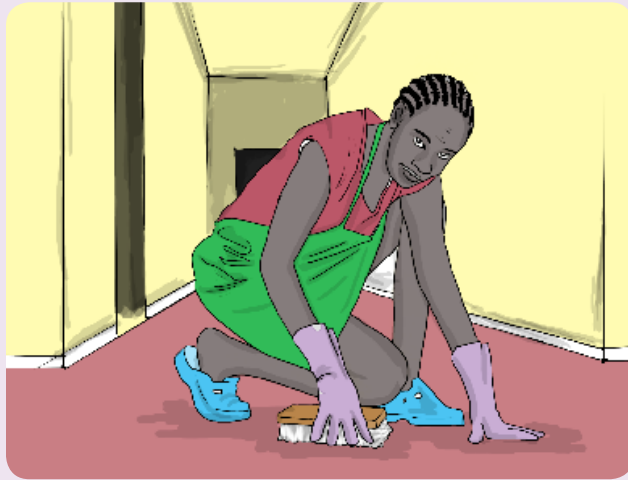
## A freedom song

Atieno washes dishes  
Atieno plucks the chicken,  
Atieno gets up early,  
Beds her sacks down in the kitchen,  
Atieno, eight years old,  
Atieno yo.

Since she is my sister's child,  
Atieno needs no pay.  
While she works my wife can sit,  
Sewing every sunny day:  
With her earnings I support,  
Atieno yo.

Atieno's sly and jealous,  
Bad example to the kids,  
Since she minds them, like a schoolgirl,  
Wants their dresses, shoes and beads,

Atieno ten years old,  
Atieno yo.  
Now my wife has gone to study,  
Atieno is less free,  
Don't I keep her, school my own ones,  
Pay the party, union fee,  
All for progress! Aren't you grateful?  
Atieno yo?



Visitors need much attention,  
All the more when I work night.  
That girl spends too long at market.  
Who will teach her what is right?  
Atieno rising fourteen.  
Atieno yo.



Atieno's had a baby,  
So we know that she is bad.  
Fifty fifty it may live,  
And repeat the life she had,  
Ending in post-partum bleeding,  
Atieno yo.

Atieno's soon replaced;  
Meat and sugar more than all,  
She ate in such a narrow life,  
Were lavished at her funeral.  
Atieno's gone to glory,  
Atieno yo.

(Marjorie Oludhe MacGoye)-Kenya

## An excerpt from 'Song of Lawino'

Husband, now you despise me  
Now you treat me with spite  
And say I have inherited the stupidity of my aunt;  
Son of the Chief,  
Now you compare me  
With the rubbish in the rubbish pit,  
You say you no longer want me  
Because I am like the things left behind  
In the deserted homestead.  
You insult me  
You laugh at me  
You say I do not know the letter A  
Because I have not been to school  
And I have not been baptized  
You compare me with a little dog,  
A puppy.  
My friend, age-mate of my brother,  
Take care,  
Take care of your tongue,

Be careful what your lips say.  
First take a deep look, brother,  
You are now a man  
You are not a dead fruit!  
To behave like a child does not befit you!  
Listen Ocol, you are the son of a Chief,  
Leave foolish behaviour to little children,  
It is not right that you should be laughed at in a song!  
Songs about you should be songs of praise!

Stop despising people  
As if you were a little foolish man.  
Stop treating me like salt-less ash,  
Become barren of insults and stupidity;  
Who has ever uprooted the Pumpkin?

(Okot p'Bitek)-Uganda

## Activity 5: Discussing what African poets write about

In pairs



1. Discuss what writers, including poets are likely to write about.
2. Write down your ideas.
3. Exchange your book with other pairs to check on their ideas.

In groups



Read the three famous African poems above.

1. Discuss what each poem is talking about (the main message).
2. Is there anything that puzzles you in the poems?
3. In reference to the poems write down how each poem made you feel and why?
4. Which poem has influenced your views in any way?
5. Comment on the presentations.

Write your ideas and present them to the class.

## Activity 6: Learning the structure of poetry

In groups



1. Read the poems learnt in this unit so far.
2. Discuss their structures and present your ideas to the class.

## NOTE

**Poems** have general forms which are known as **structure**. The structures can be **lyric, narrative** or **dramatic**.

In poems, lines are often grouped together into what are called **stanzas**. Like paragraphs, stanzas are often used to organise ideas.

Lyric poetry is a formal type of poetry which expresses personal emotions or feelings, mostly spoken in the first person.

Narrative poetry is a form of poetry that tells a story.

Dramatic poetry is written in verse and is meant to be spoken. Its main purpose is to tell a story or describe an event in an interesting and descriptive way.

## Activity 7: Comparing poems of different styles and structure

In pairs



1. Compare the poems below.
2. What differences can you see in their style and form?

Read the following example of a narrative poem.

### Ministers to the Toothless

When I am old and my teeth are gone or rotted  
Let me age away near KFC or MacDonald's hotel:  
Potatoes have no fibres and just disintegrate in the mouth  
When they are squared and fried hot you don't need teeth;  
Finger-licking good spring chicken eaten hot is swallowed whole  
The coleslaw in hamburgers is for additional salivation  
It softens the bread and your gums can pound the meat

And you turn everything over in the mouth and swallow:  
Nobody knows if you chewed or just washed it down  
Especially as the salt on the potatoes, and drugs in the Coke  
Contribute a lot to the salivation and gunning down.  
The workers of the East with their poor dental care  
The poor of the world who buy silence with sweets and ice-cream  
Will keep MacDonald's and the General in business  
Regardless of ideology, change of regime, whims of the boss:  
When I have no teeth apples are out, as are steak and ribs.  
Fried chickens, eggs, minced meat, coleslaw and bread  
These I can eat with my gums, with my baby.  
(Taban lo Liyong)-South Sudan

Example of a lyric poem.

### She

Nobody word to comfort her sadness  
Nobody word to melt her frozen heart  
Nobody word to catch her bears  
That's why ....  
She laughs. she ,cries  
With a smiling face  
Chasing the turtle

## Activity 8: Listening to a poem

In groups



1. Listen to your teacher read a poem.
2. Write down the main message of the poem.



Explain what you like/dislike about the poem.

## Activity 9: Studying and analysing a poem



Study and analyse the following poem.

The **The real africa**

real Africa is  
 the one they never  
 show you the real Africa is  
 hidden beneath Veneer of poverty and hunger and  
 death; a cancerous mass on the face of the earth that the  
 rest of the world term homogenous "Africa." The real Africa  
 is submerged underneath corruption and greed, underneath  
 tyranny and an ostentatious elite, underneath the faces of people  
 they cannot feed. The real Africa is buried beneath shanty towns  
 rife with dirt and disease, where children are forced to grow up much  
 too quickly to survive. The Africa is concealed under a no- man's land  
 of desert, bare and dry and unable to sustain green and healthy life. No,  
 that's not the real Africa. The Africa I know. The Africa that is reflected in the  
 warm sunshine that you can feel burning inside you. The Africa that shines  
 from warm, spontaneous smile. The Africa that is at the heart of sky-high  
 mountains and tropical jungle, of golden sand dunes and lush green grassland. The  
 Africa that is at the heart of different peoples, different languages, different cultures,  
 different identities who all call this land their home. The land  
 where moyo muti unomera paumo; where roots  
 take hold and don't let go, solid as the baobab  
 tree that has always been and will always be  
 there, standing steady and solid against the  
 menaces of time. My Africa is where my  
 heart resides even when I am long  
 gone and far away, where my mind  
 drifts to across the distance of a  
 never-ending ocean. The real Africa  
 can be smelt the minute you step  
 off a plane onto African soil and feel  
 the air calling you, beckoning you  
 home. The real Africa is the chaos and  
 the calm that exist side by side as  
 honking cars zoom past on  
 streets that now run parallel  
 to cows grazing peacefully  
 in a field. This is the real  
 Africa, the one they  
 never show. This is  
 the place I call  
 home.

(Liz Crilly Bedford)-Zimbabwe

Share your analysis with the rest of the class.

## Activity 10: Reciting a favourite poem

Individually



Using a digital device, read other poems from Africa.

Recite the one you like most in front of the class.

## Activity 11: Comparing rhyme and free verse

In pairs



Read the notes below.

### Rhyme

**End rhyme** is when the last syllables within a verse **rhyme**. This type of rhyme is the most commonly used in English poetry. Many poets use end rhyme because it creates a **rhythm**. If **end rhyme** is used throughout the poem to create a **rhyming pattern** or **rhyme scheme**, then the poem has a musical quality to it because it flows in a rhythmic way. **Rhyme** occurs when two words end with the **same sound**. For example, moon rhymes with spoon because they both end with an 'oon' sound. In rhyming poems, you usually only need to rhyme the last word of each line.

### Example of a poem with end-rhyme:

Tom's sister has a cat.

The cat's called Bat.

He's really, really fat.

He sat on daddy's hat.

Now daddy's hat is flat.

A **free verse poem** does not follow any rules. Their creation is completely



in stanzas and line formation can be done any way the author wants in order to pass the message. There is no right or wrong way to create a Free Verse poem.

### Example of a free verse poem:

#### No Celebration

What's the point of celebrating?  
When the ones you love have gone?  
It is only the beginning of another year,  
Another year of struggling alone.

Nothing new will happen.  
Nothing old will ever change.  
The past has left its scars.  
Now only old memories remain.

(John P. Read)

What differences do you note? Share with the class.

## Activity 12: Learning the difference between prose and poetry

### NOTE

**Prose** is the ordinary form of the written (or spoken) language. A **short story** or **novel** is also a type of **prose**. It may or may not be arranged in paragraphs, and is written in grammatically correct English.

In pairs



1. Read the following extracts of a poem and a piece of prose.
2. Discuss how different they are.

### Example of prose:

Jeremy wants the latest pair of trendy shoes. All his friends have them, but his grandmother can not afford to buy him a pair. Jeremy finds a pair at a thrift store and buys them even though they are too small.

When he becomes friends with a kid at school who needs them more than he does, he gives them to him. I love how this book is honest about the struggles Jeremy has about giving the shoes away. He really wants to keep them, but in the end does the right thing on his own.

### Example of a poem:

#### What if?

Bullying hurts, don't you see?  
You are nothing, but a big bully  
Don't you think of what could have been?  
What if they put a razor to their skin?

What if they wrote a note to say goodbye?  
And their family and friends were left wondering...why?  
What if at night, they cry themselves to sleep?  
By morning, it's too hard to get up on their feet

They are afraid to come to school because of bullies like you  
When they try to tell an adult, their plea is overruled  
Soon they can't take it anymore  
They think, "What do I have to live for?"

(Jamie Firestine)

3. Write down the differences you noted.
4. Exchange your book with other pairs and make necessary corrections.

### Activity 13: Writing a poem

Individually



Read the two extracts in activity 12 again.

1. Write one paragraph of prose.
2. Write your own poem.
3. Exchange your books with your deskmate who will revise and correct your work if necessary.
4. Present your work to the class.
5. Vote for the best poem which will be changed on the school noticeboard.

### Activity 14: Further learning

In groups



1. Using the local library, find out about famous poets in Africa and other countries.
2. Explain what these poets write about.
3. Using their style, write your own poem on any topic.

4. Write brief notes about your poem, e.g. structure of the poem and styles of poetry used.

### Activity 15: Reading a poem

#### The Lazy Boy

It is early in the morning,  
The birds sing with their melodious voices  
All and sundry wake up to begin their busy day.  
The lazy boy is still in bed, he smacks his lips and whines.  
It is daylight again!

Another long day at school with different teachers  
Standing in front of us, lesson after lesson,  
Oh my, I wish I could go fishing!  
Instead of sitting in a hot classroom,  
Calculating mathematics.

Before he turns heavily in his bed,  
Before he even yawns and finally wakes up,  
The classmates have left their homes.  
They have even reached school.  
Before he takes his breakfast and freshens up,  
The teachers have reached school.  
The school is beehive of activity, lessons have begun.

He gathers his scattered books  
And stashes them in a small bag and walks to school his shirt  
unbuttoned.

His hair unkempt,  
And his teeth unbrushed, quite a sorry sight!  
Oh lazy boy, fight your laziness,

Wake up early remembering that,  
The early bird catches the worm,  
And time waits for no man.

Read the poem 'The lazy boy' again and then answer the following questions.

1. What picture comes to your mind when you read this poem?
2. Which part of a poem do you consider a good part? Why?
3. Is there anything that is unclear to you in the poem? Tell the teacher.
4. What do you think is the message of this poem?

#### Activity 4: Oral discussion

In groups



(a) Discuss the following questions.

1. Describe the character of the boy as evident in the poem.
2. Do you think the boy in the poem liked school? Why?
3. If you were the lazy boy, what would you do to change?
4. Summarise the poem in your own words.

(b) Read it out to the class.

#### Activity 5: Answering comprehension questions

In pairs



1. What is the poem about?
2. 'It is daylight again'. Who said these words?
3. Who has reached school before the lazy boy takes his breakfast?
4. According to the poem what time of the day do birds sing with their melodious voices?

5. What three things can you tell the lazy boy as a piece of advice?
6. Identify at least two pairs of words that rhyme in the poem.
7. What do you think is the message of this poem?

### Activity 18: In summary

Individually



1. Find out about other types of poems that exist.
2. There are several other words relating to poetry. Find out what they are and write brief notes on each. Give relevant examples.

## NOTE

**Drama** or **play** is a piece of writing in verse or prose form. It is intended to enact life or character or to tell a story. It usually involves conflicts and emotions through action and dialogue (spoken word). It is meant to be performed or acted and watched by an audience. **Drama** is acted for people to watch.

A **play** can be filmed or recorded on video for people to watch later. It becomes a movie or film. It is watched on a screen.

## Activity 1: Learning vocabulary on drama

## Individually



1. Read the following words:

drama    script    play    film    stage directions  
characters screen    video    TV drama    acting

2. Using a dictionary, find their meanings.
3. Write down their meaning and add them to your word bank.

## As a class



## Answer the questions below:

1. Have you ever attended a drama festival?
2. Talk about the experience.
  - (a) What did you see?
  - (b) How were the performers dressed?

