



Secondary

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The book comprehensively covers the English Secondary 2 syllabus as developed by **Ministry of General Education and Instruction.**

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Secondary



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English

Student's Book 2

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FOREWORD

I am delighted to present to you this textbook, which is developed by the Ministry of General Education and Instruction based on the new South Sudan National Curriculum. The National Curriculum is a learner-centered curriculum that aims to meet the needs and aspirations of the new nation. In particular, it aims to develop (a) Good citizens; (b) successful lifelong learners; (c) creative, active and productive individuals; and (d) Environmentally responsible members of our society. This textbook, like many others, has been designed to contribute to achievement of these noble aims. It has been revised thoroughly by our Subject Panels, is deemed to be fit for the purpose and has been recommended to me for approval. Therefore, I hereby grant my approval. This textbook shall be used to facilitate learning for learners in all schools of the Republic of South Sudan, except international schools, with effect from 4th February, 2019.

I am deeply grateful to the staff of the Ministry of General Education and Instruction, especially Mr Michael Lopuke Lotyam Longolio, the Undersecretary of the Ministry, the staff of the Curriculum Development Centre, under the supervision of Mr Omot Okony Olok, the Director General for Quality Assurance and Standards, the Subject Panelists, the Curriculum Foundation (UK), under the able leadership of Dr Brian Male, for providing professional guidance throughout the process of the development of National Curriculum and school textbooks for the Republic of South Sudan since 2013. I wish to thank UNICEF South Sudan for managing the project funded by the Global Partnership in Education so well and funding the development of the National Curriculum and the new textbooks. I am equally grateful for the support provided by Mr Tony Calderbank, the former Country Director of the British Council, South Sudan; Sir Richard Arden, Senior Education Advisor of DfID, South Sudan. I thank Longhorn and Mountain Top publishers in Kenya for working closely with the Ministry, the Subject Panels, UNICEF and the Curriculum Foundation UK to write the new textbooks. Finally, I thank the former Ministers of Education, Hon. Joseph Ukel Abango and Hon. Dr John Gai Nyuot Yoh, for supporting me, in my previous role as the Undersecretary of the Ministry, to lead the Technical Committee to develop and complete the consultations on the new National Curriculum Framework by 29 November 2013.

The Ministry of General Education and Instruction, Republic of South Sudan, is most grateful to all these key stakeholders for their overwhelming support to the design and development of this historic South Sudan National Curriculum. This historic reform in South Sudan's education system is intended to benefit the people of South Sudan, especially the children and youth and the future generations. It shall enhance the quality of education in the country to promote peace, justice, liberty and prosperity for all. I urge all Teachers to put this textbook to good use.

May God bless South Sudan. May He help our Teachers to inspire, educate and transform the lives of all the children and youth of South Sudan.



Deng Deng Hoc Yai, (Hon.)

Minister of General Education and Instruction, Republic of South Sudan

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Check your knowledge



As a class

1. Study the pictures below. Identify each leader and the country he/she led.
2. Discuss their contributions to their countries.





Activity 1: Defining leadership



As a class

Read and compare the provided definitions of leadership and discuss whether they currently reflect your own understanding of this term. Explain your responses.

- Bryson & Crosby (1992)** defines leadership as the inspiration and mobilisation of others to undertake collective action in pursuit of the common good.
- Davis (1967)** defines leadership as the human factor which binds a group together and motivates it towards goals.
- In today's world, leadership is the ability to guide others, set and achieve challenging goals, take swift and decisive action, and inspire others to perform well.

Leadership provides direction for a country. It is all about setting a positive example for others to follow. Effective leadership involves a strong character. Leaders exhibit honesty, integrity, trustworthiness and ethics. Leaders are helpful by nature and truly concerned about others' well-being.

In pairs



Read the key vocabularies below and come up with your own definitions of each word. Construct sentences using each word to help bring out the meaning in each word.

Key vocabulary: Inspiration, honesty, integrity, trustworthiness, ethics.



Activity 2: Listening to speeches by president Obama and Dr. Garang



As a class

- a. Using a voice recorder or a mobile phone connected to an external loud speaker, listen to Dr. John Garang New Sudan Speech from the link below:

<https://www.youtube.com/watch?v=kEE3-wag-B4>.

- b. Using similar devices, listen to Obama's victory speech from the link below:

<http://www.persuasive-speechesnow.com/watch-obama-victory-speech-video.html>

Alternatively;

Listen carefully as your teacher reads Dr. Garang's New Sudan speech and the victory speech by president Barrack Obama.



In groups

1. Discuss the key messages in both Dr. Garang's and president Obama's speeches. What lessons can we people of South Sudan learn from these speeches.
2. Choose a group representative to present your answers to the class.
3. In the same groups, discuss the following techniques used to make a speech persuasive. Add other examples and show in sample sentences how they have been used.

Technique	Examples
Flattery - complimenting your audience.	A person of your intelligence deserves much better than this.
Opinion - a personal viewpoint often presented as if fact.	In my view , this is the best thing to have ever happened.
Hyperbole - exaggerated language used for effect.	It is simply out of this world - stunning!
Personal pronouns - 'I', 'you' and 'we'.	You are the key to this entire idea succeeding - we will be with you all the way. I can't thank you enough!
Imperative command - instructional language.	Get on board and join us!
Triples - three points to support an argument.	Safer streets mean comfort, reassurance and peace of mind for you, your family and your friends.
Emotive language - vocabulary to make the audience/reader feel a particular emotion.	There are thousands of animals at the mercy of our selfishness and disregard for kindness.
Statistics and figures - factual data used in a persuasive way.	80% of people agreed that this would change their community for the better.
Rhetorical question - a question which implies its own answer.	Who doesn't want success?

In pairs



1. Based on the information above about the techniques used to make a speech persuasive, discuss how Dr. Garang and president Obama made their speeches persuasive. Cite relevant phrases and sentences from their speeches.
2. In the same pairs, compare and contrast Dr. Garang's and president Obama's speech.



Activity 3: Reading about the inspiring leadership traits



As a class

Read the following passage about the inspiring leadership traits as demonstrated by Martin Luther King. Answer the questions that follow.

I have a dream speech

Great leaders do not sugar-coat reality

This speech came at a critical point in the civil rights movement. Dr. King did not pull any punches. He faced the most brutal facts of his current reality. Referring to Abraham Lincoln and the Emancipation Proclamation, he acknowledged.

But one hundred years later, the Negro still is not free. One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination. One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. One hundred years later, the Negro is still languished in the corners of American society and finds himself an exile in his own land. And so we've come here today to dramatise a shameful condition.

Great leaders engage the heart

While logic may compel the mind, stories and metaphors move the heart. This is the difference between offering information and inspiration. To cite but one example in the speech, Dr. King states,

"In a sense we have come to our nation's capital to cash a check. When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir. This note was a promise that all men, yes, black men as well as white men, would be guaranteed the unalienable rights of life, liberty, and the pursuit of happiness. It is obvious today that America has defaulted on this promissory note, insofar as her citizens of color are concerned. Instead of honoring this sacred obligation, America has given the Negro people a bad check, a check which has come back marked 'insufficient funds.'"

Great leaders refuse to accept the status quo

In fact, I would say that this is the defining characteristic of real leaders. They are not passive; they are active. They are unwilling to acquiesce to their circumstances. Dr. King continues:

“But we refuse to believe that the bank of justice is bankrupt. We refuse to believe that there are insufficient funds in the great vaults of opportunity of this nation. And so we have come to cash this check, a check that will give us upon demand the riches of freedom and the security of justice.”

Great leaders create a sense of urgency

They are impatient—in a good way. They refuse to just sit by and let things take their natural course. They have a sense of urgency and communicate it. Dr. King says,

“We have also come to this hallowed spot to remind America of the fierce urgency of Now. This is no time to engage in the luxury of cooling off or to take the tranquilising drug of gradualism. Now is the time to make real the promises of democracy. Now is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice. Now is the time to lift our nation from the quick sands of racial injustice to the solid rock of brotherhood. Now is the time to make justice a reality for all of God’s children. It would be fatal for the nation to overlook the urgency of the moment.”

Great leaders call people to act in accord with their highest values

It would be easy for the civil rights movement to change tactics and resort to violence. Some did. However, like Nelson Mandela did when he became president of South Africa, Dr. King called his people to a higher standard:

“But there is something that I must say to my people who stand on the warm threshold which leads into the palace of justice. In the process of gaining our rightful place we must not be guilty of wrongful deeds. Let us not seek to satisfy our thirst for freedom by drinking from the cup of bitterness and hatred. We must ever conduct our struggle on the high plane of dignity and discipline. We must not allow our creative protest to degenerate into physical violence. Again and again we must rise to the majestic heights of meeting physical force with soul force.”

Great leaders refuse to settle

It would have been easy for Dr. King to negotiate a compromise, to settle for less than his vision demanded. But he was stubborn—in a good sense. He persisted, and he called his followers to persevere:

“There are those who are asking the devotees of civil rights, ‘When will you be satisfied?’ We can never be satisfied as long as the Negro is the victim of the unspeakable horrors of police brutality. We can never be satisfied as long as our bodies, heavy with the fatigue of travel, cannot gain lodging in the motels of the highways and the hotels of the cities. We cannot be satisfied as long as a Negro in Mississippi cannot vote and a Negro in New York believes he has nothing for which to vote. No, no, we are not satisfied and we will not be satisfied until justice rolls down like waters and righteousness like a mighty stream.”

Great leaders acknowledge the sacrifice of their followers

They notice the effort their people have expended. They verbalise and affirm it:

“I am not unmindful that some of you have come here out of great trials and tribulations. Some of you have come fresh from narrow jail cells. Some of you have come from areas where your quest for freedom left you battered by the storms of persecutions and staggered by the winds of police brutality. You have been the veterans of creative suffering. Continue to work with the faith that unearned suffering is redemptive.”

Great leaders paint a vivid picture of a better tomorrow

Leaders can never, never, never grow weary of articulating their vision. They must be clear and concrete. They have to help their followers see what they see:

“I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood. I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character. I have a dream today!

I have a dream that one day, down in Alabama, with its vicious racists, with its governor having his lips dripping with the words of interposition and nullification; one day right down in Alabama little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers. I have a dream today!