## Activity 2: Reading a famous African play

Shreds of Tenderness-John Ruganda (Uganda)

In pairs



Read the following extract carefully.

**ODIE:** Faced it without tears or tremors, faced them all...

**STELLA:** Rape and forced marriages.

**ODIE:** And the perpetual thirst.

**STELLA:** And the once a-a-day-meagre meals if any.

**ODIE:** Endless searches for imagined plotters.

**STELLA:** In hovels, offices and homesteads.

**ODIE:** But what did he opt for? Easy life in exile. Secure job. Free education for his kids and maybe expatriate allowances while we, here, suffered.

**STELLA:** Empty markets and broken-down stalls and shops.

**ODIE:** And the moment he thinks the storm is over, the worst has passed, he dashes back for a peep into or dark dungeon. I don't like it. I don't like it at all. And I bet he has been having brats on the fringe, filling the world. 'Replacing our fallen heroes at home,' they call it.

**STELLA:** While down here at home, with hospitals screaming for doctors and emergency vaccines, we have had to...

**ODIE:** Say it, Stella, say it. Don't be afraid. We have had to bear the loss of beloved ones. See them die in our hands for lack of vaccines.



**STELLA:** And yet for all that, he is our brother.

**ODIE:** Stepbrother. That's it. A true brother wouldn't do a thing like that. He's a stepbrother, an unforgivable coward and a deserter. He must be shot...Have you noticed the way he carries on as if nothing has happened? The spy checks around the house. Flipping through files and opening and closing drawers, endlessly as if searching for gold.

(Shreds of Tenderness-John Ruganda, OUP, 2001)

### In groups



1. Discuss some of the problems that people have that are mentioned in the extract.
2. Use your dictionary to find out the meaning of the following words:

(i) hovels (ii) homesteads (iii) plotters  
(iv) expatriates (v) coward (vi) deserter  
(vii) heroes (viii) brats (ix) emergency (x) flipping

3. Stella tells Odie that "hospitals are screaming for doctors and emergency vaccines." What does she mean? How do we call this style of using language?

### Activity 3: Reading a famous African play

#### In groups



Aminata-Francis Imbuga (Kenya)

Read the following extract.

**Jumba:** Shut up you porcupine!

**Agege:** Porcupine? Now that is double twice. Idiot, then woman, then the porcupine also. Call me anything but my mouth is for truth. Aminata is equal than Abio. Me also. Aeeh, too much fire! Everyday, everyday, Agege light fire, Agege cut grass. Agege dig grave, Agege fetch water. Every morning, Agege fetch dog, Agege feed cow, Agege feed hen! Why? I am not machine without bloodless! Even machine drink petrol also. So, from today now I am respect you back.

**Jumba:** Am I hearing right? Agege, what did you have for your morning meal?

**Agege:** Morning meal? Me I don't eat to talk? I talk to eat?

**Jumba:** You will starve yourself to death with this kind of talk, you toad.(An idea strikes Jumba. He extracts a coin from his pocket and hands it to Agege who literally snatches it away from him.) Are you happy now?

**Agege:** Yes, but not much, much. Aminata give me five of these at burial. Five! That mean full stomach in future.

**Jumba:** Alright, go and call Ababio. The workers want to return to their homes. Tell him that.

**Agege:** (After a little hesitation.) Okey, I go. On your marks, get set, goo! (He takes off at full speed but stops almost immediately). Slowly, thoughtfully, he turns and walks back to where Jumba is.)

**Jumba:** What is the matter now?

**Agege:** Two matters. One, why should I must go again? (Pause) The second one is advise.

**Jumba:** Advice? What advice?

**Agege:** Too much fire! You know, people call me village idiot, grave digger and many other. But they are foolish in their head themselves. (Jumba fidgets). No, not you. You, you are a headman with good equal head. Even me, I am equal with six sense here. (Fingering his head.)

**Jumba:** (Losing his patience.) Agege, listen, I sent you to call Ababio!  
(Aminata-Francis Imbuga, EAEP, 1998)

In groups



Answer the questions below:

1. How are stage directions written?
2. Write down the stage directions given in this extract.
3. What are Agege's complaints?
4. Present your work to the class.
5. Comment on the presentations.

#### Activity 4: Reading features of plays

As a class



i) Characters

#### NOTE

**Characters** are the people mentioned in a play. A character could be a child, a teacher, a mother or even a soldier.

Name the characters you can see from the above plays.

## ii) Reading stage directions

### NOTE

**Stage directions** are writings in a play that give instruction to the actors and actresses (e.g. movement, position, or tone). Stage directions are written in brackets. The words in the brackets are written in italics. They can also be written at the beginning of the play or a scene to show where action is taking place.

Mention some of the stage directions from the above plays.

In pairs



Read the following sample of a play. Act out the instructions given by the stage directions.

*In the football field at break time. Deng, looking worried, suddenly meets his classmate, Acol.*

**Deng:** (Surprised) Where have you been?

**Acol:** (Laughing) I was hiding from you.

**Deng:** (Annoyed) You should have told me that you did not want to see me.

**Acol:** (Looking sad) Sorry for making you angry. I will not do it again.

**Deng:** (Happy). I have forgiven you, my friend. Let us go back to class. Mr Mabior is coming to class now to teach us English. (They run off to class).

## Activity 5: Watching a film

As a class



Your teacher will show you a film. Watch it keenly.

In groups



Discuss:

1. What is the film about?
2. How is the film different from the plays you have read?
3. What can you say about each of the main characters?
4. Write down your points and present them to the class.

## Activity 6: Reading form and structure of drama or plays

As a class



Read the following basic features of play scripts:

1. Plays are divided into sections called **scenes**.
2. The **setting** is often briefly described at the beginning of a scene.
3. Every speech by a character starts on a new line.
4. Each speech starts with the character's name.
5. Speeches are not punctuated with speech marks.
6. Stage directions are used to show actions or how characters are to speak.
7. Stage directions may be written in brackets or italics.
8. Characters arriving and leaving are described as entrances and exits.

## Activity 7: Learning the differences between stage drama, television drama and film

### Individually



1. Your teacher will give you a copy of a play script.
2. Read it carefully to understand the play.
3. Which of the features learned in activity 6 are used in the scripts? List them down.

### In groups



1. Watch a play, movie or DVD of a television drama.
2. Discuss how it is different from stage drama. Present your views to the class.
3. Comment on the presentations.

## Activity 8: Watching a TV drama or video

### As a class



Your teacher will play a television drama.

### In groups



### Discuss the following:

1. The structure of the drama.
2. How the drama creates tension and excitement.

## Activity 9: Reading extracts of TV/Video/film drama scripts

Individually



Your teacher will give you a television drama script to read.

Read the TV drama script.

In groups



1. Discuss the differences and similarities between acting directions and stage directions.
2. Discuss how your best scripts are written.
3. Write down your ideas and present to the class.
4. Comment on the presentations.

## Activity 10: Acting a play

In groups



Read and rehearse the play you have written.

1. Act the play and record it on video.
2. Show the video to the rest of the class.

## Activity 11: Writing a short drama or play script




In groups



Talk about well-known stories.



1. Write a play or drama script based on one of the well-known stories.
2. Use the guidelines given below.

	 Play Script Features	I used it!
1	My play has a title.	
2	I have listed the characters at the beginning	
3	I have introduced and described the scene (where and where).	
4	Characters' names are written on the left	
5	Characters' names have a colon after them	
6	I have started a new line for every new speaker	
7	My stage directions are in brackets ( )	
8	My stage directions are written in the present tense	
9	 I have stage directions for how the actors must speak	
10	 I have stage directions for how the actors must move	
11	Every time the setting changes (changes place or time) I have started a new scene	
12	I have used ... to show a character is thinking or stuttering	



13	I have used CAPITALS or italics to emphasise words	
14	My play script has 1-3 Acts (Act 1 beginning, Act 2 middle, Act 3 end)	
15	There are NO speech marks	

3. Revise and edit your story with the help of the teacher.

[www.primaryresources.co.uk/english/docs/playscript\\_checklist\\_JM.doc](http://www.primaryresources.co.uk/english/docs/playscript_checklist_JM.doc)

### As a class



1. Present your work to the class.
2. Listen to other presentation, choose the best work and give comments why they chose it.
3. Arrange yourselves in groups and act out the best script.

### Activity 12: Further Learning

#### In groups



1. Watch more TV dramas and films. Use a digital device.
2. How are they different from the plays you read in this unit?
3. Present your findings to the class.
4. Comment on the presentations.

### Activity 13: In summary

#### In groups



Write the features of each of the terms given below:

Plays	TV drama	Film

Present your work to the class.

### Activity 14: Reading a play

#### Before reading

1. Look at the pictures on the page 102. Guess what the play is about.
2. Have you ever picked some money? What did you do with it?



Read the following play.

## Lost and found

### Characters

- Atol:** Deng's Wife  
**Deng:** Atol's husband  
**Aguet:** Their daughter  
**Garang:** Their son  
**Wani:** Garang's friend and classmate  
**Maria:** Aguet's friend and classmate  
**Terry:** Owner of the bag

(It's in the evening. Aguet, Garang, Wani and Maria are walking home from school. They are engaged in a talk.)

**Garang:** (Stops suddenly) Look!  
 (Pointing at something that looks like a bag)

**Aguet:** Let us go closer and see what it is. (They all run towards the bag.)

**Wani:** (Shouts excitedly) It's a bag!

**Maria:** (Opening her eyes wide)  
 Who could have dropped it... or is it a trap?

**Wani:** (Looking in all directions to confirm that nobody is around) Not even a soul is around.

**Garang:** (Shaking as he picks up the small bag) It is heavier than I expected.

**Wani:** Open it!

**Maria:** No, let us not open it here (Almost in a whisper) Somebody might pass by and snatch it from us or even think that we have stolen it.



**All the children:** (Unanimously) Yes, that is a brilliant idea! (They continue walking until they come across a structure of house which is under construction.)

**Aguet:** (Pointing at the structure) Let us enter this structure and see what is in this bag. (All the children enter the structure and sit down eagerly waiting to see the contents of the bag.)

**Wani:** Here we go! (As she opens the bag she opens her mouth wide open and her eyes wider than before.) Lots of money who could be the owner?

**Garang:** Let us share the money and no one should ever talk about it.

**Aguet:** (Shaking her head in agreement) Sounds like a good idea but, I don't think it is the right thing to do!

**Garang:** (Looking rather disappointed) What do we do then...this is our luck!



**Wani:** I have a brilliant idea which may not be a popular one.

**All the children:** (Waiting eagerly for the idea) Which one?

**Wani:** Let us take this money to the police station.

**Garang:** No,no,no...let us take it home instead and seek advice from our parents.

**Garang:** Yes....yes....they might decide we share it.

**Maria:** That would be a good idea but I doubt if your parents would buy it being the Christians that they are. But whatever the case let us get moving.

(All the children walk very fast towards Aguet and Garang's home. They find Father and mother seated on stools )

**Deng:** Those are our children but they are accompanied by a boy and a girl.

**Atol:** (Worried) What could have happened?

**Deng:** My wife, relax, all is well.

(The children arrive and give an account of what they have found.)

Deng: Bring that bag.

(Wani gives the bag as all the children look as Deng opens the bag.)

Atol: My husband this is a lot of money, check in the bag whether there is a document that can help us trace the owner.

Deng: (Checks again, this time with keenness he flashes out a small diary which has a number) Let me call this number (He dials the number and a lady's voice answers saying she is Terry and would come for the money)

(Terry is then seen driving into Mr and Mrs Deng's compound they all exchange greetings.)

Deng: (After Terry had finished taking her porridge) Here, my daughter (Giving her the bag)

Terry: Thank you all so much, I will come back soon to reward you, for you have shown that honesty is the best policy.

All: See you again, Terry. (Terry drives off.)

## Activity 15: New words and phrases

### As a class



1. Identify any new words or phrases from the play above
2. Infer the meaning of the words as used in the play.
3. Add the words to your word bank.

## Activity 16: Oral discussion

### In groups



Discuss the following.

1. Imagine that you found a small bag, in it there is a lot of money and you decide to take it to your parents at home to help you find out who the owner could be. Unfortunately there is nothing to show who the owner is.

What would you do?

2. Do you think the decision the children made was the right one? Why?
3. Say any other time you have ever shown honesty.
4. In turns, share with the class.
5. Ask questions or give comments on the presentations by other groups.

### Activity 17: Answering comprehension questions

In pairs



Read the play 'Lost and found' again then answer the following questions.

1. How many characters are there in the play?
2. According to the play who is Terry?
3. "I have a brilliant idea..." who said these words?
4. The word unanimously has been used in the play. What does it mean?
5. Apart from the title provided, suggest any other suitable title for this play.
6. Describe the character traits of Garang's parents.
7. How is their character different from Garang's?

### Activity 18: Acting out a play

In groups



Read the following elements of drama.

stage directions characters plot setting conflicts

(b) Identify the above elements in the play 'Lost and found'.

As a class



1. Dramatise the play 'Lost and found'.
2. Try to be as creative as possible so as to make it interesting.

## NOTE

### When dramatising:

- Imitate the speaker's voices
- Display a range of emotions while acting.
- Use the stage properly
- Be confident and creative

## Activity 1: Learning vocabulary on literature

In pairs



1. Read the following words:

literature	contemporary	prose	poetry
story	theme	author	<del>able</del>
novel	play		

2. Construct sentences using the words above. Read the sentences to the class.
3. Use the dictionary where necessary to find their meanings.
4. Some individuals to make comments on the presentation.

## NOTE

The place where the activity in a story takes place is called setting. The people in a story are called **characters**. A story can be real or imagined. A real story is known as **non-fiction**. If it is not real, it is called **fiction**. It can be written in the form of a poem, play, short story or a longer story (novel). All those are known as **Literature**. However, even fiction shows what is happening in the real world.