I have a dream that one day every valley shall be exalted, and every hill and mountain shall be made low, the rough places will be made plain, and the crooked places will be made straight, and the glory of the Lord shall be revealed and all flesh shall see it together."

(Adopted from <https://michaelhyatt.com/eight-leadership-lessons-from-martin-luther-king-jr/>)

In groups



- What do you appreciate about Martin Luther King's leadership?
- What lessons on leadership can we learn as responsible citizens of South Sudan today?



As a class

Read the following passage about the leadership of Nelson Mandela and answer the questions that follow.

Nelson Mandela, or "Madiba" as he was affectionately known, died at the age of 95. "Our nation has lost its greatest son; our people have lost a father. Although we knew that this day would come nothing can diminish our sense of a profound and enduring loss," said Zuma. He left a huge inspirational vacuum. What made Mandela a great leader who achieved almost universal respect around the world and across the political spectrum?

Mandela helped to unite South Africa as it dismantled apartheid, the cruel system of white minority rule. He symbolised for all of Africa a commitment to democracy and freedom.

He was a man of quiet dignity to match his towering achievements; a man with an ever radiant smile and immense and humble sense of humor. Mandela was a rare visionary who would see beyond the current struggles and pain.

He was convinced that one day, the best parts of humanity would prevail over the worst parts. He even inspired his enemies to be better than they had been through forgiveness and reconciliation. The Truth and Reconciliation Commission he established is a great model for achieving justice in all nations where human rights abuses occurred and pain needs to be healed.

One of the clear things that propelled Mandela to greatness amidst his suffering and depersonalisation in prison was forgiving his jailors, feeling compassion for those who had caused him pain and his desire for reconciliation. Mandela had the capacity to transcend himself for the sake of those around him and higher causes. His personal pain at causing his family to suffer, seeing the nation he led sink into corruption, and admitting his own mistakes, after all he fought for after his release from prison, never overwhelmed him nor stopped his resolve to make things better. Mandela was not a perfect man, and in acknowledging his flaws, he becomes even greater.

Zelda la Grange, Mandela's personal assistant for almost two decades who said Mandela's "exceptionalism" was because he inspired people to forgive, to reconcile, to be selfless and tolerant and to maintain dignity no matter what the circumstances.

Mandela once said, "It is better to lead from behind and to put others in front especially when you celebrate victory when nice things occur. You take the front line when there is danger. Then people will appreciate your leadership." In many ways, Mandela was a mindful leader, having invested hugely in developing his self-awareness and managing his emotions. A truly mindful leader gets their own life in order first before engaging in advising others to do the same.

Nelson Mandela was a beacon of hope, and like Gandhi before him, a shining example of what a leader can and should be. Mandela was a man of great compassion, forgiveness and humility. He will be sorely missed, but as has been said, "When you live on the hearts of those you love, you will never die." (By Ray Williams)

In pairs



- What are the responsibilities of a leader to his/ her country as depicted by Nelson Mandela in the passage?
- Suppose you are a leader in your school, which principles would you put in place to ensure that you are a great leader like Mandela?



Activity 4: Styles of leadership

In groups



1. Discuss the following styles of leadership:
 - a. Authoritarian
 - b. Democratic
 - c. Laissez-faire
 - d. Participative
2. Which leadership style do you think is more beneficial to a country and why?
3. Based on the prior knowledge gained on leadership styles, which style:
 - a. Is practiced in our country?
 - b. Would best suit our country? Give reasons why?
4. Select two members from your group to present the findings to the whole class.

As a class



Look at the pictures below. Which former head of state can you identify?





- Which former head of state do you admire? Provide reasons why you admire the identified former head of state.
- What do you know about the style of leadership each employed?
- Discuss the impacts each leadership style had on the citizens of the countries led by these heads of states.

In pairs



- Relate the former/current world and African leaders' styles of leadership you discussed as a class with the current style of leadership in our country. What similarities and differences do they have?
- Present your discussion to the rest of the class.

Speech Writing

Individually



Read the information below on what a speech is all about.

A speech is meant to convey one's thoughts or opinions, share information with or spread awareness among a large number of people. A good speech has clarity of thought, expression and accuracy of facts.

Can you remember the persuasive language techniques used in speeches? Refer back to the beginning of this unit and S1 as well.



As a class

Read the speech below by Julius Nyerere. From your own understanding of what a good speech is, discuss how persuasive the speech is.

Ujamaa

The Basis of African Socialism

By Julius Kambarage Nyerere

Socialism, like democracy, is an attitude of mind. In a socialist society it is the socialist attitude of mind, and not the rigid adherence to a standard political pattern, which is needed to ensure that the people care for each other's welfare.

In our traditional African society we were individuals within a community. We took care of the community, and the community took care of us. We neither needed nor wished to exploit our fellow men.

And in rejecting the capitalist attitude of mind which colonialism brought into Africa, we must reject also the capitalist methods which go with it. One of these is the individual ownership of land. To us in Africa, land was always recognised as belonging to the community. Each individual within our society had a right to the use of land, because otherwise he could not earn his living and one cannot have the right to life without having the right to some means of maintaining it. But the African's right to land was simply the right to use it: He had no other right to it, nor did it occur to him to try and claim one.

The foreigner introduced a completely different concept, the concept of land as a marketable commodity. According to this system, a person could claim a piece of and as his own private property whether he intended to use it or not.

We must not allow the growth of parasites here in Tanganyika. A member of society should be entitled to a piece of land on condition that he/she uses it. Unconditional, or "freehold," ownership of land (which leads to speculation and parasitism) must be abolished. We must, as I have said, regain our former attitude of mind—our traditional African socialism—and apply it to the new societies we are building today. TANU has pledged itself to make socialism the basis of its policy in every field. The people of Tanganyika have given us their mandate to carry out that policy, by electing a TANU government to lead

them. So the government can be relied upon to introduce only legislation which is in harmony with socialist principles.

European socialism was born of the Agrarian Revolution and the Industrial Revolution which followed it. The former created the "landed" and the "landless" classes in society; the latter produced the modern capitalist and the industrial proletariat.

African socialism does not have the 'benefit' of the Agrarian Revolution or the Industrial Revolution. It did not start from the existence of conflicting 'classes' in society. Indeed I doubt if the equivalent for the word 'class' exists in any indigenous African language; for language describes the ideas of those who speak it, and the idea of "class" or "caste" was nonexistent in African society.

The foundation, and the objective, of African socialism is the extended family. The true African socialist does not look on one class of men as his brethren and another as his natural enemies. He does not form an alliance with the 'brethren' for the extermination of the 'non-brethren. He rather regards all men as his brethren - as members of his ever extending family. That is why the first article of TANU's creed is "Binadamu wote ni ndugu zangu, na Afrika ni moja." If this had been originally put in English, it could have been "I believe in Human Brotherhood and the Unity of Africa."

We, in Africa, have no more need of being 'converted' to socialism than we have of being 'taught' democracy. Both are rooted in our own past - in the traditional society which produced us. Modern African socialism can draw from its traditional heritage the recognition of 'society' as an extension of the basic family unit. But it can no longer confine the idea of the social family within the limits of the tribe, nor, indeed, of the nation. For no true African socialist can look at a line drawn on a map and say, 'The people on this side of that line are my brothers, but those who happen to live on the other side of it can have no claim on me.' Every individual on this continent is his brother.

We came to recognise that the same socialist attitude of mind which, in the tribal days, gave to every individual the security that comes of belonging to a widely extended family, must be preserved within the still wider society of the nation. But we should not stop there. Our recognition of the family to which, we all belong must be extended yet further - beyond the tribe, the community, the nation, or even the continent - to embrace the whole society of mankind. This is the only logical conclusion for true socialism.



In groups

- a. From the speech you read on Ujamaa, why do you think the people of Tanzania followed Nyerere and what he said?
- b. In trying to advocate for modern African socialism, Nyerere believed in the recognition of 'society' as an extension of the basic family unit. This portrays Nyerere's Autocratic style of leadership. Discuss how true/false the speech on Ujamaa is a proof of the same.



As a class

Discuss the basic format of a speech as indicated below.

Format

1. Beginning
 - a. Salutation – acknowledge those present in order of seniority.
 - b. Announcement of topic.
2. Development of topic - reference to newspapers statistics, effects and results, arguments, etc. Use persuasive language techniques here as you develop the topic of your speech.
3. Winding up - summing up of all points.
4. Conclusion
 - a. Conclude with a hope or an appeal or a warning.
 - b. End with a 'Thank You'.



In pairs

Discuss the following important points to remember in a speech and share your short notes with the other pairs.

1. Always have opening speech marks at the beginning of your speech and closing speech marks at the end of your speech.
2. Start the speech with an interesting bit of information, a question or a quotation.

3. Use present tense always.
4. Convey your opinions and views in an organised and coherent manner.
5. Develop each point properly and then move on to the next one.
6. Provide examples, statistics and facts that are properly researched and authentic to form the basis of your speech and for authenticity purposes.
7. It is very important to hold the attention of the audience. Therefore, keep the speech to the point and appealing. Use persuasive language techniques such as humour, hyperbole, repetition, anecdote and rhetorical questions to hold the attention of the audience.
8. End with an emphasis on your point of view and personal inferences so that the audience thinks about what you have expressed.
9. Always thank the audience for listening to you before leaving the stage.



Activity 5: Writing a speech

Individually



Imagine you are a leader in South Sudan. Write a speech persuading your fellow citizens to embrace and promote peace in your country. Try to be persuasive in your speech and use the format discussed in class.

In pairs



1. Having your audience in mind is one good way of building your presentation.
2. Discuss how you would use the questions below to arm yourself about your intended audience:
 - a. Who are they?
 - b. What is their attention span?
 - c. How much do they know about your topic?

- d. Do they have preconceived notions about your topic, 'ways of promoting peace in South Sudan?'
- e. Why do they need to listen to your presentation?



Activity 6: Language practice

A. Modal verb have to

Have to is used to express certainty and obligation.

This modal verb can be expressed in the past, present and future tense as shown in these examples.

Observe the singularity-plurality rule.

- a. He had to have gone let for him to be dismissed by the teacher.
- b. You have to maintain your score to join the senior league.
- c. You will have to rehearse regularly to perfect your art.