**Literature** is like a mirror: it 'reflects' what is happening around us. For example, if there is a war, poems and stories will be written about it by writers.





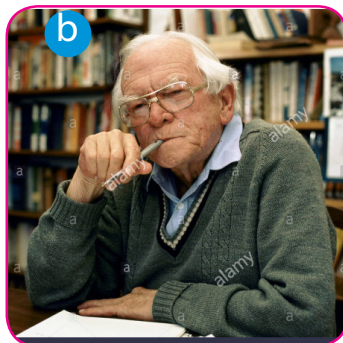
Match the following words with their meanings.

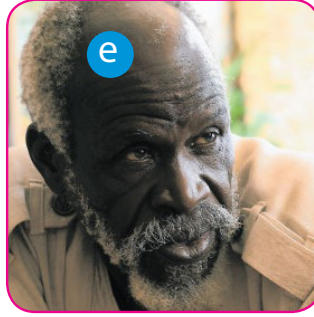
Word	Meaning
Literature	A creative work that can be acted on stage or filmed for people to watch.
Contemporary	Ordinary writing, made up of sentences and paragraphs without any rhymes.
Prose	Belonging to or taking place in the present time or period.
Poetry	General word for all creative work such as plays, poems, and stories.
Short story	A person in a novel, play, or film.
Novel	Written or oral work which expresses strong feelings and emotions. It may be arranged in stanzas or free verse.
Play	A book written as a long story with one or more characters.
Theme	A person who has written or writes books.
Author	The main message or idea in a published work.
Character	Books and writings published on a particular topic.

## Activity 2: Identifying key writers in African literature



1. Look at the pictures below:





These are some of the key writers in African literature (short stories, novels and poems).

2. Search their names on the internet or the school library.
3. Mention the works they have written.
4. Add this to your fact books.

### Activity 3: Discussing favourite books

In pairs



1. Name your favourite book or story.
2. Who wrote it?
3. Why do you like it?
4. What was it about?
5. Present your answers to the class.
6. Some class members to make comments on the presentation.

## Activity 4: Reading 'Secret Lives and Other Stories' by Ngugi wa Thiong'o

In groups



Read the extract below.

As I write I remember the night of fighting in my father's house; my mother's struggle with the soil so that we might eat, have decent clothes and get some schooling, my elder brother, Wallace Mwangi, running to the cover and security of the forest under a hail of bullets from Colonial policemen; his messages from the forest urging me to continue with education at any cost; my cousin, Gichini wa Ngugi, just escaping the hangman's rope because he had been caught with live bullets; uncles and other villagers murdered because they had taken the oath; the beautiful courage of ordinary men and women in Kenya who stood up to the might of British imperialism and indiscriminate terrorism.

I remember too some relatives and fellow villagers who carried the gun for the white man and often became his messengers of blood. I remember the fears, the betrayals, Rachael's tears, the moments of despair and love and kinship in struggle and I try to find the meaning of it all through my pen.

(Source: Secret Lives and Other Stories-Ngugi wa Thiong'o. New York: Lawrence Hill and Company, 1975)



1. Discuss what the extract is about.
2. What are the themes in this extract?
3. Who are the characters mentioned in the extract?
4. What is the setting?
5. Write down your answers and exchange your books with other pairs to make a comparison.

## Activity 5: Reading 'Things Fall Apart' by Chinua Achebe

As a class

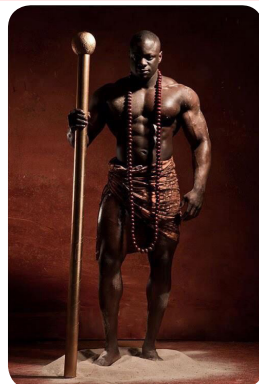


Read the following extract.

### Things fall apart

Okonkwo was well known throughout the nine villages and even beyond. His fame rested on solid personal achievements. As a young man of eighteen he had brought honour to his village by throwing Amalinze the Cat.

Amalinze was the great wrestler who for seven years was unbeaten, from Umuofia to Mbaino. He was called the Cat because his back would never touch the earth. It was this man that Okonkwo threw in a fight which the old men agreed was one of the fiercest since the founder of their town engaged a spirit of the wild for seven days and seven nights.



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

That was many years ago, twenty years or more, and during this time Okonkwo's fame had grown like a bush-fire in the harmattan. He was tall and huge, and his bushy eyebrows and wide nose gave him a very severe look. He breathed heavily, and it was said that, when he slept, his wives and children in their houses could hear him breathe.

When he walked, his heels hardly touched the ground and he seemed to walk on springs, as if he was going to pounce on somebody. And he did pounce on people quite often. He had a slight stammer and whenever he was angry and could not get his words out quickly enough, he would use his fists.

(Source: Things Fall Apart-Chinua Achebe, Nairobi: Heinemann Ltd., 1958)

In pairs



### Discuss the extract.

1. What are the themes of this extract?
2. Who are the characters mentioned in the extract?
3. What is the setting?
4. Write down your answer and present them to the class?
5. Comment on the presentations.

## In groups



1. Read the two extracts in activities 4 and 5 closely.
2. Compare this extract with the one on 'Secret Lives and Other Stories'.
3. Compare their style of writing and the way they explain their themes. Present your findings to the class.

## Activity 6: Listening to a poem

### As a class



Listen to your teacher read a poem with the title, 'I Beg You,' by Laban Erapu of Uganda.

## In groups



### Discuss:

1. What is the poem read to you by the teacher about?
2. Write down notes.
3. Present the notes to the class.
4. Comment on the presentations.

## Activity 7: Reading a poem

### In pairs



Read the poem below.



If you should take my child Lord  
Give my hands strength to dig his grave  
cover him with earth  
Lord send a little rain  
For grass will grow

If my house should burn down  
So that the ashes sting the nostrils  
Making the eyes weep  
Then Lord send a little rain  
For grass will grow

But Lord do not send me  
Madness  
I ask for tears  
Do not send me moon hard madness  
To lodge snug in my skull  
I would you sent me hordes of horses  
Galloping  
Crushing  
But do not break  
The yolk of the moon on me.

by Jonathan Kariara (1935 – 1993)

## Activity 8: Composing a poem

Individually



Read the poem, 'Grass will grow' again.

1. Using a similar format, write your own poem.
2. Let the poem be about a problem that is affecting your school.
3. Read the poem to the class.

4. Vote for the best poem.
5. Make necessary corrections with the help of the teacher.

The best poem to be posted on the class noticeboard.

## Activity 9: Reading a story from South Africa

As a class



### Before reading

1. Read the title of the story.
2. Discuss what you think the story is all about.

In groups



Read the following extract.

### Cry, the beloved country

This is no time to talk of hedges and fields, or the beauties of any country. Sadness and fear and hate, how they well up in the heart and mind. Cry for the broken tribe, for the law and the custom that is gone. Aye, and cry aloud for the man who is dead, for the woman and children bereaved.



Cry the beloved country, these things are not yet at an end. The sun pours down on the earth, on the lovely land that man cannot enjoy. He knows only the fear of his heart.

Have no doubt it is fear in the land. For what can men do when so many



have grown lawless? Who can enjoy the lovely land, who can enjoy the seventy years, and the sun that pours down on the earth, when there is fear in the heart?

Who can walk quietly in the shadow of the jacarandas, when their beauty is grown to danger? Who can lie peacefully abed, while the darkness holds some secret? What lovers can lie sweetly under the stars, when menace grows with the measure of their seclusion?

Some cry for the cutting up of South Africa without delay into separate areas, where white can live without black, and black without white, where black can farm their own land and mine their own minerals and administer their own laws.

And others cry away with the compound system, that brings men to the towns without their wives and children, and breaks up the tribe and the house and the man, and they ask for the establishment of villages for the labourers in mines and industry.

(Source: Cry The Beloved Country-New York: Scribner's, 1948)

In pairs



the following questions:

1. What is the story about?
2. What are the themes of this extract?
3. Who are the characters mentioned in the extract?
4. Where is the story set?

Write down your findings and present them to the class.

5. Some individuals from the class to make comments on the presentation.

## Activity 10: Comparing writings

In groups



Read the following writings again.

1. 'Cry, the beloved country' by Alan Paton
2. 'Grass will grow' by Jonathan Kariara

Answer the following questions;

1. What are the similarities?
2. What are the differences between them?
3. Use the information to fill the table below;

Cry, the Beloved Country	Grass will grow

## Activity 11: Writing a story

In groups



Discuss some of the problems that the people in your Payam have.

How can they be solved?

Individually



Write a fiction story using one of the problems (themes).

### Activity 12: Further learning

In groups



1. Find any storybook, novel or play written by an African author and read it.
2. Write a summary of what the book is about.
3. Include the name of the author, publisher, and year of publication.
4. What themes are covered in the book?

### Activity 13: In Summary

In groups



Find out about writers in South Sudan.

1. Write about them.
2. Include titles and the themes of their books.

## Activity 1: Identifying key writers of contemporary world literature

In pairs



Look at the pictures below:



a



b



c



d

(These are famous authors in the world)

## NOTE

The word **contemporary** means that which belongs to the present or modern time. **Contemporary literature** is defined as literature written after World War II (in the 1940s) through the current day.

When reading a book, it is important to know the message that the author is trying to pass to the reader. This message is known as a **'theme.'** The **themes of contemporary** literature include: struggle for independence, racism, education, justice, betrayal, poverty, politics, war, and many other in the community.

## Activity 2: My favourite book

Individually



1. Observe the picture below and share your views.



2. Do you like reading in your spare time?

In groups



Discuss the following questions:

1. Which book have you read recently?
2. Who wrote it?
3. What is the book about?
4. Where does the story take place?
5. Say whether you liked the book or not, and why.

Present your experiences to the class.

## Activity 3: Listening to a passage

As a class



1. Listen to your teacher reading a passage from a literature book.
2. What is the story about?
3. Tell your friend.

In groups



1. Write down the main points from the story the teacher has just read.
2. What is the story all about.
3. Discuss the story in terms of setting, characters and themes found in the passages.
4. Share your work with the class.

## Activity 4: Reading an extract from a novel by R.K. Narayan (India)

As a class



### Before reading

Read the title and discuss what you think the story is about.

Individually



Read the following extract.

### The English teacher

I returned from the village. The house seemed **unbearably dull**. But I bore it. "There is no escape from **loneliness** and separation..." I told myself often. "Wife, child, parents... We come together only to go apart again. It

is one continuous movement. They move away from us as we move away from them. The law of life can't be avoided. The law comes into operation the moment we **detach** ourselves from our mother's womb. All struggle and misery in life is due to our attempt to arrest this law or get away from it or in allowing ourselves to be hurt by it.

The fact must be recognised. A profound unmitigated loneliness is the only truth of life. All else is false. My mother got away from her parents, my sisters from our house, I and my brother away from each other, my wife was torn away from me, my daughter is going away with my mother, my father has gone away from his father, my earliest friends-where are they? They scatter apart like the droplets of water spray. The law of life. No sense in **battling** against it..."

Thus I **reconciled** myself to this separation with fewer **struggles** than before. I read a lot, I wrote a lot, I reflected a lot, I reflected as much as I could. I saw pictures, went out for walks, and frequently met my friend the headmaster. I spent a great deal of my time watching the children at play or hearing him narrate his stories for the children as they sat under the mango tree in the school compound. When I sat there at the threshold of his hut and watched the children, all sense of loneliness **ceased** to **oppress**, and I felt a deep joy and **contentment stirring** within me. I felt there was nothing more for me to demand of life.

(Source: The English Teacher-R.K Narayan, 1945)

In pairs



Discuss the following questions.

1. What are the themes of this extract?
2. Who are the characters mentioned in the extract?
3. Where is the story set?
4. Which people separated in the story?

5. What made the English teacher joyful?
6. Write down the answers and present them to the class.

### Activity 5: Discussing comprehension questions

In groups



Discuss the following questions. Refer to the extract in activity 4.

1. Why does the English teacher think that “there is no escape from separation and loneliness?”
2. What is the cause of struggle and misery in life?
3. What did the teacher do to keep away the problem of separation?
4. What separates families?
5. Write the answers and present them to the class.
6. Comment about the presentations.

### Activity 6: New words

In groups



1. Read the following words. They have been used in the extract The English teacher.

Word	Meaning
unbearably dull	
loneliness	
detach	
reconciled	
contentment	



oppress	
ceased	
struggles	
battling	
stirring	

2. Infer and write down the meaning of the words from the extract.
3. Construct sentences using the words.
4. Read the completed meaning and sentence to the class.
5. Some individuals to give their opinions about the presentations.

### Activity 7: A poem by Rudyard Kipling (England)

As a class



1. Listen as the teacher reads the poem for you.
2. Read the poem after the teacher.

Read the following poem:

If

If you can keep your head when all about you  
Are losing theirs and blaming it on you,  
If you can trust yourself when all men doubt you,  
But make allowance for their doubting too.  
If you can wait and not be tired by waiting,  
Or being lied about, do not deal in lies,

Or being hated, do not give way to hating,  
And yet do not look too good, nor talk too wise:  
If you can dream—and not make dreams your master;  
If you can think—and not make thoughts your aim;  
If you can meet with Triumph and Disaster,  
And treat those two imposters just the same;  
If you can bear to hear the truth you have spoken  
Twisted by knaves to make a trap for fools,  
Or watch the things you gave your life to, broken,  
And stoop and build them up with worn-out tools:

If you can make a heap of all your winnings  
And risk it on one turn of pitch-and-toss,  
And lose, and start again at your beginnings  
And never breathe a word about your loss;  
If you can force your heart and nerve and sinew  
To serve your turn long after they are gone,  
And so hold on when there is nothing in you  
Except the Will which says to them: «Hold on!»

If you can talk with crowds and keep your virtue,  
Or walk with Kings—nor lose the common touch,  
If neither foes nor loving friends can hurt you,  
If all men count with you, but none too much;  
If you can fill the unforgiving minute  
With sixty seconds' worth of distance run,  
Yours is the Earth and everything that's in it,  
And—which is more—you'll be a Man, my son!