Practice exercise 1



Complete the following sentences with the correct form of 'have to'.

1. The police _____ to intervene to break up the fight.
2. The soup was too spicy that the cook _____ add some water.
3. They will _____ regulate their usage of water for it is becoming expensive.
4. Kenyi _____ hurry now so she can meet her uncle.
5. Why do you _____ call her now?
6. Kiden _____ tell the truth lest she got in to trouble.
7. The boys _____ join the drama club in order to complete the casting.
8. They _____ wake up early to prepare for the tedious day ahead.
9. Did you _____ call him before you went to see him?
10. What _____ be done to secure the position?

Use of 'have to' to show requirement

- To pursue a medical course one has to study Biology, chemistry as well as Physics and Mathematics in some cases.
- You have to have excelled in Mathematics and in some cases, entrepreneurship.
- You have to study Science in order to pursue a career in Science and Technology.

In the sentences above, the modal verb 'have to' is used to show requirement.

Practice exercise 2



1. Construct sentences using the following words and the modal verb 'have to' to show requirement/obligation.

(Wake up early, Attend medical checkup, Speak the truth, Go to school
Practise, Follow procedure, Pass exams, be polite, Write an application)

B. The modal verb must

The verb must is a modal verb. This means that it helps give meaning to other verbs. It is used to:

- Show necessity. If you say, "I must do this," it means that "it is necessary for me to do this."
For example
One **must** meet certain conditions to be recognised as a national hero.
- Express a logical conclusion. This happens when we feel sure something is true.
For example
I know that Achor leaves school at 3:30pm. Right now it is 3:15pm. Logically, Achor is on her way home now. So, I can say:
It's 3:15 pm, so Achor **must** be on her way home now.
- Give emphasis to an opinion.
For example
I **must** say, he is a good leader.

4. Give a strong recommendation.

For example

You **must** watch the documentary. It shows all our heroes and their achievements.

5. Express certainty.

For example

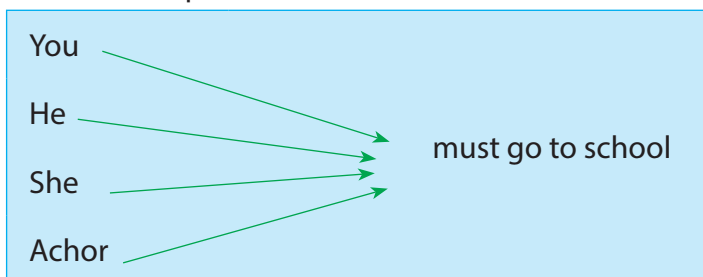
This **must** be the picture of John Garang.

6. Express prohibition.

For example

You **must** not play on the road.

The verb must takes the same form in all tenses and with all persons. See the example below.



Practice exercise 3



Complete the following sentences using **must**.

1. I be at the meeting by 10:00. I will probably have to take a taxi if I want to be on time.
2. You submit the application if it has not been completely filled out. Check that the name, address, and background information are correct. If the form is not accurate and complete, you will be rejected and you will reapply at a later date.
3. Nakai: Look at these flowers - they're beautiful! But, there's no card. Who could have sent them?
Okongo: It have been Jok. He's the only one who would send you flowers.
4. You forget to pay the rent tomorrow. The landlord is very strict about paying on time.
5. You be so rude! Why don't you try saying "please" once in a while?

Glossary

- Amicable** – Characterised by friendship and goodwill.
- Amity** – A state of friendship and cordiality.
- Calm** – Not agitated.
- Concord** – A harmonious state of things and of their properties.
- Harmony** – Compatibility in opinion and action.
- Propitiate** – Win or regain the favour of (a god, spirit or a person) by doing something that pleases them.
- Reconcile** – Come to terms.
- Serenity** – The absence of mental stress or anxiety.
- Tranquility** – An untroubled state that is free from disturbances.
- Truce** – A state of peace agreed to between opponents.
- Bereft** – Feeling great loss or not having something.



As a class

Read the poem below aloud about living a healthy lifestyle.

*What is the best way to bite into a healthy lifestyle?
A poem by Beryl Krinsky*

*Orange you might, apple you may,
Wish to lose that extra weight away.
However you try, it is no lie, that eating nutritiously will defy,
Those stubborn pounds, that didn't let down,
Until you gave My Plate a round!
Fruits, vegetables, lean protein and more,
Now you're having fun at the grocery store!
Eating for your health, is the way,
And you can incorporate easy changes throughout the day.
Eat fewer calories, learn further about food,
Include more activity, and find yourself in a better mood!
Your new lifestyle, cannot be beat,
And you have achieved a tremendous health feat!*

B1Komplete



Activity 1: Definitions of public health



As a class

Read the following definition of public health. Discuss the diseases that are of concern in South Sudan today.

Public health is the science of protecting and improving the health of people and their communities. This work is achieved by promoting healthy lifestyles, researching on diseases and injuries prevention, detecting, preventing and responding to infectious diseases. Overall, public health is concerned with protecting the health of entire populations. These populations can be as small as a local neighbourhood, or as big as an entire country or a region of the world.



South Sudan's disease burden is rising rapidly in the midst of a protracted conflict and the country's worsening economic crisis. However, the Ministry of Health, Republic of South Sudan in collaboration with the World Health Organization (WHO), and other government ministries/agencies and partners are committed to strengthening the national public health of South Sudan.

Key vocabulary: Healthy lifestyles, disease, prevention, population, rapid, infectious.



1. Analyse the pictures.
2. Talk about each healthy lifestyle shown in each picture.
3. Take your own photos on healthy lifestyles and bring them to the class.
4. Talk about the pictures you took about the healthy lifestyles you maintain.

Individually



1. Write down other good hygiene practices that we need to observe in order to live healthy.
2. Exchange and share your notes with your desk mate then discuss some of the bad lifestyles that we need to avoid in order to live longer and healthy.
3. Share your findings with your friends.



Activity 2: Reading extracts on public health



As a class

Read the following extracts about the state of public health in South Sudan and answer the questions that follow.

Extract 1

Lack of access to clean water and sanitation is a public health concern in South Sudan. To ensure high quality, sustainable water quality testing, monitoring and surveillance, WHO provided mobile water quality and safety testing kits to the National Public Health Laboratory to establish water quality control testing hub within the National Public Health Laboratory in Juba.

The hub will be used to test and monitor the quality of water in order to determine the status of water quality and safety in the country.

This will also help to raise the profile of water quality issues on the National

Development Agenda and encourage the government of South Sudan to incorporate water quality into national development goals by raising the awareness of policy-makers and practitioners both within and outside the water sector on critical linkages of water quality with other development challenges.

“Good quality of drinking water is essential for human life!” said Mr. Alex Freeman WASH (Water, Sanitation and Hygiene) focal Person for WHO South Sudan. “It is necessary that drinking water sources should be tested regularly to know whether water is meeting the prescribed standards for drinking or not,” Mr. Freeman underscored.

Clean water is vital for health and sanitation, but it is rare in and near the cities and even near some of the smaller villages. Most South Sudanese use whatever water they can find, and sometimes that water is unhealthy, at times even deadly. Currently, less than half of the population has access to safe drinking water which is also arguably exacerbated by improper human waste collection and disposal systems, both of which lead to infectious disease outbreaks. Experience from around the world shows that incidents from water-borne diseases are much higher for children living in rural settlements, compared to those in urban areas with adequate sanitation and water supply.

Contaminated drinking water may cause Dracunculiasis, or Guinea Worm disease which can rapidly affect water sources by just one infected person, increasing the risk of transmission to a wider population. The demand for water increases, but its availability to the country’s inhabitants continually remains low. There are six water treatment centers in Juba.

The most effective means of ensuring safe drinking water is through the use of water safety plan which effectively utilises water quality data in planning preventive and corrective actions”, said Mr. Evans Liyosi, WHO Representative for South Sudan. As part of the cholera response and in view of the requirement of preparing uniform drinking water quality monitoring protocol, WHO trained and deployed 32 health care workers to establish mobile water quality testing, monitoring and surveillance in seven high risk areas with high cholera cases. The areas include Juba, Tonj East, Kapeota East, Kapeota North, Kapeota South, Yirol East, Renk Yirol East and Mingkaman.

WHO appreciates the generous contribution of the South Sudan Humanitarian Fund in helping South Sudan’s emergency preparedness and response,” said Mr. Liyosi. To improve the health of the South Sudanese by ensuring high quality, sustainable national water quality testing, monitoring and surveillance, WHO is committed to strengthening the national public health laboratory for regular testing and documentation.(From WHO South Sudan News. Juba, 21 November 2017)

Extract 2

Tackling South Sudan's health issues involves a combination of dealing with immediate humanitarian crises, often involving refugees, and the no less urgent task of providing basic health services to settled communities whose needs are often almost as desperate as those who have been displaced by conflict.

South Sudan has to contend with a chronic public health crisis affecting the majority of the population. The lack of reliable health statistics makes it difficult to grasp the full scale of the problem, but the patchy data that are available paint a bleak picture. Maternal mortality rates are the highest in the world, with an estimated 2,050 deaths per 100,000 live births. This figure, combined with fertility rates, means that the average woman in South Sudan has a one in seven chance of dying during one of her pregnancies or childbirth.

Malaria is endemic in South Sudan, causing the deaths of an estimated 44,000 people per year. Tuberculosis affects approximately 228 per 100,000 people. Children suffer particularly poor health. Approximately one-quarter of under-fives are stunted due to inadequate nutrition, while only one in five children aged one year or under are immunised against measles. As a consequence, South Sudan has the highest under-five mortality rate in the world, at 135 per 1,000 live births.

The majority of the population does not have access to clean water. Of the 17 Neglected Tropical Diseases (NTDs) recognised by the World Health Organization, all are present in South Sudan. They include Dracunculiasis, or guinea worm, which is spread through contaminated water. South Sudan had 99 percent of the world's documented cases of the disease in the first half of 2012.

HIV/AIDS rates are still fairly low, at an estimated 3 percent nationwide. However, the main provider of antiretroviral therapy, the Global Fund to Fight AIDS, Tuberculosis and Malaria, suspended new grant-making in 2011, meaning that newly diagnosed patients do not have access to drugs that could extend or save their lives. Low levels of health awareness among the general public, along with rudimentary systems of disease surveillance and prevention, make it difficult to control disease outbreaks when they occur.