(Rudyard Kipling)

In pairs



Discuss the main points of this poem.

1. What are the themes of this poem?
2. Who is the poet talking to?
3. Write down your findings and present them to the class.
4. Some class member to make comments on the presentations.

### Activity 8: Comparing passages from two authors

In groups



Read the two extracts 'The English teacher' and the poem 'If'.

1. What are their differences?
2. What are their similarities?
3. How do the authors present their themes?
3. Write down your answers and present them to the class.

### Activity 9: Reading contemporary world literature (South Africa)

As a class



Read the following extract:

#### Rabbit, run

Boys are playing basketball around a telephone pole with a backboard bolted to it. Legs, shouts. The scrape and snap of Keds on loose alley pebbles seems to catapult their voices high into the moist March air blue above the wires. Rabbit Angstrom, coming up the alley in a business suit, stops and watches, though he's twenty-six and six three.

So tall, he seems an unlikely rabbit, but the breadth of white face, the pallor of his blue irises, and a nervous flutter under his brief nose as he stabs a cigarette into his mouth partially explain the nickname, which was given to him when he too was a boy. He stands there thinking, the kids keep coming, they keep crowding you up. His standing there makes the real boys feel strange. Eyeballs slide.

They're doing this for themselves, not as a show for some adult walking around town in a double-breasted cocoa suit. It seems funny to them, an adult walking up the alley at all. Where is his car? The cigarette makes it more sinister still. Is this one of those going to offer them cigarettes or money to go out in back of the ice plant with him? They've heard of such things but are not too frightened; there are six of them and one of him.



The ball, rocketing off the crotch of the rim, leaps over the heads of the six and lands at the feet of the one. He catches it on the short bounce with a quicknessthatstartlesthem.Astheystarehushedhecitessquintingthrough blue clouds of weed smoke, a suddenly dark silhouette like a smokestack against the afternoon spring sky, setting his feet with care, wiggling the

ball with nervousness in front of his chest, one widespread white hand on top of the ball and the other underneath, jiggling it patiently to get some adjustment in air itself.

(Rabbit, Run-John Updike, 1960)

In pairs



Discuss the main points of this extract.

1. What are the themes of this extract?
2. Who are the characters mentioned in the extract?
3. Where is the story set?
4. Write down your findings and present them to the class.
5. Some individual from the class to comments about the presentations.

### Activity 10: Writing a story

Individually



1. Pick a theme from the texts read above.
2. Write a story using the theme you have picked.
3. Exchange your book with your partner.
4. Let your partner revise and correct your story.

As a class



1. Present your work to the class.
2. The class listens and chooses the best work giving reasons.
3. Edit the story with the help of your teacher and make necessary corrections.
4. Pin the best story on the noticeboard.

## Activity 11: Researching about world literature

In groups



1. Research more on world literature.
2. Identify more writers you have heard of.
3. Present your findings to the class.
4. Some individuals from the class to comment about the presentations.

## Activity 12: Further learning

In groups



1. Find any storybook, novel or play written by world author and read it.
2. Write a summary of what the book is about.
3. Include the name of the author, publisher, and year of publication.
4. What themes are covered in the book?

## Activity 13: In Summary

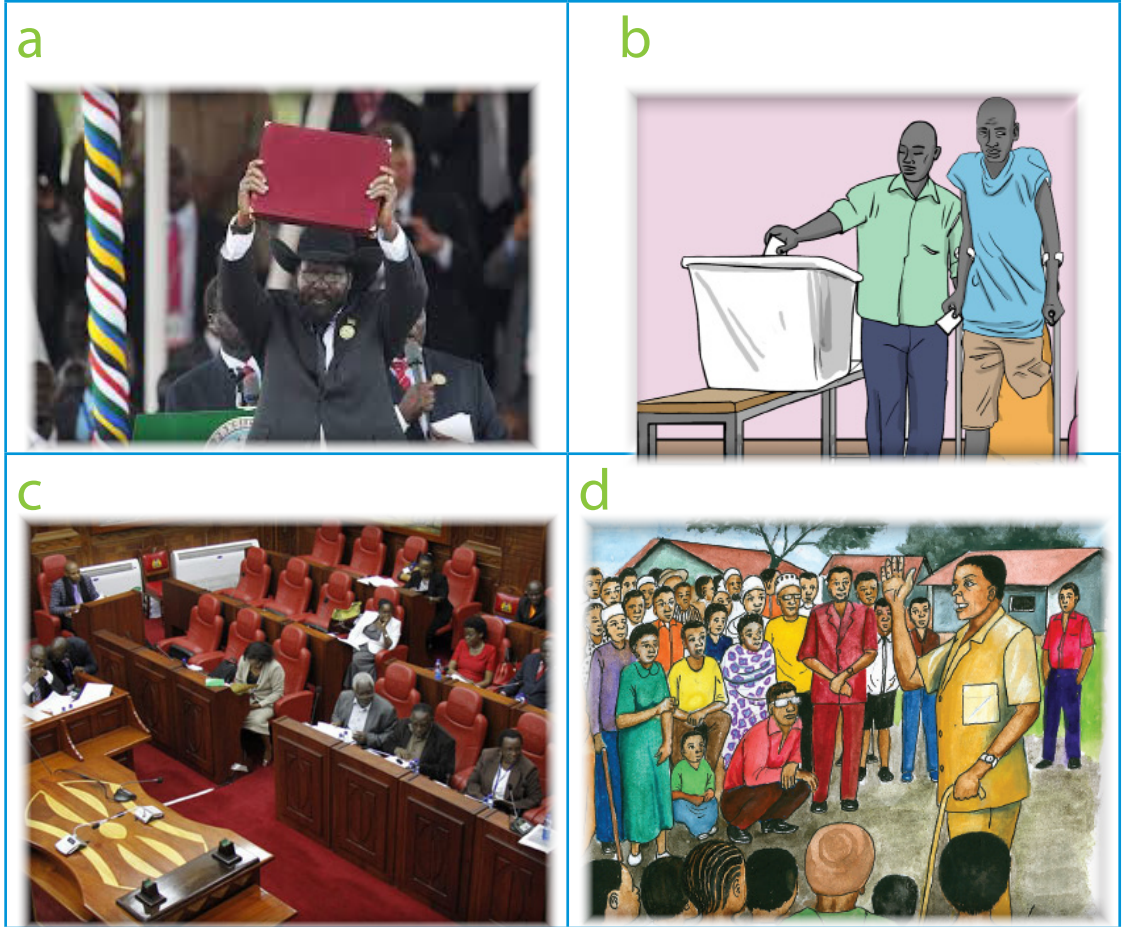
In pairs



Draw a picture.

1. Exchange the pictures with your classmate.
2. Write a story about it.
3. Present your work to the class.
4. Vote for the best story and say why?

Activity 1: Vocabulary on democracy



In groups



1. Look at the pictures above.
2. Explain what is in each picture.
3. What do you think is happening in the pictures? Give reasons to support your answers.

Share what you have discussed with the class.

## NOTE

Democracy refers to the belief in freedom and equality among people, or a system of government based on this belief. Here, power is either held by elected representatives or directly by the people themselves.

### As a class



1. Read the following words that are related to democracy.

election candidate dictatorship constitution president

2. Now use the dictionary to find their meaning.

### Individually



Write the words in brackets correctly. Use the words to complete the sentences.

1. A \_\_\_\_\_ (idspernet) is a head of state in a presidential system.
2. An \_\_\_\_\_ (elneciot) is a formal decision-making process by which a population chooses an individual to hold a public office.
3. A \_\_\_\_\_ (dcidnatea) is a person seeking an elective position of authority such as the president or member of parliament.
4. A \_\_\_\_\_ (tnucnostioti) is a system of fundamental laws and principles that prescribes the nature, functions and limits of a government.
5. A \_\_\_\_\_ (hiodictraspt) refers to an autocratic form of government in which the government is ruled by an individual.

### In pairs



1. Use the correct words in brackets above to make sentences.
2. Read your sentences to the class.





(a) Match the words in column A with their meanings in Column B.

A	B
citizen	one who loves his or her country
government	a system of government in which all the people of a country can vote to elect their representatives
patriot	a group of people who are elected to make and change the laws of a country
referendum	activities of the government, member of law making bodies or people who try to influence the way a country is governed
democracy	a governing body responsible for controlling a country or state
politics	a person who has the legal rights to belong to a particular country
parliament	an occasion when all the people can vote on an important issue

(b) Add the new words to your word bank.



1. Present the group answers to the class.
2. Correct each other's work.

## Activity 2: Role-playing

### In groups



1. Appoint a leader in your group to play the role of a community leader.
2. As a group, help the leader come up with points on the importance of democracy.

### As a class



1. In turns, each group leader to present his or her points to the class.
2. Appreciate your appointed leaders for their efforts.
3. Ask questions or give comments on the presentations.

## Activity 3: Reading comprehension

### Before reading

#### As a class



Look at the picture in the story below and read the title of the story.

1. What do you think the story is about?
2. Why do you think we should practise democracy?

Read the story below in turns.

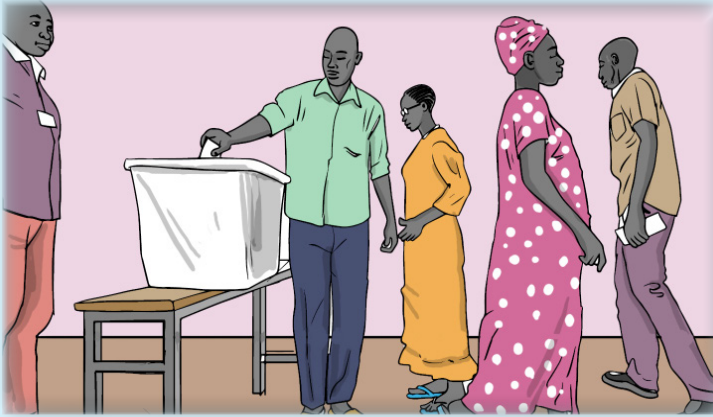
### A new dawn

On January 9<sup>th</sup>, 2011, millions of South Sudan citizens took the final steps on their seventy-year journey to independence. By bus, on animal and foot, they came from the four corners of their homeland and beyond to stand in long queues to vote, under a hot sun, so that their voices would be heard. Voices that would help them elect the leaders they wanted.

And when the polling centres closed, the world did hear them. It heard their shouts of joy; it heard their thankful songs and quiet prayers. Above all, it heard the promise of an end to loud gunshots and the weeping.

Their bloody, terrifying struggle with the Sudanese regime in Khartoum had eventually come to an end.

Next, came the difficult work of building the nation. The South Sudan citizens knew instinctively that a nation was more than a border and a government. Seventy years of war had left them with nothing more than a border and a government. In their own country, they said, their government would act for them and not against them.



Never again would an official or favoured majority group simply take things from them as they feel like. And never again would any of them be treated as a lesser human being.

Recently, an internationally brokered peace accord was signed to end a rebellion against their government that had overwhelmed them for almost half of their young nation's life.

However, peace will not be easy. It will take patience, compromise and understanding. It will take resolve, determination and restraint. Now the South Sudanese must be a people who value nationhood over narrow-mindedness; a people who know each other as countrymen and countrywomen and not by tribe or creed.

The South Sudanese are people who, for generations, have only known war. But together they can work miracles. Their nation's very existence shows it has happened before.

## Activity 4: New words and phrases

In groups



1. Identify any new words or phrases from the story 'A new dawn'.
2. Try and infer the meanings of these words as used in the story.
3. Add the new words to your word bank.

## Activity 5: Oral discussion

In groups



Do the following:

1. Retell the story 'A new dawn'.
2. What lessons did you learn from the story 'A new dawn?'
3. Have you ever been treated unfairly? Describe what happened.

Share your answers with the other groups.

## Activity 6: Answering comprehension questions

In pairs



Read the story 'A new dawn' again then answer the questions below:

1. Why does the writer give the above story the title 'A new dawn?'
2. According to the story, how does democracy benefit the people of South Sudan?
3. How is democracy exercised according to the story above?
4. What shows that the people of South Sudan had been denied their democratic rights?
5. Is there democracy in your Payam? Say why you think so.

## Word attack

Use the words in the box to complete the sentences correctly.  
The first one has been done for you.

government   elected   vote   independence

1. Mr Akol was elected his people to be their leader.
2. The people of Malakal made long queues in order to \_\_\_\_\_ for their leaders.
3. It is the work of the \_\_\_\_\_ to ensure there is peace and unity among its people.
4. After so many years, the South Sudan republic gained \_\_\_\_\_.

Share the above answers with the class.

### Activity 7: Read and act a conversation

As a class



Read the conversation below.

**Chan:** I heard you want to vie for the seat of Member of Parliament.

**Awan:** You are right. I am one of the candidates.

**Chan:** My friend, have you started the campaigns already?

**Awan:** How could I have started without involving you? You are my campaign manager.

**Chan:** I hear this time round they are using the secret ballot to vote?

**Awan:** Yes, that will ensure a free, fair and credible election. That means people will indeed practise their democratic rights.

**Chan:** Let us hope for the best.

## In pairs



1. Practise the conversation on page 8.
2. Act the above conversation using gestures and intention.

## As a class



1. Present the conversation to the class.
3. Give comments on the presentation in terms of confidence, facial expression and creativity.

## In groups



1. Choose one of you to act as a candidate for the seat of member of parliament.
2. The others to ask him or her what he or she plans to do so as to improve health facilities, education and roads.
3. Exchange the roles above.

Write down all the points and share with the rest of the class.

## Activity 8: Writing a conversation

### As a class



1. Talk about the importance of democracy. Say how it can affect you personally.
2. Write a dialogue using the above information.

### NOTE

When writing a conversation:

- Ensure the conversation is natural.
- Write the name of the person speaking.
- Put a colon (:) between the name of the speaker and the words.
- You can add descriptions in brackets of how the speaker's in actions for example, (dancing).

## Activity 9: A poem on democracy

As a class



1. Listen as the teacher reads the poem below.
2. Listen and repeat after the teacher.
3. Read the poem in turns.

We dream of peace  
Democracy  
Democracy will not come  
Today, this year  
Nor ever  
Through compromise and fear.