South Sudan's dire health outcomes are closely linked to a lack of access to health care. South Sudan has a total of 1,147 functioning health facilities serving a population believed to be in excess of 10.5 million. This number includes just 37 hospitals. More than half of the population lives more than a three-mile walk from the nearest Primary Health Care Unit (PHCU), the most basic health facility. The per capita number of outpatient visits to health facilities is just 0.2 each year. Buildings are ill-equipped and unhygienic,

often consisting of no more than a one-room structure with thatched roof and dirt floor.

There is a chronic shortage of health professionals at all levels, from nurses and midwives to lab

technicians, doctors, and surgeons. There are 1.5 doctors and 2 nurses for every 100,000 citizens.

The personnel gap is partially filled by less qualified staff, such as community health workers

(CHWs) and home health promoters (HHPs), but they do not have the ability to deal with anything beyond the most routine cases. Despite the shortage of staff, the biggest U.S. health program in South Sudan, the USAID-funded Sudan Health Transformation Project (SHTP), does not support pre-service training, concentrating instead on in-service training. While improving the skills of existing health staff is critical, this approach does not expand the overall pool of available personnel. (By Richard Downie)

In groups



1. Discuss the importance of public health in your communities. Make reference to the information on the articles you read above.
2. Write down the problems you would wish the relevant authorities in South Sudan and the government of South Sudan to address in your community. Share and compare your discussions with other groups.

As a class



Create a collection of about 20 words related to public health. Write them on small pieces of paper and fold them up. Challenge other learners to select a word and mime it (actions but not talking) for others to guess.

Individually



Reflect on the group discussions you had earlier on. Write an essay on the importance of public health and suggest good practices such as disease prevention and healthy lifestyles among others in your essay.

As a class



Discuss the following outline plan of writing an essay.

Planning stages

1. Understand the question

Take time to understand the question.

- a. Is the question open-ended or closed? If it is open-ended you will need to narrow it down. Explain how and why you have decided to limit it in the introduction to your essay, so the reader will know you appreciate the wider issues, but that you can also be selective.
- b. If it is a closed question, your answer must refer to and stay within the limits of the question (i.e. specific dates, texts, or countries).
- c. What can you infer from the title about the structure of the essay?

2. Brainstorm for ideas

- a. What do you know about the topic? – From lessons, reading etc.
- b. What you don't know about the topic, but need to find out to answer the question.
- c. Possible responses or answers to the question – any ideas about your conclusion.

3. Make a plan

Why plan?

- a. Planning your essay makes it more likely that you have a coherent argument.
- b. It enables you to work out a logical structure and an end point for your argument before you start writing.

- c. It means you don't have to do this type of complex thinking at the same time as trying to find the right words to express your ideas.
- d. It helps you to commit yourself to sticking to the point!

Planning strategies

- a. Use the title to structure the essay (description, comparison, analysis?)
- b. What structure is most appropriate for the topic?
- c. Use a template plan?

Draft an outline

Introduction: Address the question; show why it's interesting and how the essay will answer it.

Main body: Build your argument. Put your groups of ideas in a sequence to make a persuasive argument, one main point in each paragraph. Also, address the opposite point of view to yours and try to show how it is weaker. Spend time to make sure progression of ideas is logical.

Conclusion: Summarise your arguments and evidence, and show how they answer the original question.



Activity 3: Listening to a presentation on public health

As a class



Listen carefully as your teacher reads a report by WHO on how its emergency mobile medical teams provide health services in famine-affected and hard-to-reach areas of South Sudan.

Individually



Summarise the report by WHO that your teacher read from a science journal. In your own words, write down and describe the main points you understood from the report.



In groups

1. Carry out some research on public health projects. Find out:
 - a. How are public health projects organised?
 - b. How do public health projects impact on communities?
 - c. How can students in Secondary 2 apply the knowledge they have on public health to meet the needs and improve the health of their respective communities.
2. In the same groups, plan a public health campaign for your community using the information acquired from the research. You will need to design some posters and leaflets that you would use to run an effective campaign.



Activity 4: Reading a story on health



As a class

Read the following story and answer the questions that follow.

When the sun goes down (by Goro wa Kamau)

Kanja had actually expected to discuss the rumours that were going round the village about his friend. After many days of soul searching, he had decided to approach and coax Steve into telling him with his own mouth what he was up to. That is what age-mates were for but he had not expected his friend to be so forthcoming. He was caught off – guard. Still, he quickly composed himself and said: “I hear you plan on marrying Maureen.”

“Marry?” Steve spat. After a while he went on: “Well, maybe some day.”

In truth, Steve had asked Maureen to marry him. At first she had refused saying she was too old for him and she had baggage from her first marriage. But after Steve had assured her he was ready to love her and her children as if they were his own blood, she had gradually begun to think it possible. Then she learnt she had the virus that causes AIDS and said this could never be. Steve had been deeply hurt. Still, he vowed he would never abandon her. They would beat this thing together. But he could not explain all this to Kanja. What did it matter, anyway?

"Then what is going on between the two of you?"

"Ask the ones who told you I am marrying."

"I want to hear from you," Kanja declared.

"Are you sure you want to hear?"

"I would not have asked."

"Well," Steve stared at the ceiling for a while, "you know me better than most. Ever since we came of age, life has just been one long struggle. Family, business, friends. All drudgery and what do you get in return? It is Maureen who lit the sun in my life and made me realise that all this is vanity. Like chasing after the wind ... She's my friend," Steve asserted almost defiantly.

"Just that? I also hear you are the father of her son," Kanja persisted.

"Tragedy is when children are made by people who are not friends," Steve asserted.

"So it is true?"

"What?"

"You are the father?"

"Ask me another."

For a while, an awkward silence hung between the two men, threatening to cloud the light of friendship.

"I don't blame you. Maureen is sure a smashing beauty," Kanja smiled to break the clouds.

"I don't know what you mean. I used to think so too but what is beauty? Just a good figure? But I ask again. What is beauty?" The silence fell again. Then Steve went on: "I will tell you. Beauty is the promise of happiness. For so long, I was unhappy. Then one morning at sunrise, I remember the day all too well, I met Maureen. She was new in this village. I was driving to Murang'a and she sat in front with me. We did not talk much but something passed between us. That promise – the promise of happiness. It was there in her generous smile, her bellyful of open and cascading laughter. Later in Murang'a town as I waited for my matatu to fill, we had a cup of tea and talked a little. She had been married by a soldier who was always accusing her of unfaithfulness, though she knew for sure he kept a mistress. Sometimes when he came home, he would batter and leave her for dead for smiling and laughing with men, he said. Still not wanting to break her family, she held onto her marriage and prayed that God would stop her husband's wayward ways. One day, the man came home ill. The doctor said it was pneumonia. The drugs didn't seem to work and the man was reluctant to seek further treatment. Then he

closed his eyes and willed himself dead. When they tried to wake him up, he was dead. Just like that – a very unsoldierly way to die if you ask me. It was a long and touching story of a woman's love and commitment that seemed to fill an emptiness that I had not even suspected existed in my soul. I could have traded my matatus for just that one cup of tea with that woman – I swear, age-mate!"

"I am afraid you've done so already," Kanja said cautiously.

"I said it is a long story. But it is also a simple story no matter what riveting turns and twists you – I mean people here, try to give it. But I maintain you do not yet live until you reserve the right to make your own story. It is not family, money, or even friends who will tell your story. Even if you died, your family and friends can only tell the story you made for yourself and, age-mate, you don't make a story worth telling unless you truly lived!" A wan smile played on Steve's lips as if daring his friend to contradict his assertions.

"I see," Kanja said meaninglessly.

"You've seen nothing yet. Cowards do not make stories and you, my friend, are a great one," Steve charged. "Want to know why I say that?"

Kanja shook his head affirmatively.

"Be-because here you are," Steve's voice was laden with emotion, "an old good friend going on about things you've heard, about me, mind you, and not having the guts to speak the one main thing that you've heard – because nobody knows – you all suspect and then create stories and pass them around. But nobody knows for sure. Yet you do not have the courage to ask me: age-mate, is it true that your friend Maureen, has AIDS? Instead, you sit here and like all god –forsaken hypocrites go on about what a smashing beauty Maureen is and you, like all the other frauds in this village, have absolutely no idea what beauty is all about. Tragedy is friendship that wears the cloak of hypocrisy! That's how they hanged Jesus, you know. I am no Christ though, but you can crucify me if you want. I do not give a hoot one way or the other."

"I'm sorry brother, I actually meant to ask," Kanja said apologetically.

"OK, brother. Ask. I'm afraid I lost my cool," Steve threw the gauntlet.

"So is it true?"

"Why are you afraid of speaking the word?" Steve smiled. "And is it not a four-letter word anyway? So why are you afraid?"

"OK, age-mate. So is it true Maureen has AIDS?"

"That is good. You will be surprised that when we put names to our fears, they are not as threatening as they appeared at first. Besides, it is not like

you've anything to fear yourself. The last time I knew, you were a hallelujah, drum-beating Christian in the House of Miracle Tabernacle. AIDS is not for the heaven-bound, you know." The sarcasm hit Kanja like a blow, making him grimace. "...but here we go: yes it is true. Maureen has AIDS," Steve affirmed.

Oh! Kanja thought almost audibly. He remembered the first day he met Maureen and how enamoured he had been of her easy-going manner. She had politely turned down his advances. Hurt, Kanja had avoided her and hoped she would keep her mouth shut. But now he saw the hand of God in what had happened. He visualised himself carrying the virus in his body and people talking behind his back and shuddered. Steve was right. He, Kanja, was a coward. He would rather hang himself than have the whole village back-biting him. He looked at his friend. Did Steve also have the big disease with a small name? All this time, Steve held Kanja's eyes in his gaze, a bemused expression on his face. He thinks that God loves him more because he is not ill. But how he even knows, the fool, Steve thought. He smiled wanly and said, "So now you know, from the horse's own mouth, as they say. Spread the gospel."

"Thank you for confiding in me. I appreciate," Kanja said.

"I'm not confiding. Please pass on the word. I am tired of all the rumours and ignorant innuendos. Can I count on you seeing that you are a good, old friend?"