I have as much right  
As the other fellow has.  
To stand  
On my two feet  
And own land.

I tire so of hearing people say,  
Let things take their course.

I do not need my freedom when I am dead.  
I cannot live on tomorrow's bread.

Freedom is a strong seed  
Planted in a great need,  
I live here too  
I want freedom  
Just as you

(Langston Hughes)



## As a class



Discuss the following questions.

1. What picture come to your mind when you read the poem on page 10?
2. How does it make you feel?
3. Which part of the poem do you consider more interesting? Why?
4. Now that you have read this poem, is there anything you would do differently? Say why.

## In pairs



Answer the following questions using the poem 'We dream of peace'.

1. What do you think this poem is about?
2. Why does the poet say democracy may not come soon?
3. What do you think is the benefit of a democratic society?
4. What will you do if somebody did something to you that you feel is unfair or against your rights?

Share your answers with the class.

## Activity 10: Creating a poem on democracy

### In groups



1. Discuss the importance of democracy and how it can be enhanced in your community.
2. Now read the poem below and fill in the missing words so as to complete the poem.

Tomorrow I vote,

Tomorrow I vote,

Not because I can, but because \_\_\_\_\_.

Not for a \_\_\_\_\_ I trust,

Or a person I know,

Not for a friend or \_\_\_\_\_



Not to support \_\_\_\_\_,  
But to change the nation's fate.  
Tomorrow I vote,  
Not for a party or \_\_\_\_\_  
But for a better economy.  
Tomorrow I \_\_\_\_\_ my fingers,  
And make a choice, between promises, \_\_\_\_\_,  
What was and what \_\_\_\_\_  
Because people died to give that right to me.  
To let me decide,  
Majority or \_\_\_\_\_  
The destiny of one man,  
And find if absolute power corrupts absolutely,  
Or men can rule, for the people humbly.  
A government \_\_\_\_\_ people.  
And the people.  
So tomorrow,  
Tomorrow I \_\_\_\_\_.

### As a class



1. Recite the poem to the class.
2. With the help of the teacher, vote for the most creative poems
3. As a class, learn and recite the poem during assembly.

## Activity 11: Reading comprehension

Before reading

As a class



Discuss the following;

1. Have you ever been told to remain indoors, that you could not go out?
2. Why were you told so? How did it make you feel?
3. In groups of three, one person to act as a child, one as a parent and the other as a minister.
4. Each to give their views regarding remaining indoors at certain times.
5. How did it feel to be told that you could not go out?

Now, read the story below in turns.

### Light at the end of the tunnel

I walked briskly down Georges Avenue that Friday morning. I wondered what on earth was going on; the once busy streets had become deserted. The city had become a ghost city. I had been so used to the normal hustle and bustle during the day that I felt out of place.

It then dawned on me that there was a coup and everyone had been told to remain indoors. I knew remaining on the streets would spell doom for my life. Without thinking twice, I rushed back to the slums and carefully hid behind a tin-walled house.

Suddenly, gunshots filled the air. I heard loud screams then total silence. Once more an innocent soul had again been taken away. I regretted having been born and left on the streets. I knew the next bullet would tear my skull, so I ran and ran and ran; not knowing where exactly I was going.

My country had been led by greedy leaders who cared less about other people. However, people had said enough was enough. A plan to overthrow the government was underway, the coup de tat was declared. This was just before elections were held. Rumours had it that elections were going to be rigged as usual and all the presidential aspirants had decided to step down.

Weeks and months passed. Election day reached. Long queues were witnessed at the polling stations; people having braved the scorching sun so that their voices would be heard. Voices that would help them elect the leaders they wanted. However, I still hoped for a better life.

After the polling stations were closed and votes counted, I heard their shouts of joy; I heard thankful songs and quiet prayers from our countrymen. I knew the narrative had changed, God had heard our prayers. A democratic miracle had just happened. The old man had fallen and now we had a new leader. My face brightened as I could see light at the end of the tunnel.

## Activity 12: New words and phrases

In pairs



1. Identify all the words and phrases in the story that are not familiar to you.
2. Explain the meaning of the new words as used in the story.
3. Add the new words to your word bank book.

## Activity 13: Oral discussion

In groups



1. Retell the story above.
2. What did you learn from the story above?
3. **Tell the class:** What would you do if you found yourself in the middle of gunshots?

## Activity 14: Answering comprehension questions

In pairs



Answer the following questions using the story, 'Light at the end of the tunnel'.

1. Why did the people decide to overthrow the government?
2. Who is the narrator of the story?
3. How relevant is the title of the story above?
4. Do you think things changed for the better after the new government came to power? Explain.

Individually



Imagine you were the narrator in the story 'Light at the end of the tunnel'.

Write two paragraphs about how things changed after the election of new leaders.

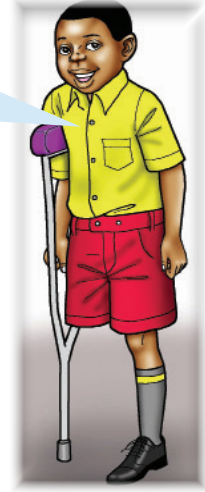
## Activity 15: Summary writing

In pairs



1. Read what Diit is saying on page 16.
2. Summarise what Diit is saying in about 30 words. Remember to write only the main points.

My name is Diit. I have always wanted to bring change to the society. I have seen people suffer for many years. Women and children have gone hungry and struggled to live. Many young men suffer because of lack of employment. When I grow up, I would like to be a leader who will help those people with problems to live better lives. I want to bring change in the society that I live in. I want to ensure there is equal distribution of resources, improved infrastructure, no corruption, just to mention but a few.



### As a class



1. Present your summary to the class.
2. Listen carefully to the summary.
3. Make comments or ask questions if any on the presentation. Remember a good summary is brief and straight to the point.

### In groups



1. Discuss what you would change if you were a leader in your school.
2. List your points down.
3. Share your points with the class.
4. Group members to comment on the presentation or ask any questions if necessary.

### Individually



1. Write what you would do differently if you were a leader in your school. Use about 100 words.
2. Share your ideas with the class.

## Activity 16: Creative writing

### In groups



1. Think of the importance of democracy.
2. Discuss democracy in your country.
3. List down the main points.

### Individually



1. Use the points above to creatively write a story on democracy.
2. Read the story to the class.
3. As a class, vote for the most creatively written story.
4. Take the story to the teacher for editing.
5. Forward the story to be published in the school magazine.

#### NOTE

Before writing the story, remember to plan, That is, your story should have an introduction, conflict, characters, among others. Remember to make your story interesting.

## Activity 17: Solving a puzzle

### In pairs



1. Copy the puzzle on page 18.
2. Circle the words you have learnt about democracy.
3. Add the words to your word bank book.

Read the words to the class.

G	A	B	V	C	D	E	F	G	B
H	O	S	O	V	E	R	E	I	A
L	J	V	T	K	L	M	N	O	L
P	Q	R	E	S	C	T	S	U	L
V		X	R	R	A	D	T	Y	O
A	P	A	I	G	N	E	A	D	T
Z	A	B	G	C	D	M	T	D	E
F	G	H	H	I	I	O	E	J	K
L	M	N	T	O	D	C	P	N	Q
R	S	T	U	V	A	R		X	T
P	R	E	S	D	T	A	Y	Z	A
B	T	C	E	L	E	C	C	D	E
F	G	H	I	J	K	Y	M	N	O
P	Q	N	G	I	A	P	M	A	C

## Activity 18: Further learning

In groups



Study the report below:

### REPORT ON THE ELECTION OF STUDENT LEADERS IN SUNRISE PRIMARY SCHOOL HELD ON 5<sup>TH</sup> FEBRUARY, 2015

#### Introduction

Sunrise Primary School had a lot of activities this year. One of the major activities was the election of student leaders. This report will summarise the process of the election, the outcomes and the conclusion.

#### Nomination of candidates

Pupils from various classes came forward to make their interests in various posts known. The number was very high. This forced the discipline master to lower it down. The level of integrity, honesty and discipline among the learners were used to disqualify some of the aspirants from vying. It was decided that each post should have three candidates.

## Campaign Process

The campaigning process then kicked off in earnest with various candidates trying hard to convince the students who in this case were the voters to vote for them. Unfortunately some candidates resorted to bribing the voters by buying them bread and giving them money. Mr Okello the discipline masters intervened and the culprits were punished and disqualified from the elections.

## Voting day

When the long awaited day finally came, the students were very excited. They woke up earlier than usual, took breakfast and by 9:00 a.m. the voting started. Each voter was given the ballot papers on which they were to select their preferred candidate. The voting process was smooth and it took exactly 30 minutes.

## Counting of votes and declaration of the winners

The counting of the votes was done immediately after the voting. The team involved in the counting process included two representatives from each class, class teachers and the deputy head teacher. This took about one hour. The students were then summoned for an assembly by the head teacher, Mrs Okot. The head teacher gave a long speech about integrity and honesty. She also congratulated the students for successfully electing the new student leaders. The deputy head teacher then took over and went ahead to announce the newly elected leaders who stepped forward. They were each given a badge and appreciated by everyone.

## Conclusion

The school managed to successfully elect the new student leaders despite the few challenges of bribery. The students got to learn the importance of a free and fair election.

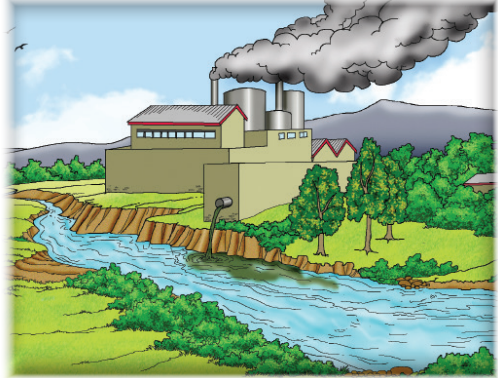
## NOTE

That a report is an account of something that one has done, observed, heard or investigated.

1. Now, find out about other countries that practise democracy.
2. How do they exercise their democracy?
3. Using the format above, write a report on your finding.
4. Share your report with the rest of the class.
5. Give comments on each group's presentation.



Activity 1: Vocabulary on climate change



In groups



Look at the pictures above.

1. What is happening in each of the pictures? Tell your friend.
2. Have you ever seen any of the above? Where?
3. How did it make you feel and why?
4. What did you do about it?

Take turns to present your answers to the class.

## Word attack

Individually



Use the words in the box to complete the sentences on page 22.

atmosphere   weather   place   drought   habitat

1. "The \_\_\_\_\_ is a bit calm today," John said.
2. So many animals died during the \_\_\_\_\_.
3. All animals and plants in their natural \_\_\_\_\_ are at risk of dying due to the rapid climate changes.
4. The emission of smoke from factories has led to the pollution of the \_\_\_\_\_.
5. I found it hard surviving in a \_\_\_\_\_ where there is no rain.

In groups



1. Find the meaning of the words below from the dictionary:

drought   ecosystem   environment   pollutant   infectious

2. Use the words to make your own sentences.

Read your sentences in class.

Individually



Match the words in A with their meanings in B.

A	B
climate	the current conditions of the atmosphere at a particular place and time
atmosphere	the average weather pattern over a long period of time
drought	a substance that contaminates the atmosphere
pollutant	a period of unusually dry weather that causes significant shortage of water for ecosystems and humans
weather	a mixture of gases such as nitrogen, oxygen and carbon dioxide that surrounds the earth

## Activity 2: A debate on climate change

As a class



1. Divide yourselves into two groups.
2. One group should oppose the motion while the other group proposes the motion.
3. Debate on the motion: **People are to blame for climate change.**

### NOTE

When sharing your opinions on the motion. Give good reasons to support your answers you can use words like **because, nevertheless, furthermore, consequently, as a result**, among others to make your points more convincing.

4. With the help of the teacher appoint others to help organise the debate.

5. Marks will be awarded for relevant points.
6. Appreciate the winning team.

Individually



Write a composition with the tittle:

(a) People are to blame for climate change.

OR

(b) Climate change is caused by nature.

### Activity 3: Reading comprehension

As a class



#### Before reading

1. Look at the picture in the story below and read the title of the story.
2. What do you think the story is about? Share your guesses with your classmates.

Read the story below.

## Causes and effects of climate change

Climate has been changing rapidly not only in Africa but also in the world at large. Climate change simply refers to the seasonal changes for a long period of time.

The climate patterns play an important role in shaping natural ecosystems, and the human economies and cultures that depend on them. For example: the changes in climate can affect how people, plants and animals live.



As the climate is always changing through a natural cycle, the world is now worried about the changes that are occurring today as it has begun affecting people.

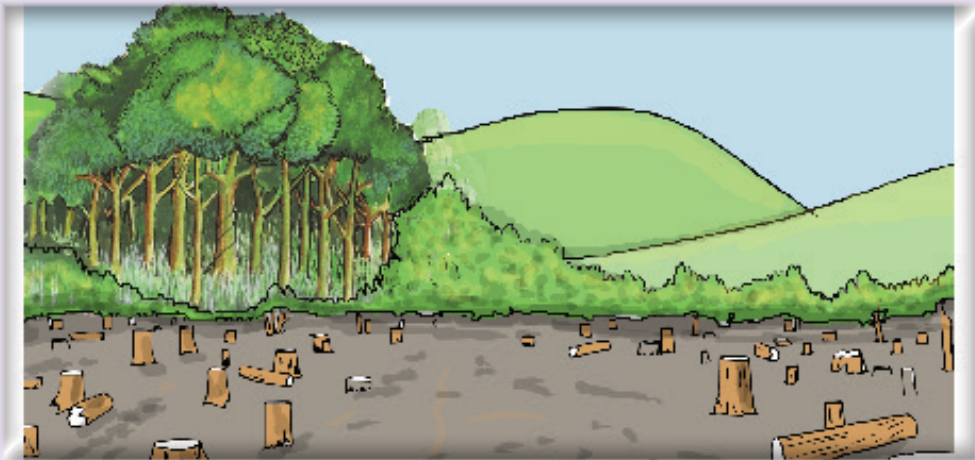
There are two main causes of climate changes; natural causes and human activities. Natural causes include volcanic eruptions, ocean currents and solar variations. The volcanic eruptions have affected climatic pattern for years. Furthermore, ocean currents are one of the natural causes that affect climate changes. The ocean is the major component of the climate system. The oceans cover about seventy-one percent of the earth and absorb about twice as much of the sun's radiation as the atmosphere or the land surface. Winds push horizontally against the sea surface and drive ocean current patterns. Besides that, the oceans also play an important role of the concentration of carbon dioxide. The changes in ocean circulation will affect the climate through the movement of carbon dioxide into or out of the atmosphere.