Kanja hesitated, unsure of what to say. Suddenly, Steve rose up. "Come with me," he said leading the way through the back door. Kanja sat on the sofa and savoured the ambience while Steve went into one of the rooms. He came back accompanied by Maureen, her three year old son in tow, tugging at her skirt. The smile was still there but the woman looked somewhat weary. The little boy went and sat on his father's lap. "Maureen, I wanted you to meet one of my old, boyhood friends. Kanja and I ate the knife on the same day on the banks of River Mukungai," Steve said sitting beside his friend.

"Oh, Mr. Kanja. I know him but I didn't know that bit about the knife," Maureen beamed.

"You know him?" Steve asked.

"Of course. Kanja is among the first people I got to know when I came to this market. In fact, we could have been friends. Unfortunately, he wanted discretion. And I did not want to live in the shadows."

"I didn't know that bit either!" Steve exclaimed and started laughing. "In the shadows ...," he said between bursts of mirth. "In the shadows," he repeated, savouring the words as if they held the key to the complexities of life. "So

many of us are used to the shadows that when you dare to stand in the light of day, people behave as if you're the one in the wrong!" he said.

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

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

"You too? Suffering from AIDS?" Kanja breathed the one question he had been afraid to ask. He sounded perplexed.

Steve smiled vaguely. But before he could speak, Maureen weighed in. The story, she seemed to suggest, was hers to tell. "I remember I had gone for a routine prenatal check when the doctor broke the news. When I was diagnosed with AIDS, I had only one prayer. In that moment when the sun seemed to set on my life, I prayed that my unborn child be free of the virus. I prayed that somehow Steve would be free of the virus too. Oh, how intently I prayed. When my son was born and he turned out negative, my night suddenly went ablaze with a thousand stars. But there was one problem. Steve would not take the test. When he finally acquiesced, he was positive. I was devastated. My stars waned ..."

"I have forbidden you to blame yourself for anything!" Steve growled.

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

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

She heaved and gasped painfully, trying to get hold of her emotions. Finally, she wiped her tears and looked at her son, playing innocently on his father's lap. She had two daughters from her first marriage but this boy, the fruit of the only true love she had ever known in her thirty and five years under the sun, was the crown of her life.

Kanja had not touched his juice yet. The glass, nay the cup of suffering, was still there on the table where he had put it. He kept glancing at it as if the HIV virus was a genie he expected to any moment emerge from the glass and strangle him to death. He wished for a miracle that could remove the glass before him.

"I want more juice," the little boy said.

Steve took Kanja's glass, drank half the contents and then holding the glass to the boy's lips let him drink the rest of the juice. The boy smacked his lips contentedly.

"It is getting late," Kanja said, feeling very small. "I've got to get going."

"I will see you off," Steve said.

When he returned, Steve found Maureen coiled up in bed; a picture of dejection. "You know why your friend did not drink the juice?" she asked between her heart-wrenching cries.

"Yes, of course I know," Steve replied.

"Why are people so cruel?"

"No, Maureen. Normally, people do not mean to be cruel. Most are just selfish and ignorant. It is normal, I think, to fear the unknown."

"It hurts ... when your age-mate comes to my house and refuses to take what I serve him, it hurts," Maureen moaned.

"You must learn to ignore people like that. What they say, what they do. What does it matter? Are they not the same people who a while ago used to speak of how beautiful you are?"

"They didn't mean it!" Maureen scowled like an angry cat.

"Of course they didn't. To be smiled at is not to be loved. That's how the elders caution us. Steve felt a strong craving for a cigarette. His lips and fingers quivered. He looked longingly at the three cigarettes he had strung together and hung at the head of his bed the day the doctor asked him to stop smoking. For a while, he struggled with the temptation to reach out for one. It is such a good thing that Kimotho is free of the virus. When we are gone, he shall bring us back – you and me – to earth through his own children. Do you realise that in the next generation, we two shall be brother and sister?"

Maureen now laughed. This man, the things he spoke. "But you don't know whether he shall have only sons or only daughters, or even no children at all," she said.

"I am positive"

"Of course you are. The doctor said so," she interjected.

Steve laughed. He felt good. If she could joke about their status, that was a good sign. There was hope. "It is not of that I speak. That I accept. What I meant to say is that I am sure our son shall have a son of his own, who as is customary, he shall name after his father; and a daughter whom he shall

name after his mother. In our next life we shall be brother and sister! Don't you see Maureen, today we may have no names in the street. For those who know no better, the virus might be our first names but our names, our remembrance shall never be erased from the face of the earth!"

It was true, Maureen thought. The cycle of life of which Steve spoke was so true. So comforting.

Maureen was like the sun; the way the pendulum of her moods swung these days, shining bright one moment and hiding behind dark clouds in the next. Now she lay on the bed, the little boy asleep in her arms, looking forlorn, woebegone.

Steve went to the kitchen and started preparing supper. As he fell to work, he smiled to himself with a new remembrance. According to the people, Steve's woman had bewitched him. See how he goes shopping in the market, and I hear he even cooks for her Now what's that if not medicine? A man cooking for a woman? That woman, she's ruined a fine man just so that she can reach his money! Such talk used to enrage Steve. Now he just savoured it indulgently, remembering many years ago when his mother traded clay pots at the Murang'a market. He would help her sometimes. But on many a day, he would be left at home to take care of his sisters – washing for them, cooking for them. So what was the big deal? Let those who must speak because they have mouths to speak. Yes, let them talk.

The food was ready. Mwea pishori served with kunde, lentils, spinach and fried liver. The little boy gobbled up the food happily but Maureen would not eat no matter how hard Steve tried to coax her. It was a waste of good food, seeing that she was dying anyway, she argued. "You can't hold your health if you don't eat," he pleaded. "You just must eat and take your drugs every day."

"Oh Steve, you don't know how weary I am. I just wish to rest."

Steve tried to jostle with Maureen and managed to force some food into her mouth. She gave in but after she had eaten just a few spoonful, she started to gasp as if she would throw up. Nausea. "I just wish to rest," she repeated.

Steve knew very well what she meant by rest. "I have told you many times that you should banish thoughts of death from your mind," he admonished.

"Knowing that every sun that sets brings me closer to the grave?"

"But it does that for everybody."

"Well, yes. Life is a fatal disease. But with AIDS coursing through my veins, I am the living dead already," Maureen declared.

"That's the wrong way to look at it and you know it," Steve retorted with a tinge

of impatience. "Why is it when we agree that we must fight this thing together, you keep on retracting? Why?"

"But I am just a woman you know. The mind agrees with you but the spirit is weak," Maureen said.

"You insult yourself. You insult all womanhood. What on earth do you mean, the mind is willing but the spirit is weak?" Steve demanded. But maybe she was right, he mused, Maureen had simply allowed the virus to kill her spirit to live. On second thought, he concluded that this was not even true. This had nothing to do with the fact that she was a woman. It had nothing to do with the virus either. It had to do with her deep-seated sense of guilt. The feeling that she was somehow responsible for his illness. It was an idea that loose speaking mouths had so rooted in her unconscious mind that it was always lying somewhere just below the surface, ready to bubble up any moment at the least excuse. Like a refrain in a dirge or a stuck gramophone record, those idle words repeated themselves so regularly in her heart that she too had come to believe them. That woman, she's ruined a fine man just so that she can reach his money! No matter how much you loved them, how did one uproot a thorny thicket that grew inside another person's heart? Without Maureen, Steve knew that there should be no sunshine in his world but for the first time ever, he allowed himself to contemplate the terrible possibility of her death.

"I was a faithful woman ... faithful to my husband ... faithful to this other man, the only man who ever truly loved me and treated me like a woman should be treated. With love. Respect. I was a faith--"

"Maureen, are you alright?" Steve asked, roused from his sleep by her rumbling. He switched on the lights. Maureen coiled away to the far end of the bed, her back against the wall and a dazed expression on her face. She was trembling like somebody who had just woken up from a nightmare. A burst of panic sent spasms of fear cascading down Steve's spine. Gently, he touched her brow. It was scalding hot. Was this the moment he had dreaded?

"Though I walk through the valley of death ... thy rod and thy staff ... comfort me!" Though she sounded coherent, Maureen's eyes had a glassy and empty look.

Steve jumped out of bed and started to dress. His mind was in a turmoil.

"Thou preparest a table before me in the presence of my enemies ..."
Maureen mumbled on.

Steve shook her, trying to snap her out of her reverie.

"... my cup overflows"

"Maureen!"

"I- I sha-ll dwe-ll in the hous-e of the Lo-r-d for ever!" She was losing coherence.

"No Maureen, please! Please don't leave me mama Kimotho," Steve cried. He held her in his arms and felt her go limp as she lost consciousness. They say a man's tears flow into his stomach – not to be seen. Steve felt his drip like rain drops. He stormed out of the house to where he parked his pick-up truck in the corner. It had been a long while since he used it but when he turned the ignition, it started readily. He drove it up to his door. He saw a neighbour peeping through the window and gestured to him to come out. He was a young teacher at the local primary school. "Tom, Maureen is very ill. I want to rush her to the hospital. Please help me carry her into the truck."

"The truck cannot be comfortable if she is so ill," Tom pointed out.

"That's true but ... "

"Mr Kabia's house is just behind the shops. I will see if he can lend me his car," Tom explained and dashed off before Steve could say anything. He came back almost immediately without the car. Steve did not ask what had transpired. They carried Maureen out and sat her in the front seat. She was limp and heavy but her pulse was okay. The hospital was only twenty minutes away and they arrived within no time. Steve explained what had happened. "She is HIV-positive and of late she has refused to take her drugs."

"That's dangerous," the doctor said. He examined her for a while and had her admitted right away. As the nurses wheeled her to the ward, with Steve and Tom trotting beside them, Maureen regained her consciousness.

"Steve dear ... What's happening? Where are they taking me?" Then realising that she was in hospital, she screamed. "Hospital!" She spat out the word like a bitter pill. "I don't want to die in a hospital, Steve."

"You're not dying, Sister," one of the nurses said soothingly.

"I am dying ... Why don't you just tell me I am dying!"

Even as she protested and pleaded with Steve not to leave her in the hospital, the two nurses eased Maureen into a bed. When it was obvious nobody was paying any heed to her protestations, Maureen coiled up in bed in her familiar manner. "Steve, bring your mother to see me. I've an important message for her. Please do not fail." After that, she did not speak any other word – not even to Steve.