Human activities also play a major role in climate change. From the 19<sup>th</sup> century, the Industrial Revolution saw the large-scale use of fossil fuels for industrial activities. Therefore, they created many jobs for the people resulting too many people moving from rural areas to cities. Many vegetation areas were cleared to become houses or factories for industries.

Natural resources are being used extensively for construction, industries, transport and consumption. All this has contributed to the rise of greenhouse gases such as methane and nitrous oxide in the atmosphere which has caused climate change.

There are several effects of climate change in our environment. First, climate change in the world will affect human health. Past researches showed that climate change affects human health. One can suffer from respiratory diseases such as asthma.

Secondly, climate change will also affect plants and animals in their habitat and ecosystem. For example, the water sources may change, the food chain may be destroyed and the medicine sources may change. In addition to that the marine ecosystem will be affected not only by an increase in sea temperature but also ocean acidification, which increases the exposure of delicate ecosystems such as coral reefs.



Besides that, climate change also impacts psychosocial and mental health.

This includes stress, guilt and anxiety to adapt and cope with the new changing weather conditions.

However, the government, community and society can come up with solutions. The government can help the communities and businesses to reduce deforestation, plant new trees in the empty land and help them earn sustainable livelihoods to adapt to the changing climatic conditions. Schools should also be taught the need to take care of the environment.

In conclusion, to protect our environment and give our next generation a better place to stay, we must always know how to prevent the climate changes for example stop cutting trees. Therefore, let us together protect and love our beautiful Mother Earth that was given by God and try to keep her healthy as long as we can.

### Activity 4: New words and phrases

In groups



1. Read the story above again silently.
2. Identify all the new words and phrases from the story.
3. Say the meaning of the words as used in the passage.
4. Add the new words to your word bank.

### Activity 5: Oral discussion

In groups



Do the following:

1. Summarise the key points of the passage 'Causes and effects of climate change'.
2. What lessons did you learn from the story above?
3. **Tell the class:** Have you ever experienced climate change? How did you know it was climate change?
4. Share your answers with the other groups.
5. Ask questions or give comments on the presentations.

Use the correctly written words above to make your own sentences.

## Activity 6: Read and act a conversation

In pairs



Read the conversation below.

**Boi:** The climate of this place must have really changed!?

**Riya:** Why?

**Bois:** It never used to rain in November. Look it has rained so much that it is flooded.

**Riya:** You are right. This place used to have drought during this time of the year. What could be the reason?

**Boi:** Nowadays, there are so many changes in climate. Probably because of the programme that our environmentalist, introduced.

**Riya** Which one?

**Boi:** Afforestation programme where all students plant two trees in drought-stricken areas. Remember trees attract rainfall.

**Riya:** You are right.

In pairs



1. Read the above conversation.
2. Role - play in groups.
3. Give comments on the role - play based on:

- The relationship between the facial expression and what is being said
- The use of voice and the level of its energy
- The movements made on stage
- Proper management of stage, space and time



As a class



1. Discuss the meanings of the words in bold on page 28.
2. Add the words to your word bank.

### Activity 7: Summarising a conversation

Individually



1. Summarise in about 20 words the key points made in the conversation on page 28.
2. Read your summary to the class.

As a class



1. Listen to the summary being read out by your classmates.
2. Ask relevant questions or comments if any regarding the summaries.

### Activity 9: Reading an extract on climate change

As a class



Read the extract below in turns.

#### Global temperature rise

The planet's average surface temperature has risen about 2.0 degrees Fahrenheit (1.1 degrees celsius) since the late nineteenth century. This change is driven largely by increased carbon dioxide and other human-made emissions into the atmosphere. Most of the warming occurred in the past thirty-five years, with sixteen of the seventeen warmest years on record occurring since 2001. Not only was 2016 the warmest year on record, but eight of the twelve months that make up the year — from January through September, with the exception of June — were the warmest on record for those respective months.

## In groups



1. Say what the extract above is about.
2. What is the evidence of climate change explained in the extract above?
3. Present what you have discussed to the class.
4. Ask questions or give comments on the group presentations.

## Activity 10: Talking about climate change

### In groups



Read what the following people are saying.



My name is Akelo. The climate today is not the same as the climate years back. A lot has changed globally both in the sea and land. Well, we humans have to a certain extent contributed to the great changes of climate. It is however my responsibility to ensure it does not move from bad to worse.



My name is Lowi. Climate change has not affected me in any way. In fact I am still the way I was for over twelve years now. I don't think climate has really changed. If it has, then I haven't felt any great impact.

Answer the following questions.

1. Whose words are factual? Say why you think so.
2. Why do you think the other learner's words are not factual?

### Activity 11: Reading fiction story on climate change

#### Before reading

1. Read the title of the story below.
2. What do you think the story is about? Share your guesses with your classmates.



Read the story below.

### It makes a difference!

Once upon a time, there was a wise man who used to go to the ocean to do his writing. He had a habit of walking on the beach before he began his work. One day, as he was walking along the shore, he looked down the beach and saw a human figure moving like a dancer. He smiled to himself at the thought of someone who would dance just like that in broad daylight, and so, he walked faster to catch up.

As he got closer, he noticed that the figure was that of a young man, and that what he was doing was not dancing at all. The young man was reaching down to the shore, picking up small objects, and throwing them into the ocean.

He came closer still and called out "Good morning! May I ask what it is that you are doing?"

The young man paused, looked up, and replied "Throwing starfish into the ocean."



"I must ask, then, why are you throwing starfish into the ocean?" asked the somewhat startled wise man.

To this, the young man replied, "The sun is up and the tide is going out. If I don't throw them in, they will die."

Upon hearing this, the wise man commented, "But, young man, do you not realise that there are miles and miles of beach and there are starfish all along every mile? You can't possibly make a difference!"

At this, the young man bent down, picked up yet another starfish, and threw it into the ocean. As it met the water, he said,

"It made a difference for that one."

## Activity 12: New words and phrases

In groups



1. Identify any new words or phrases from the story 'It makes a difference'.
2. Say the meaning of the words as used in the story.
3. Share the words with the class.
4. Add the new words to your word bank.

## Activity 13: Oral discussion

In groups



Do the following.

1. Retell the story 'It makes a difference'.
2. What lessons did you learn from the story?
3. Have you ever seen a star fish?

Share your answers with the other groups.

Individually



Imagine you saw someone cutting down trees. Write one paragraph on what you would do or say to them.

## Word attack

Use the words in the box to complete the sentences.

drought   habitat   environment   atmosphere   climate

1. \_\_\_\_\_ is the weather conditions of a place recorded over a long period of time.
  2. We need to take care of our \_\_\_\_\_.
  3. There are so many gases found in the \_\_\_\_\_.
- 
4. Arid areas are prone to \_\_\_\_\_ in the better part of the year.
  5. Wildlife are animals and plants in their \_\_\_\_\_.

### Activity 14: Writing a balanced report on climate change

In groups



Refer to the passage 'Causes and effects of climate change' in Activity 4 and the extract in Activity 7.

1. Come up with points showing different views on climate change.
2. Write a balanced report that sums up several points about climate change and its effects.
3. Refer to the sample of the report in unit 1.

## NOTE

Your report should have the following:

- (i) The title of the report
- (ii) An introduction
- (iii) Points on causes of climate change
- (iv) Points on both positive and negative effects of climate change.
- (v) What is to be done in future so as to bring about favourable climate conditions
- (vi) Conclusion

### As a class



1. Read your reports in turns.
2. Give comments on these reports on whether they have the correct structure of a report.

### Activity 15: A puzzle on climate change

#### In pairs



1. Create a puzzle (word search) and add at least ten vocabulary learnt in this unit about climate change.
2. Let your partner look for the words as you do the same.
3. Circle the words.
4. Appreciate your partner if he or she finds all the words.

Share the words you wrote with the class.

### Activity 16: Further learning

#### In groups



1. Find out other causes, effects of climate change that have not been talked about in this unit.

2. Use the information to write an essay.
3. Present what you have written to the class.
4. Ask questions or give comments in any of the presentations.

## NOTE

Your essay should be divided into paragraphs. Each paragraph should contain different points.

Paragraph 1 – Introduction: In the introduction write or state what you will be discussing and your position on the topic.

Paragraph 2 – Body 1

Paragraph 3 – Body 2

Paragraph 4 – Body 3

} For the body: write your points here. In each paragraph talk about one point. Use examples and reasons to support your points.

Paragraph 5 – Conclusion: Say again your position and let it reflect your argument.



## Activity 1: Vocabulary on a sustainable future

In pairs



(a) Look at the pictures below.



(b) What is happening in each of the above pictures?

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_

## Individually



Complete the following sentences using the words in the box:

developed economy infrastructure literacy industry

a

b

1. The \_\_\_\_\_ of this country will depend on its leadership.
2. We need to improve our \_\_\_\_\_ skills in future.
3. The government needs to spend more money on repairing and maintaining \_\_\_\_\_.
4. The manufacturing \_\_\_\_\_ needs to be improved in this country.
5. In future, South Sudan should be d\_\_\_\_\_.

## In groups



1. Read the words below:

urban rural resources deforestation desertification

2. Use a dictionary to find the meaning of the words above.
3. Construct sentences to bring out the meaning of the words.



Match the words in A with their meaning in B

A	B
economy	the organised action of making goods and services for sale
education	basic facilities and capital equipment needed for operations
industry	the system of production distribution and consumption of goods and services
infrastructure	knowledge acquired by receiving instructions

## Activity 2: Giving a speech on a sustainable future

### NOTE

Sustainability refers to the balancing act that ensures the present needs are satisfied without compromising the ability of people yet to be born to satisfy theirs.

### As a class



1. Imagine you are in charge of all the agricultural resources in your country.
2. In groups of five, discuss your plans for the future to ensure sustainability of agricultural resources.
3. Appoint a leader among you to present the points to the class.

## Activity 3: Reading on a sustainable future

### Before reading

#### As a class



1. Look at the title of the passage below.
2. What do you think the passage is about?

## A sustainable future

With thousands of newly displaced people, there is an immediate need of health care, water and sanitation. The rainy season worsened the situation by increasing the spread of waterborne diseases. My town-Baju hence, was in dire need of assistance.

Organisations were ready to help fulfill these urgent needs, but first my team and I had to ensure the safe passage of humanitarian workers. Destruction and damage to humanitarian facilities was unacceptable and had to stop.

I had worked in my country for over ten years. Besides providing clean water, sanitation services and operating schools for children, my team and I delivered essential supplies such as fishing and farm tools. We also created jobs through cash-for-work projects such as dyke construction designed to prevent flooding of farmland. These efforts went a long way towards securing a stronger future for the people of my country.

However, the rainy season had made it more difficult and expensive to transport commodities through the country. Some of our staff members — almost all of whom are from my country — walked through waist-high water to get supplies to families in need. In Baju, several people in our team had to flee their homes and look for shelter with relatives or in churches. One member had been at her church since the previous year; she could go home only briefly to get food and then immediately return to the church. That trend was becoming more and more necessary for many people living around Baju.



The people of my country are resilient. They talk hopefully about what life would be like “when peace comes.” Despite the tension in our country, our staff members reported that shopkeepers were trying to reopen businesses, but in some places there was nothing left to sell.

In my capacity, I urged all our politicians to come together to spread the message of peace since a peaceful country develops in all sectors of the economy.

My country needs a lot of support from the neighbouring countries and the world at large since no man is an island. My country is a country on a cliff-so new yet so strong-and all of our help and attention is needed now, and in the years to come, if this new country is to realise its bright future.

#### Activity 4: New words and phrases

In groups



1. Identify any new words or phrases from the passage above.
2. Infer the meaning of the words as used in the passage.
3. Add the new words to your word bank.

#### Activity 5: Oral discussion

In groups



Do the following:

1. Retell the story 'A sustainable Future'.
2. What lesson did you learn from the story above?
3. Have you ever been affected by floods? Narrate your experience to the group.
4. Ask questions or give comment on the experiences shared by others.

#### Activity 6: Answering comprehension questions

In pairs



Read the story 'A sustainable economy' again and answer the following questions.

1. What is the story about?
2. What are the issues of sustainability highlighted in the story above?

3. What are the threats to our future according to the story?
4. Make a written and oral presentation of ways of achieving sustainability.

## Word attack

### Individually



#### (a) Construct sentences using the words below:

1. sustainable
2. development
3. progress
4. economy
5. progress

### In pairs



#### (b) Use the words in the box to complete the sentences:

economy employed conserve infrastructure education

1. Mr Okengo has promised to develop our \_\_\_\_\_ next year for easy movement.
2. We need to \_\_\_\_\_ our environment if we need a sustainable future.
3. The \_\_\_\_\_ of our country will only improve if there is peace.
4. Our youth need to be \_\_\_\_\_ to stop petty crimes.
5. Without \_\_\_\_\_ there is no sustainable future.

## Activity 7: A debate on a sustainable future

### As a class



1. Debate on the motion: 'It is the responsibility of the government for a country to have a sustainable economic future.'
2. Divide yourselves into two groups.
3. One group to be the opposers and the other group the proposers.
4. Remember to use the persuasive words such as **in fact**, **furthermore**, **nevertheless**, **undoubtedly** among others when making a point.
5. Write the points for and against the motion of the debate.

## Activity 8: Act a conversation on a sustainable economy

### In pairs



- (a) Read the conversation below.

**Achol:** We really need to take care of our environment!

**Ladu:** Why?

**Achol:** To avoid diseases, death of our wild animals, pollution just to mention but a few. This will ensure that we have a sustainable future.

**Ladu:** You are right. We need to have a bright future where many people are employed and a stable economy.

**Achol:** Yes, and that can only be achieved through hard work and working as a team. Remember unity is strength. How I wish this peace we have now be there in the years to come.

**Ladu:** Yes that would be really nice. Bye.

**Achol:** So long.

### In pairs



1. Role-play the conversation.

2. Present it to the class.

### In groups



1. Summarise the above conversation in about 20 words.
  2. Discuss other issues on sustainable economy that were not mentioned in the conversation.
- (b) Share your answers with the class.

### Activity 9: A poem on a sustainable economy

#### As a class



Read the poem below.

#### In service of the earth

To those who heal and protect the earth,  
In small ways and large.

To those who throw a protective shield against  
Industries toxic gases,

Valued be the composters; gardeners;

Breeders of worms; frogs, bees and soil  
renewers

To those who train dogs for the military vet.

Much appreciation, though we've never met

To those who choose to purify the air

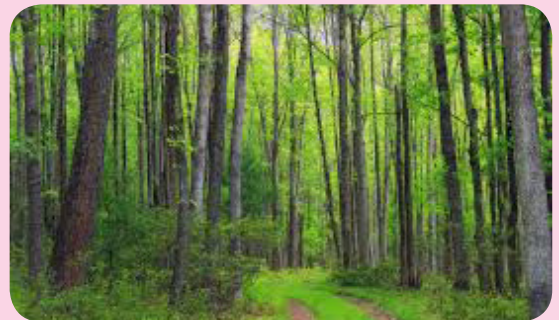
Makers of clean water

From rivers, lakes, creeks and seas

And those who plant trees.

And fight pollution by recycling

Thank you all, you will always be remembered.





Recite the poem before the class.

In groups



Orally discuss the following questions.

1. How do you feel when you read the poem 'In service of the earth'?
2. Which part of the poem is difficult to understand?
3. What do you think is the message of this poem?

Activity 10: Answer comprehension questions

In pairs



(a) Read the poem 'In service of the earth' again then answer the following questions

1. What do you think the poem is about?
2. How do you think one can purify water?
3. What can you do in service of the earth to make it a better place?
4. List some of the things happening in the present world that are mentioned in the poem.
5. Identify one example of a simile in the poem.

In groups



1. Talk about how the future will be if people do not change for the better.
2. Write a poem highlighting some of the things that will happen in the future.

#### NOTE

When writing a poem

- Use short sentences
- Use the kind of language that will create an image in the reader's mind
- Write in verse form.

3. In turns, read the poem in class.
4. Vote for the best poem that is creatively written.
5. Hang the poem on the noticeboard.

(b) Read it and recite to the class.

### Activity 11: Talking about a sustainable economy

In groups



1. Come up with ways of achieving a sustainable economy.
2. List all of them down.

In turns, present your answers to the class.

### Activity 12: Writing a report on a sustainable economy

In groups



1. Write a report on how to achieve a sustainable economy.
2. Your report should have the following subtitles:
  - (a) Climate change
  - (b) Water scarcity
  - (c) Food production
  - (d) Energy

Present your report to the class.

## Activity 13: Writing about occupations

### As a class



### Read what Kamal is saying about his future:

My name is Kamal. I am a thirteen year old citizen of South Sudan. Very soon I will be graduating to the next level of my academic ladder. I hope to learn and do new things. I am optimistic in some years to come I will work in a well-paying company and in a peaceful environment. I plan to live in a big house and drive a big car. I will own a company and will employ so many people from far and wide. In future, I hope there will be improved infrastructure and other social amenities. My children must acquire the best education since the schools will have been equipped with state-of-the art facilities. Indeed my future is bright.



### In pairs



1. Listen as your teacher tells you how he or she imagines the future to be like.
2. Comment on the teacher's imaginary future.
3. Discuss how you imagine the future to be like.
4. Write about your own visions about the future and remember to give good reasons to support your points.
5. In turns, share your visions with the class.
6. Ask questions or give comments if any on the shared visions.

## Activity 14: Further learning

### Individually



1. Get any fiction story or extract from a book, article, journal or magazine that talks about a sustainable economy.
2. Read and summarise the key points.

3. Present your points to the class.
4. Give comments on the presentations on whether the points were brief but clear.

### Activity 15: In summary

#### In groups



1. List down all the ways of achieving a sustainable future as highlighted in this unit.
2. Design a poster and write all the points down.

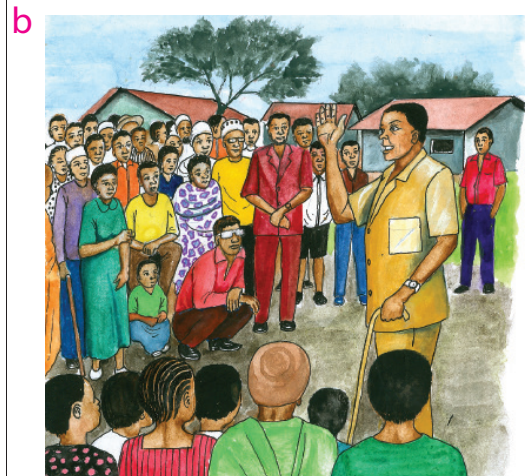
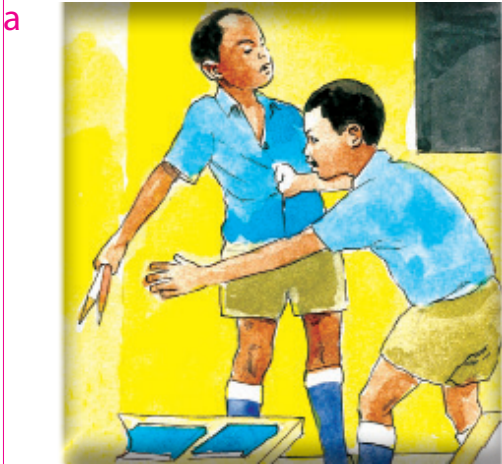
#### NOTE

#### A good poster should be:

- Eye catching, has different colours
  - Clear and simple
  - Short and convincing
3. Hang the best poster on the noticeboard.

## Activity 1: Vocabulary on conflict resolution

As a class



In groups



1. Look at the pictures above.
2. Explain what is happening in the pictures.
3. Say if you have you ever been involved in a conflict.
4. What was the conflict about and how did you resolve it?

5. Share what you have discussed above with the class.
- 6.. Ask questions or give comments on the experiences shared by the other learners.

### In groups



1. List down at least five causes of conflicts in the society.
2. Suggest ways of avoiding such conflicts.

Share the answers to the class.

#### NOTE

A conflict is a state of opposition between persons, ideas or interests.

To reconcile is to resolve a conflict.

## Word attack

### Individually



Choose the correct word to complete the sentences:

1. We need to be \_\_\_\_\_ among ourselves if we need to live \_\_\_\_\_. (peacefully / honest)
2. We should not \_\_\_\_\_ instead we should seek a lasting solution to our \_\_\_\_\_. (revenge / disagreement)
3. When you have been \_\_\_\_\_ you should be willing to \_\_\_\_\_ and move on. (forgive / hurt)

### As a class



1. Divide yourselves into two groups.
2. Debate on the motion: 'There can never be peace without justice'.
3. Write the points for or against the motion. Remember to be as persuasive as possible.
4. Appreciate the winning team.

## Activity 2: Role-play on conflict resolution

### In groups



1. Imagine two of you have disagreed on who owns the pen.
2. Amongst you, one of you should act as a mediator.
3. Let him or her call those in conflict together.
4. Talk to both parties until they reconcile.
5. How did you feel when a conflict was solved through this method?

Present your act to the class.

## Activity 3: Reading about conflict resolution

### Before reading

#### As a class



- Look at the picture in the story below and read the title of the story.
- What do you think the story is about?

Read the story below.

### In the process of healing

Jane recalls the first meeting of her group. It attracted more than a hundred women from different communities and political sides. It was mid-January and the general insecurity and social uncertainty in the slums was beginning to take hold, Tai, slum, whose population stands at close to a million people, in Awa state – home to one of the presidential aspirant.

The supporters were unhappy with the results of the election. Spontaneous act of violence erupted, inviting a heavy police response. What had seemed like an episode of brutality from the police and local youth became a permanent fixture of life in Tai.

That first meeting, which formed the Tai Women for Peace and Fairness group, was the people's way of taking matters in their own hands.



They have met every Saturday at the District Commissioner's office to share their experiences during the week, telling stories that capture the importance of co-existence.

"We opted for a homegrown solution. We made a decision to sweep our own house instead of waiting for someone from far to clean it for us," says Jane. Although Tai is the apple of many a philanthropist's eye, at its time of crisis there were not too many good Samaritans. Blood flowed in the trenches, women lay hurting and many others were nursing injuries or sleeping in the cold because their homes were destroyed or taken over.

The women agreed to dress in T-shirts with the colours and symbols of the political party they supported. In those edgy days, it was meant as a statement of political tolerance in a time of strife.

"We also try to narrow people's mistakes down to individuals and not tribes or political parties. This is a way of fostering peace and reconciliation among the residents," says Mary; the group's chairperson.

During the International Women's Day, on March 8, 2008 the group, working with the International Medical Camps-visited the hotspots where violence had become the way of life. They talked to the youth and negotiated for peace. Calm has since returned to Tai, but the women know that the work of peace is never quite done. Their meetings are still attended religiously as a way of ensuring unity and peace.

(Adapted from *The Shadows of Death*)

## Activity 4: New words and phrases

As a class



1. Identify any new words or phrases from the story 'In the process of healing'.
2. Infer the meanings of these words as used in the story.
3. Add the new words to your word bank.



## Activity 5: Oral discussion

In pairs



1. Retell the story 'In the process of healing'.
2. What lessons did you learn from the story?
3. Have you ever experienced violence because of your tribe? What did you do?
4. Share your answers with the class.
5. Ask questions or give comments on the experiences.

## Activity 6: Answering comprehension questions

Individually



Read the story 'In the process of healing' again then answer the following questions.

1. What is the story 'In the process of healing' about?
2. What was the cause of the conflict in the above story?
3. How was the conflict resolved?
4. Do you think people should fight because of politics? Give reasons why you think so.

## Activity 7: Making oral and written presentations

In groups



1. Imagine you are a news reporter. Use the story in Activity 4 'In the process of healing' and your own knowledge of conflict resolution to report on the causes of conflicts and ways of resolving them.
2. Present the report before the class in turns.

## Word attack

Individually



Match the words in column A with their meaning in column B.

A	B
resolution	to recreate friendly relationship
reconcile	A state of opposition between people ideas or interests
peace	act between people with a view to solve the disagreements
mediate	the state prevailing during the absence of war
conflict	finding a solution to a problem

## Activity 8: Acting about conflict resolution

In pairs



Read the dialogue below in turns:

**Wani:** Do you know Keji fought with her friend yesterday?

**Bol:** Why?

**Wani:** Well, she abused her about her father who failed in the last politics then a fight started.

**Bol:** Did anyone get hurt?

**Wani:** No. Being a prefect, I acted as the mediator and helped bring the conflict to an end.

**Bol:** That was so thoughtful of you. In this time and age we should not engage in fights.

**Wani:** Sure, I have to go now, bye.

**Bol:** Bye.

1. Act out the conversation on page 54.
2. Each pair to act before the class.

### As a class



1. What have you learnt from the conversation on page 54??
2. Summarise the key points you have learnt.
3. Talk about other ways of solving conflicts that you know.
4. Write the points down.

Share the points with the class.

### Activity 9: Reading an extract on conflict resolution

#### Before reading

### As a class



1. Is there anyone you feel has really wronged you? What did he or she do to you?
2. What would you do if you saw this person in trouble?

Read the story below.

Remarque's book, 'All Quiet on the Western Front' tells of a remarkable encounter between two enemy soldiers during the Second World War. During the battle a German soldier took shelter in a crater made by artillery shells. Looking around he saw a man wounded; an enemy soldier. He was dying. The German soldier's heart went out to him. He gave him water from his container and listened as the dying man spoke of his wife and children. The German helped him find his wallet and took out pictures of his family to look at one last time.

In that encounter these two men ceased to be enemies. The German had seen the wounded soldier in a new way. Not as an enemy combatant but as a father, a husband, someone who loves and is loved someone just like him.

This is always the path of peace and reconciliation, learning to truly see the other and in them recognising someone just like yourself.

## Activity 10: Oral discussion

### In groups



1. Discuss what you have read in the extract on page 55.
2. What was the conflict in the extract?
3. What would you have done if you are the soldier who saw the enemy soldier dying?
4. Do you think forgiveness is a way of solving conflicts?
5. Why is it important to forgive someone who offends you?

Share your answers with the class.

## Activity 11: Writing a balanced report on conflict resolution

### In groups



1. Refer to the story 'In the process of healing' on page 51-52.
2. Write a report that sums up several points of view about conflicts and reconciliation.
3. Remember to use the correct structure of the report as seen earlier.
4. Present the report to the class.
5. The other group members to ask questions or give comments on the reports. They can say:

- (i) what they like about the reports
- (ii) what is not clear in the report
- (iii) what the group members can do to make the report better
- (iv) what was left out in the report

## Activity 12: Talking about conflict resolution

In groups



Listen to the following learners talk about conflicts.

My name is Achol. I think in this world there must be conflicts. I have been in conflicts myself severally but then I came up with solutions to bring the conflicts to an end.



My name is Riya. I have never been involved in any conflict. I have had a smooth and easy life for a long time. I have never quarreled with anyone. I do not think conflicts exist!



## In groups



1. Do you think Achol is right? Why?
2. Do you think Riya is right? Why?
3. What is your own opinion about conflict resolution?
4. Share your opinions with the class.