The following morning, Steve was up early. After making breakfast and feeding the boy he left him in Tom's house and went to the hospital. He went to the ward. One of the nurses who had attended to them the previous night was at the report desk. Was she avoiding his eyes? With a sense of trepidation,

Steve glanced towards the bed in which Maureen had lain. It was empty.

"I'm so sorry, Steve," the nurse said. "Please come with me." He followed her into a small office. "She passed on at around four this morning," she informed him.

Steve was in a daze. Did pass on mean die? "How? Why?"

"Pneumonia," he heard the nurse speak from far, far away.

Opportunistic diseases, Steve thought. The doctor had warned that those were the main threats to a person living with HIV and AIDS. He felt as if his legs would give in under him. He sat down. A bout of dizziness overwhelmed him. Around him everything went dark.

They buried her within the week. A great many people turned up that Saturday for the brief ceremony. Many stood in small groups conversing in whispers. What will he do with the child now? Maybe Maureen's daughters will take care of him. You know, a child once born is never thrown away.

Throughout the ceremony, Steve stood by the grave. He could feel the hundreds of eyes drilling into him, but he did not mind. They could stare till their eyes popped out. Soon the grave was a mound with freshly planted flowers. The people retreated to the perimeters of the farm, talking, whispering and staring.

Steve started looking around. Where was Kimotho? He saw the boy leaning against a banana tree. He walked towards him. "Boy!" he called when he was within ear shot.

"Time to go home, Daddy." The boy came running.

Steve hoisted the boy up, like a flag, and sat him spread-eagled across his shoulders. He could feel the tears dripping into his stomach but he was determined that they should never flow down his face. And in his sadness, the words he had always spoken to Maureen in her moments of depression, now spoke to him with a meaning so profound. When the sun goes down, do not cry because the tears will not let you see the stars. Maureen might be dead but she had left him with this boy, their son, to always remind him of she who once lit up his life so brightly.

As Steve walked away, people cleared the way before him, and the boy waved at them. Bye!



In groups

1. Explain the difference between Maureen's and Steve's attitude towards their HIV status.
2. Does Maureen die because she is infected with HIV? If not, what do you think kills her?
3. Contrast Steve's attitude towards women with that of the society in general.
4. In note form, discuss how we should treat those infected with, or affected by HIV and AIDS.
5. Why do you think it is important to get tested for HIV?
6. "A person is only a person through other persons." What does this mean in the context of the story?
7. One of the greatest challenges to HIV and AIDS is the issue of stigma. How does this affect Maureen in the story? And what can we do to eliminate stigma in our society?



Activity 5: Writing a critical review



As a class

Read the following information about a critical review.

A critical review is a writing task that asks you to summarise and evaluate a text.

Writing a critical review usually requires you to read the selected text in detail and to also read other related texts so that you can present a fair and reasonable evaluation of the selected text.



As a class

Discuss the following structure of writing a critical review and summarise the key points.

Structure of a critical review

1. **Introduction** - Include a few opening sentences that announce the author(s) and the title, and briefly explain the topic of the text. Present the aim of the text.
2. **Critique** - The critique should be a balanced discussion and evaluation of the strengths, weakness and notable features of the text. Remember to base your discussion on specific criteria. For our class purpose, ensure you identify key features, themes and characters at this level. Good reviews also include other sources to support your evaluation (remember to reference whenever possible).
3. **Conclusion** - This is usually a very short paragraph.
 - a. State your overall opinion of the text.
 - b. Briefly present recommendations on how the author could have improved the work.
 - c. If necessary some further qualification or explanation of your judgement can be included. This can help your critique sound fair and reasonable.
 - d. Summarise the main finding or key argument. Conclude with a brief statement of your evaluation of the text. This can be a positive or negative evaluation or, as is usually the case, a mixed response.
4. **References** - If you have used other sources in you review, you should also include a list of references at the end of the review.

Individually



1. Write a critical review of the story 'When the sun goes down' identifying the literary techniques, themes and characters, and selecting relevant information from the story to support your views.



Activity 6: Language practice

Adverbials of time

Adverbials of time are words or phrases which tell us:

1. When an action happened.

For example

- a. Dr. John Garang was born in 1945.
- b. The minister visited our school yesterday.

2. For how long an action happened.

For example

- a. Nelson Mandela was imprisoned for 27 years.
- b. Father John Lee had been helping the needy until his death in 2010.

3. How often an action happened.

For example

- a. Dr. John Garang is sometimes referred to as the founding father of South Sudan.
- b. Nelson Mandela would never rescind on a cause once he was convinced it was justified.

Other adverbials of time are shown in the table below.

Adverbials of time that express:		
When an action happened	For how long an action happened	How often an action happened
Last month	For a year	Often/ regularly
At night	Since he was born	Never
Yesterday	All day	Always/frequently
In the evening	For centuries	Monthly/weekly/yearly
After		Rarely/seldom
Later		Occasionally/sometimes
Then		Once a week/ seven times

Practice exercise 1



Construct six correct sentences from the table below.

I rarely	since she woke up.
We must always	show concern for those in need.
Dr. John Garang fought the liberation war	for many years.
She has been reading that book	last year.
I spoke to him on phone	for almost an hour.
He became a village elder	read books on violence.

Adverbs of frequency

Consider the following sentences and phrases.

1. I **rarely** read that part.
2. I **always** look out for current affairs.
3. I **read** the papers daily.
4. I buy my favourite one **every month**.
5. **Sometimes** I access them online.
6. My father buys them **frequently**.
7. I carry one in my bag **whenever** I have a copy.

The words in bold are adverbs of frequency. They indicate how often or how frequent an action occurs. They usually answer the question, 'How often?'

Practice exercise 2



Answer the following questions using adverbs of frequency by beginning as instructed.

1. How often is that magazine printed?
That magazine is printed...
2. How many times does the letter 'e' appear in the word 'even'?
The letter 'e' appears...
3. How often do you learn English in a week?
I learn English ...
4. How often do you buy the newspaper?
We buy the newspaper ...

Glossary

Analysis

- A systematic examination and evaluation of data or information, by breaking it into its component parts to uncover their interrelationships.

Health care

- The preservation of mental and physical health by preventing or treating illness through services offered by the health profession.

Health insurance

- Insurance against loss due to ill health.

Infant mortality

- The death rate during the first year of life.

Life expectancy

- An expected time to live as calculated on the basis of statistical probabilities.

Medical

- Relating to the study or practice of medicine.

Medicaid

- Health care for the needy.

Responsiveness

- The quality of reacting quickly.

World Health Organisation

- A United Nations agency to coordinate international health activities and to help governments improve health services.



Activity 1: Definition of early marriage



As a class

Read the definition below of early marriage and discuss whether it currently reflects your own understanding of this term.

Child Early marriage is a formal marriage or informal union entered into by an individual before reaching a certain age, specified by some global organisations as high as the age of 18. The legally prescribed marriageable age in some jurisdictions is 18 years, especially in the case of girls; and even when the age is set at 18 years, many jurisdictions permit earlier marriage with parental consent or in special circumstances, such as teenage pregnancy. In sub-Saharan Africa, around 7 million girls live as child brides. Parents marry off their daughters due to poverty, tradition, to gain wealth and gender inequality.



In pairs

Look through these key vocabularies. Compose a definition for the terms you are familiar with giving relevant examples of a context to add detail to your explanation.

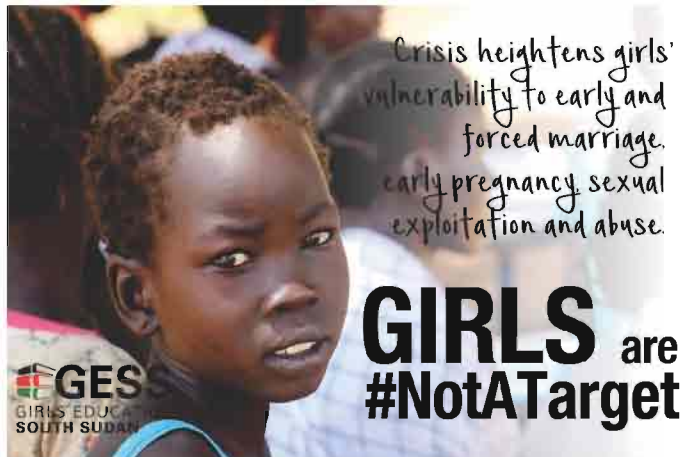
Key vocabulary: Marriage, dowry, bride, wealth, tradition, early marriage, violence, kinship ties, jurisdiction and teenage.

**Activity 2: Listen and share****As a class**

Listen to a government representative in charge of women's right from the Ministry of Gender, Child and Social Welfare sharing her experience in rescuing girls who have been forced into early marriages.

In groups

Share experiences that you have heard of or you know of early marriage and their similarities to the experiences shared by the government representative.



Child and forced marriage in South Sudan

By Mathew Rullo

Child marriage is a global issue that violates basic rights and negatively shapes the experiences of girls in many regions of the world. The UN estimates that every year, 14 million girls worldwide are married before the age of 18. Child and forced marriage is particularly widespread in South Sudan, where nearly half of women between the ages of 15 and 19 are married - some as young as age 12. On the eve of International Women's Day, Human Rights Watch and colleagues from South Sudanese women's rights groups are launched a new report on child marriage, and the grave consequences of the practice.

The report documents how child marriage frequently disrupts or deprives South Sudanese girls of education altogether, exacerbating huge gender gaps in school enrolment. Only 39 percent of primary school students and 30 percent of secondary school students in South Sudan are female.

In addition to barriers to education, child brides, like Helen, are at a higher risk of life-threatening complications during pregnancy and childbirth. Statistics prove that younger girls' vulnerability to prolonged labour, obstetric fistula, or maternal death is significantly higher than older women whose bodies are fully developed. South Sudan currently has the highest maternal mortality rate in the world, approximately 2,054 maternal deaths for every 100,000 live births.

South Sudan is a new government, established with the support of the international community. Its leaders have chosen to prioritise legislation that explicitly sets 18 as the minimum age of marriage, implement clear guidelines on how to effectively respond to child marriage cases, and develop a multi-sector national action plan to prevent and address the negative consequences of the practice. With proper implementation, these efforts will go a long way to protect the rights of South Sudanese women and girls.