## Word attack

### Individually



(a) Use a dictionary to check for the meaning of the words below.

1. conflict
2. peace
3. war
4. mediator
5. reconcile

(b) Construct your own sentences with the words above.

## Activity 13: Reading a story on conflict resolution

### Before reading

### As a class



1. What would you do if someone demands you give them your money? Why?



Read the story below.

### Never say die

St Camillus Community Youth Project's workshop stands in the midst of Lol slum. Hadija and the other eleven members of the project received a hundred-thousand-pound loan from the Youth Enterprise Fund to buy three sewing machines and rent space to provide skills and training for young people.

Hadija wanted to use the funds for the project's sustainability and expansion. However, that vision was cut short when a group of youth volunteers at the project started demanding a share of it, saying it was 'free money' from the government.

One day the youth she had been training confronted her at the workshop to demand money from her. They threatened to torch the building if she did not give them money in cash. Hadija knew the threats were not empty and parted with ten thousand SSD pounds. As Hadija and her friends were wracking their brains on how to recover the funds and begin repaying the loan, violence erupted in the aftermath of the elections.

Looters invaded Hadija's shop and took away property valued over ten thousand pounds and then torched it.

However, Hadija being strong-willed soldiered on and forgave those who torched her shop and made away with valuables.

So far, the group has trained seventy young people in tailoring, art design and dressmaking in the past two years. Despite the many disappointments, Hadija still continues making a difference in her small capacity.



## In groups



1. Discuss the effects of conflicts as seen in the story above.
2. Suggest possible ways of resolving these conflicts.

## Individually



1. Talk about a conflict you have ever been involved in and how it felt, was it good or bad?
2. How did you resolve the conflict? Do you think that was the best thing to do?
3. What could you have done to avoid these conflicts?
4. Now, write your story about this conflict. Start your story with 'It all started when.....'

## Activity 14: A puzzle on conflict resolution

### In pairs



1. Create a puzzle (word search) and add at least ten vocabulary you have learnt in this unit.
2. Let your partner look for the words as you do the same for their own puzzle.
3. Circle the words.
4. Appreciate your partner if he or she finds all the words.

## Activity 15: Further learning

### In groups



1. Find out more causes of conflicts in your community.
2. Ask the members or your parents to suggest how they can be resolved.
3. Read extracts from journals, magazines and newspapers that talk about conflict resolution.

Present what you found out with the class.



## Activity 16: In summary

### In groups



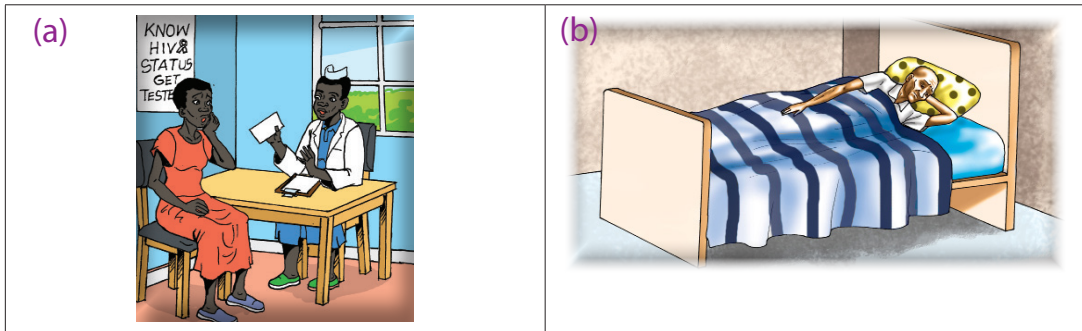
1. Summarise the key points about conflicts and reconciliation.
2. Present the key points to the class.
3. Ask questions or give comments on the presentation in terms of:
  - How clear the points were.
  - Whether all the points were included.

# Unit 15

# HIV and AIDS

## Activity 1: Vocabulary on HIV and AIDS

In pairs



In groups



1. Look at the pictures above.
2. Describe what you can see in the pictures.
3. Do you think HIV and AIDS is a bad disease? Say why.
4. Share your views with the class.
5. Give comments or ask questions on the views.

In groups



1. Read out the words below:

deadly	disease	antiretroviral	hospital
unprotected	virus	immune	antibodies
infections	doctor	transmitted	abstain
blood cells	healthy	kills	living
talking	stigmatise	sick	testing

2. Use the dictionary to find out the meaning of the words.
3. Choose the ones you can use to describe the pictures above.

### NOTE

HIV stands for Human Immuno Deficiency Virus, AIDS stands for Acquired Immune Deficiency Syndrome. There is no cure for HIV and AIDS but ARV (Antiretroviral) are used to minimise the intensity of HIV and AIDS.

## Activity 2: Reading descriptions

In pairs



1. Read the short descriptions below.

A

The compound is clean and has many paths leading to different buildings. Rebecca walks along one path and sees a door to one of the buildings written X-ray room and on another door in-patient. Which place is this?

Noor is a tall boy. He likes reading storybooks and writing short stories. Every morning he wakes up early, puts on his uniform and after breakfast, he runs to school. Who is Noor?

2. Guess where the speakers are or who they are.
3. Share your guess with the class.

## Activity 3: Reading comprehension

### Before reading

1. Read the title of the story on page 78.
2. Do you know what HIV and AIDS is? Share with the class what you know.



Read the story below.

### HIV and AIDS is real and it kills!

“Good morning, class, my name is Doctor Adut. I am here today because your teacher, Mrs Okello asked me to come and talk to you about a deadly disease called HIV and AIDS. How many of you have ever heard about HIV and AIDS or even read about it?

Today, I want to tell you that HIV (Human immuno deficiency Virus) is not a fiction but a reality.

HIV is the virus or foreign body that causes AIDS, (Acquired Immune Deficiency Syndrome). This is a condition whereby antibodies and white blood cells in our bodies fail to fight foreign bodies and so the body is not able to defend itself against infection.

Many people living with HIV and AIDS become weak. This is because the sicknesses they get keeps recurring and some of them take long to heal. Presently, there is no cure for HIV and AIDS but people who have been infected with the disease are advised by doctors to use some medicine that can prolong their lives. These are called antiretroviral (ARV) drugs.

Doctors use the antiretroviral drugs to prevent HIV infection. In case a person is exposed to the virus through rape, PEP (Post Exposure Prophylaxis) is administered to them.

You can get AIDS from contact with infected blood, semen or vaginal fluids. Most people get the virus by having unprotected sex with people who are infected.

Another common way of getting it is by sharing needles with someone who is infected with HIV. The virus can also be transmitted through transfusion with infected blood.



We can avoid being infected by leading morally upright lives and for the married people they should remain faithful to their partners. For us in school, we should abstain from sex. We should also not share needles and razor blades with anyone.

Remember that people living with HIV and AIDS should never be stigmatized. They should eat healthy and lead a normal life like any other person. Let us all preach the news about HIV and AIDS positively without looking down upon the ones infected.”

All the class eight pupils were happy after Doctor Adut’s talk.They learnt a lot about HIV and AIDS and they thanked Doctor Adut.

### Activity 4: New words and phrases

In pairs



1. Identify all the new words and phrases from the passage ‘HIV and AIDS is real and it kills’.
2. Infer the meaning of the words as used in the passage.
3. Add the new words to your word bank.

### Activity 5: Oral discussion

In groups



1. What did you learn from the passage?
2. Have you ever seen someone suffering from AIDS? How did it make you feel?
3. Discuss how you can take care of a HIV and AIDS patient.
4. Discuss how HIV is transmitted from one person to another.
5. How do you think HIV and AIDS affects the community?
6. Share your answers with the class.
7. As a class ask questions and give comments on the presentation.

## Activity 6: Answering comprehension questions

In pairs



Read the passage 'HIV and AIDS is real and it kills' again then answer the following questions.

1. In the first paragraph, the deadly disease is\_\_\_\_\_.
2. What is the difference between HIV and AIDS according to the passage?
3. Is HIV and AIDs a dangerous disease? Give two reasons why you think so.
4. According to the passage, who gave a talk to the class eight pupils and who had invited her?
5. If you greet a HIV and AIDS patient with your hand can you get the disease? Why?
6. What can you do to avoid getting infected with HIV and AIDS?

## Word attack

Individually



(a) Use the dictionary to find the meaning of the words below.

retroviral	healthy	disease	stigmatise
immune	kills	abstain	antibodies
doctor	hospital		

(b). Use the words to make correct sentences

(c). Read your sentences in class.

## Activity 7: Role – play

As a class



1. Choose one pupil to act as a doctor.
2. Let him or her stand before the class and answer questions about HIV and AIDS asked by others.
3. Listen to the answers they give.
4. With the help of the teacher, confirm if the answers are correct.

5. Exchange the above roles.
6. Write all the points down as discussed.

### In groups



1. Discuss the different ways in which HIV is transmitted.
2. Report what you have discussed to the class.
3. Give comments on the reports by other groups in terms of how clear and relevant their points are.

### Activity 8: A poem on HIV and AIDS

#### As a class



Recite the following poem:

#### AIDS you are ruthless

What an illness  
My life is meaningless  
You make my life lifeless  
You make me hopeless  
What an illness!  
You don't care you kill all  
Both young and old  
Big and small  
Bad or good you are so cold  
What an illness!

The sky was blue  
Now its black  
People hate each other  
Because of you HIV and AIDS  
What an illness!  
You are ruthless.



## In groups



1. Close your eyes and think about the poem. What picture comes to your mind?
2. How does the poem make you feel? Support your answer using the poem.
3. Did you notice any pattern in the poem? Give an example.
4. What will you do differently after reading the poem?

## In pairs



(a) Read the poem 'Aids you are ruthless' again then answer the following questions.

1. Why is HIV and AIDS such a bad disease according to the poem?
2. Why do you think people hate each other because of AIDS?
3. Do you think the title of the poem is appropriate? Why?

(b) Share your answers with the class.

## Activity 9: Identifying rhymes in poems

## In pairs



1. Read the poem 'AIDS you are ruthless' again.
2. Did you notice that some lines of the poem end with similar sounds? Such words are said to rhyme.
3. Identify pairs of words that end with similar sounds in the poem for example: hopeless and lifeless.

Share your answers with the class.

## NOTE

Words are said to rhyme if they end with similar sounds, for example, king and sing, play and day.



## Individually



1. Write five pairs of words that rhyme.
2. In turns, share your answers in class.

## In pairs



Write a summary of about 20 words on the effects of HIV and AIDS mentioned in the poem 'AIDS you are ruthless'.

## Activity 10: Writing and comparing poems

## In pairs



1. Think about effects of HIV and AIDS.
2. Write the points down.
3. Compose a short poem using the points above.

## NOTE

### When writing a poem:

1. Communicate a theme or themes.
2. Use imagery like similes, metaphors, personification where necessary.
3. Choose your words carefully so as to create patterns and rhythm.
4. Remember to give the poem an appropriate title.

## As a class



1. Read the poems written above in turns.
2. The class to vote for the best written poem which should be interesting. Have rhymes and is creatively and clearly written.
3. With the help of the teacher, check and improve on the poems.
4. Forward the poem to be added in the school magazine.

Share the poem with your class.

## Activity 11: Acting conversation on HIV and AIDs

In pairs



Read the conversation below.

**Doctor:** Please tell me your name and what you do for a living.

**Opi:** My name is Peter Opi. I am a teacher. With me here is my wife, Keji.

**Doctor:** Oh ok, Keji, what do you do for a living?

**Keji:** I own a small kiosk in our payam.

**Doctor:** What has brought you to the hospital today?

**Opi:** Of late, I have been feeling tired, my head is always aching and I have skin rashes.

**Doctor:** Since when?

**Opi:** For a month now. I recently went to a clinic in our payam.

**Doctor:** Were any tests done on you?

**Opi:** Yes and the doctor there talked to me at length and finally told me I have an illness called HIV and so my wife should be tested too.



**Doctor:** Was she tested?

**Opi:** Yes, she also has the same illness.

**Doctor:** How can I help you?

**Keji:** We are so frightened, are we going to die soon? Please help us!

**Doctor:** No, you will live for long as long as you eat healthy and take the medicine I shall give you.

**Opi and Keji:** Thank you so much doctor, we shall follow all the instructions you will give.

**Doctor:** That's good and you are welcome.

Practise the conversation above and then act it to the class in

turns.

In groups



Let us ask the doctor questions.

1. Imagine you were Keji. Write five questions you would want to ask the doctor.
2. One of you to act as the doctor. Ask him or her the above questions.
3. Exchange roles.
4. Present before the class.
5. Let the class vote the best group and give comments on the presentation.

NOTE

Good acting involves a show of confidence, creativity and audibility.

Activity 12: Read and discuss

In groups



Read what the following are saying.



My name is Alam. I am a doctor, I treat many patients even the ones who are HIV-positive.

My name is Amina. I am HIV-positive. I lead a normal life, I take ARVS.



### In pairs



1. Do you believe it when Amina says she leads a normal life even though she is HIV-positive? Why?
2. Imagine that one of your friends is infected with HIV. What advice would you give him or her?
3. Write down the advice you would give in your book.
4. What are ARVs that Amina takes?

In turns, read the points in class.

## Word attack

### Individually



(a) Write these jumbled words correctly.

- |               |           |                |
|---------------|-----------|----------------|
| 1. ntudiesboa | 5. vingli | 9. ittranedsmt |
| 2. rugds      | 6. usvir  | 10. oblod      |
| 3. tainabs    | 7. mmonco | 11. mcounitym  |
| 4. hlthyea    | 8. arel   |                |

(b) Use the words above to make correct sentences.

(c) Read your sentences in class.

### Activity 13: In summary

#### In groups



(a) Discuss the following questions:

1. Discuss how one can get infected with HIV and AIDS.
2. Explain the relationship between HIV and AIDS.
3. Suggest ways in which one can protect themselves from getting infected with HIV.
4. Discuss how HIV and AIDS has affected the community.
5. Write all the points down.
6. Share your points with the class.

(b) Ask questions or give comments on the presentation.