However, South Sudan government should also move quickly to ratify key international human rights treaties, such as the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) and the Convention on the Rights and Welfare of the Child (CRC), instruments that will help weave the rights of women and children into the legal fabric of the new country. (The world post)

In groups

1. Discuss how each of the following factors fuel child marriage in South Sudan; high levels of poverty, conflict, instability, low levels of literacy and gender gaps in education.
2. Choose two representatives to share your findings with the rest of the class.

Individually

Matthew Rullo highlights how barriers to education have led to limited opportunities, choices, skills, and future potential to provide for their families to young girls. Write an essay on how allowing access to education for girls is the real cure to help counter the limiting issues facing young girls in our country.

Refer to the persuasive writing skills learnt in unit 1 apart from slang and hyperbole.

**Activity 3: Ayen's forced marriage****Individually**

Read the passage below silently. Note down new vocabularies related to early and forced marriages.

Ayen loved to study and dreamt of becoming a pilot. But when she was 14, her aunt who was raising her, told her she was too old for school. Ayen's marriage to an old man, old enough to be her father was arranged by the aunt without her knowledge. She forced her to leave school and told her that she had to marry a man whom Ayen described as old, gray-haired, and married to another woman with whom he had several children.

The possessions in the old man's grass thatched home showed that he

was a man who lived a simple life. He had a few possessions most of which he inherited from his father by virtue of being the only son. They included a bicycle, a hammer, scattering of plastic cups, a water barrel and a



bedside old stool which he always sat on to enjoy the morning sun.

Ayen pleaded with her aunt to allow her to continue her education. She however refused. "Girls are born so that we can drink their beer and fetch money from them. All I want is your dowry," Ayen's aunt told her. The man paid 60 cows, 20 goats and 10 calves for

Ayen, which signified that the marriage had already taken place. She tried to resist, but her male cousins beat her severely, accused her of dishonoring her family, and forced her to go to the man's house.

Ayen fled and hid in a friend's house. Her aunt found her and took her to the police, where she told police officers that she had run away from her husband and needed to be taught a lesson. They locked her up in a cell for a night. When her cousins came for her, they beat her again so badly that she could hardly walk. Then they took her back to her husband. After that, Ayen felt that she had no choice, but to stay.

Ayen did not know the meaning of marriage but was forced to accept as according to her aunt, there was no other way out. Her husband was really harsh on her because she did not know what marriage was all about and what the duties of a wife were. Ayen knew that her dreams of becoming a pilot were dashed.

Very early on in the marriage, Ayen got pregnant twice but both children died due to some complications caused by her extreme young age. Ayen however, decided to stay on in the marriage thus giving up on her education and her dreams in life. She had resigned to being a wife and a mother to her children like other women around her. "I once tried to escape but what befell me was awful. I compromised with him and stayed for the sake of the two children we now have. My children are the reason I have stayed."



In groups

1. Relate the previously gained knowledge and understanding on child and forced marriages in our country to the experiences of Ayen in the passage you just read.



2. Discuss the techniques the author uses to add relevance to the work. Use key features, themes, sentences, characters, phrases and any other information from the passage to support your views.
3. Choose two representatives from your group to present your discussion to the class.
4. Act/role play the story you read on early marriage.

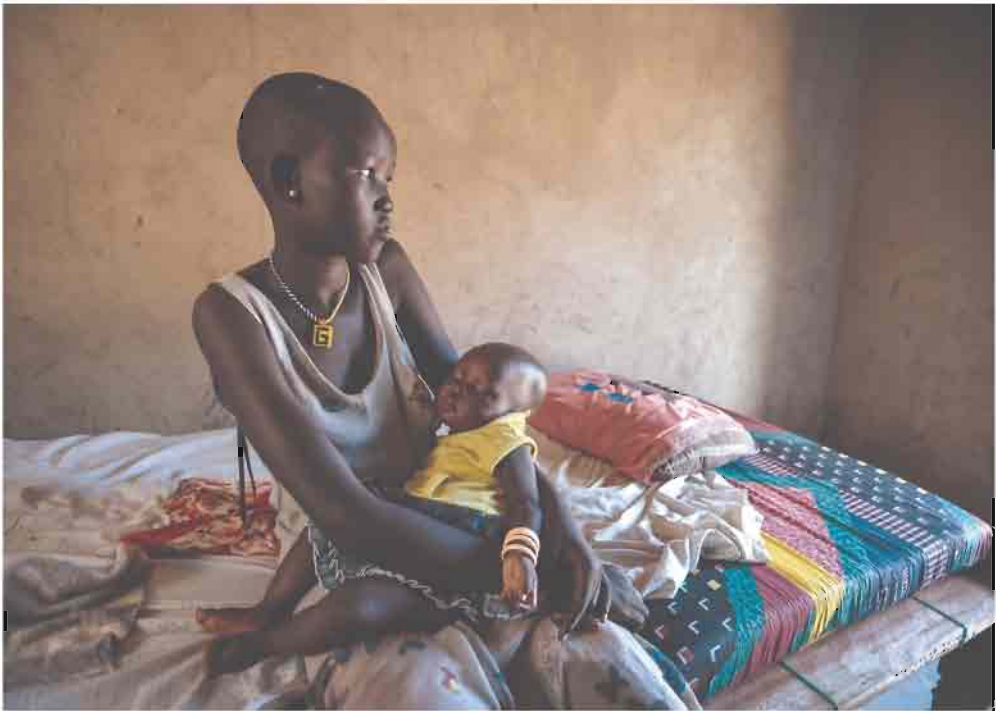


Activity 4: Discussing the marriage practices brought about in the passage

In pairs



Discuss and summarise the contributing factors which made Ayen's aunt to forcefully marry her to an old man. Relate your argument to the major contributing factors of child marriages in South Sudan.



In groups



1. Discuss the following marriage practices as brought out in the passage; early marriages, bride price, gender roles and marriage ceremonies.
2. Deliberate on the effects each have on the girl child.

Individually



Listen to the presentations from different groups. Write a review on child and forced marriages based on the materials read and your new understanding of child and forced marriages.



Activity 5: Carrying out a research on the marriage practices happening in other African countries

In groups



1. Read journals and books from across Africa on marriage practices.
2. Compare and contrast how marriage practices in other African countries are similar to the practices among different communities in South Sudan.
3. Choose two representatives from your group to present your findings to the class.

As a class



Listen to different groups' presentations on how they have explored marriage practices in different African countries.

Individually



Summarise the class discussion into two paragraphs using your own words to describe the key messages raised.



Activity 6: Law of the grazing fields

Individually



Read the story "The law of the Grazing fields". Note down the new words encountered.

The law of the grazing fields

This is the Law of the wandering cattlemen of the savannas: that a man may elope with the woman of his choice, maiden or matron, wife or spinster. But woe betide him if he is caught on the run. Yet all is well if he can but get to his beloved home without being caught. ·

On the evening of our story a brother and sister were quarrelling. Modio, the brother, had just pushed Amina, the sister, violently.

"Kai!" Amina shouted, struggling deftly backward. "Take your hands off me."

Her lips were parted, but not in a smile, and her full breasts heaved so that the necklace of silver and fruit seemed to come to life. Amina just managed to retain her balance by clutching at the wall of the grass hut.

"Don't you dare touch me again."

"By Allah," Modio raged, "I'll teach you some sense." She glared at him. He was crouching before her, his hands curved like the claws of a hawk about to strike, his muscles tense.

"You'll go nowhere!"

"You lie!" she cried. "This night I will be with Yalla. He's the husband I've chosen."

"What of Jama, the husband your father chose for you? What of the cattle Jama's been paying?"

"That is your affair," She said. "Did you - Oh, let me go, you devil. Are you mad?"

She felt the stroke of his rough hand across her mouth. His arm tightened about her waist and she was struggling as he carried her out to his own hut. With his bare foot he kicked open the door; dust rose in a cloud. He thrust her in. She fell forward on her face in the dust and lay there, her body heaving with sobs. Amina was young and in the fullness of her bloom. Her long hair unplaited, fell over her back and lay buried in the dust. Tears mingled with the red cream she had painted on her checks.

"You wretch," she heard her brother say from the other side of the door. He was fastening the door and presently she heard him stamp away, cursing her.

She let the tears flow freely as if tears alone could heal the ache in her heart,

the desire for the man she had chosen. But there must be hope, she thought. No one, nothing could shut her away from Yalla forever. She must go to him, she must.

Hatred burned within her breast, was it her fault that she did not like Jama? Her father had accepted the cattle first and told her about it later. He turned out to be a weak-kneed, effeminate man. A man who could not weave mats or take the cattle out to graze. A coward who had wept and begged as they flogged him at the sharo. He has taken his flogging, it was true, but he has not taken it like a man and it would be humiliating to marry him. Her father might give her away to Jama, but he would not be present when the other maidens would taunt her with having married a coward. "And how's your husband? The one who stays in bed till sunrise, who must not be soaked by the rain? Ha, ha! A husband indeed!"

The mistake had been Yalla's, for he had not honoured the arrangement in full. It had been a simple arrangement. She and Yalla were to escape from the camp before Jama brought the bulls that were the final instalment of the bride price. Yalla was to have come to the hut at the hour when the hyenas begin to howl over the grazing fields. He was to scratch in the manner peculiar to the grey hawk that steals chickens and she would then know that he was waiting for her under the dorowa tree. She had waited for Yalla's screech. In the early hours of the evening before the hyenas slunk out of the rocks, she had thought about her

man - tall, wide-shouldered, with a copper ring in his plaited hair, a man who could break a stubborn bull or calm the wildest pony in her father's stables. Yet when he smiled or held her hand, his face was so gentle and so sweet. She liked to place her head against his deep wide chest and look up into the darkness of his brown eyes. He was fond of playing with her ears, and sometimes he irritated her and she would threaten to go to Jama. Jama, the coward. Could Jama protect her home from the gales that swept the grazing fields? Could he outwit the wild dogs, and the hyenas, the leopard and the lion, when they came to raid the herd?

A husband indeed. She had been his 'wife' ever since she could remember. Five hundred head of cattle was a good price, but she was no article for sale.

Early this evening, Yalla had come to her father's settlement. He had stood outside near the dorowa tree and had whistled to-her. She had been very excited. To think she was leaving her home for good.

There could be no goodbyes, no tears. She was running away with a man they could gladly kill. There was dead silence over the veld. Amina had peeped out

cautiously. There was the veld before her. It was all hers and Yalla's if only they would dare. The stunted trees, bowing in the cold wind, the rushing streams, the rocks, the thorn forests. They were all calling out to her and to Yalla to go forth and conquer them; to begin their own camp with a group of bulls and cows - their own. Yalla had screeched again, impatiently, and this time he did sound like the grey hawk. She had not hesitated."

She ran. She took nothing with her, not even one of the wooden ladles that her mother had given her for stirring the milk, And that was when her brother had intercepted her. She did not know that he had been hiding all the while in a nearby tree. He had a pack of wild cattle-dogs with him, and these he at once unleashed on Yalla. He had seized Amina and had laughed at her threats and clawing and curses. For Yalla and Amina the law of the grazing fields was broken.

Now she was a prisoner in the hut, but Amina found it impossible to imagine that Yalla never- would be hers. There must still be a chance. If only he could somehow manage to free her from this prison and take her to his hut before Jama paid the full price of five hundred cattle, she could still be Yalla's by right of his might. No one could deny this law of the grazing fields. All cattlemen knew it and respected it. But how was Yalla to know where she was, or when Jama would be coming. Everything was over, Amina decided with a fresh burst of tears.

"Oh, Yalla, my Yalla' Come and save me, Yalla. I am yours and you are my man!"

She pushed and screamed and threatened, until her brother warned her to be quiet. But how could she be quiet when her body itched from the dust and the thorns? Oh, death! It would be better to die than to live as Jama's wife.

Already she could hear an argument about the saddling of the horses. Her other brothers had returned from the fields. One of them said she must wear a black veil, and the other said a white one was the custom. Such trifles! The eldest brother said he would ride behind the bride he couldn't trust her for a moment after what she had been through with Modio. And all this because of five hundred head of cattle.

Quite suddenly she became conscious of silence. The chattering ceased and the: coarse jokes. A fearful pause lay over the veld. She began to cough. The air in the little room hung heavy and thick. And then her brother's voice cut in hoarsely."Fire!" he shouted. "Fire! ... Yes ... whoo ... fetch water ... fire!"

Amina started. Heavy fumes began to fill her little prison. She was coughing

and gasping fearfully. Desperation gave her the strength of ten. She flung herself at the door. The fumes were now pouring in through every crack in the hut. The boys outside shouted and yelled, keeping the cows from panicking. Their shouts beat dimly against her ears. She was choking. Did they not even remember her? Could they be so cruel? Were their cows more valuable to them than her life?

A rough hand thrust open her door, and a man's gruff voice urged her, "Follow me. It's Yalla."

Her heart gladdened, but no words came to her choking lips. The man's arms circled her waist and swept her off her feet. The thatch caught her hair, and the man's hands detached the burrs tenderly. She must be dreaming. She felt the air rush into her throat. She saw the yellow sheets of flames shoot skyward in dazzling columns. And, as she raised her hand to shield her eyes from the glare, Amina saw her brothers dashing here, there and yonder, collecting sleeping mats, money purses, milk bowls. It was a dream no longer. That voice - it was real. "There she is! ... Brothers, there's our sister. Catch her!"

"Yalla," Amina sobbed, "what shall we do? They are coming."

"Let them try. My hut is five miles from here; it will be a good race."

She felt herself carried across the encampment and saddled onto a horse.

"Away, now!" Yalla shouted. "Away..."

Every forward leap of the horse jarred her bones. Her hair streamed in the wind. Behind them came her brothers. Relentless, cunning riders, angered beyond repair. Amina could clearly hear the clatter of the pursuing horses. By Allah! What could she do?

Twang.

That was an arrow. Best to give up now.

"Oh, Yalla, let us get down and go back home. It's useless running in this manner." The man's laugh, big and thunderous, made her feel silly.

Was he laughing at the poisoned arrow that might have stiffened his back and sent him coughing and clutching to his death? What a nerve! Their horse had begun to pant under the combined weight. They were now in a part of the scrub with few trees and many rocks and hills. This was where clever horsemanship would tell. This was where this thief would lose her or gain her for ever. She held her breath. Her body prickled with a thousand pains but she

knew the prize that lay ahead and it gave her courage.

The horse laboured. Even Yalla, man that he was, ground his teeth in pain and weariness, urging his steed ahead with a slashing whip.

"Yee-who!" he shouted, the sweat running down his face and falling into Amina's eyes. "Yee-who!" She was the first to see the light in the distance.

"My hut," Yalla said. "My lonely hut!" "Our hut, you mean."

He laughed again. Twang! And Yalla moaned.

"They've shot me! My back ...Allah save me. Im dying..."

Before the words were out of his mouth, Yalla was sliding down the saddle, for an arrow's poison acts fast. Yet more arrows twanged past even as the distance between them and their pursuers narrowed.

"If I die, you go ahead. They can't touch you once you're in my hut. It is the ... the .."

Terror, panic, Amina looked over her shoulder and saw her elder brother's figure looming out of the darkness. Yalla had barely enough strength to crawl. Amina dragged him on. She was a girl of the veld, fresh, strong and brave. His strength waned fast. Ahead of them, the cows in the gloom bolted out of their paths. Rams bleated anxiously. A cock cackled, waking all the rest which now set up a deafening crow. They were actually in Yalla's settlement, but not in the hut.

"You thief."

A few yards behind the paddocks, just beyond the poultry yard, Amina bent down. With all her might, she seized Yalla and pushed him into the hut, falling in after him. He breathed a sigh of relief

"My wife!" he moaned. "Mine at last! But first, this arrow. You can still save me. The antidote ..."

Amina's brothers drew up before Yalla's hut.

"You thief!" they raved. "Give us our sister." "Thief?" he sneered. "You are thieves. Have you not stolen the bridal horse?"

"Our father, Jama, will know no rest till you've compensated him for his cattle."

"Leave that to me." Yalla said. To Amina he murmured, "Ohh my back. The antidote..."

The brothers wheeled their horses and cantered slowly back to their own camp. One of them said: "That lad, Yalla, he is a man. Setting fire to our camp, stealing our sister, and then calling us thieves for taking hack our horse which we saddled for another bridegroom!

The law of the grazing fields, He's won."

(Story from When the Sun Goes Down by Cyprian Ekwensi)

In pairs



1. Scan through the passage and find the words below. The first pair to finish identifying the words should raise their hands and declare themselves the winners.

Instalment	Cautiously
Husband	Hatred
Cattle	Bride price
Trifles	Flogged
Article for sale	Intercepted

Scanning is a reading skill used to find specific information quickly. The information may include figures, dates, numbers, examples and definitions. This can be done by running the eyes quickly over the text and locating the required information.

2. Compare and contrast the marriage practices of the community in the passage to the marriage practices carried out in the communities you come from.

In groups



1. Discuss the quality of the work using key features, themes, sentences, characters, phrases and any other information from the passage to support your views.

2. Identify and discuss the figures of speech used in the passage and how relevant they are in the passage.



Activity 7: Critiquing the effects of marriage practices in South Sudan

In groups



Discuss the current marriage practices in your community. How does such practices affect (negatively and positively) women and men in your community?

As a class



Compare your group's findings to those of other groups by having some members of your group move to different groups. Explore what motivates members of the new groups you've joined to come up with their findings.

In pairs



Reflect on the class discussion you have just had. Come up with a list of new vocabularies that can help summarise marriage practices among different communities and help stimulate critical thinking.



Activity 8: Writing about marriage practices and suggesting good practices

In groups



Brain storm on good marriage practices among communities in South Sudan. Compare the good practices suggested with the current marriage practices. Advocate for the good practices in class.

In pairs



Discuss the quality of the work using key features, themes, sentences, characters, phrases and any other information from the passage to support your views.

Individually



Write down a piece of summary of the good marriage practices suggested during the class activity.

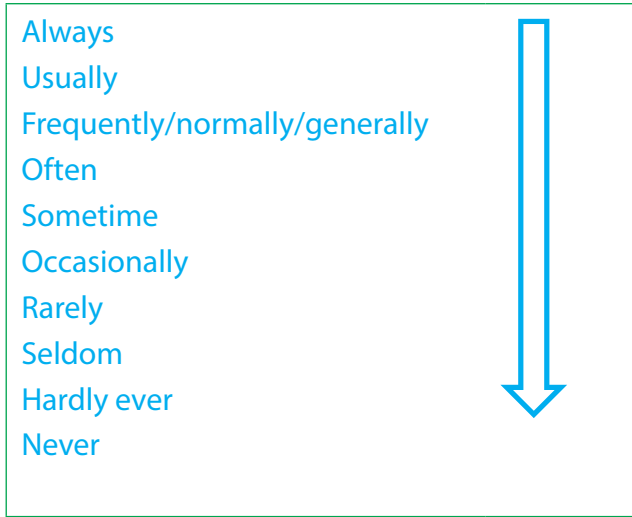


Activity 9: Language practice

Adverbs of frequency

Adverbs that change or qualify the meaning of a sentence by telling us how often or how frequently something happens are referred to as adverbs of frequency.

The following diagram shows the order of adverbs of frequency from the most frequent to the least frequent.



Other adverbs that describe definite frequency are; hourly, weekly, daily, or yearly.

They are usually before the main verb, or between the auxiliary and the main verb. But they come after the verb to be.

Examples

1. He **always comes** to class late.
2. She **has never cleaned** her room.
3. They **occasionally visit** their grandparents.
4. Bol **is usually sleeping** in class.

Practice exercise 1



Rewrite these sentences using the adverb of frequency in brackets in its correct position.

1. They go to the gym. (often)
2. She listens to local programmes. (rarely)
3. He swims in the river. (sometimes)
4. Ladu smiles. (never)
5. She is happy with her work. (always)
6. He drinks coffee. (sometimes)

7. Keji is ill. (often)
8. They feel excited. (usually)
9. I go jogging in the morning. (occasionally)
10. The nanny helps her son with his homework. (never)
11. We do our homework in the evening. (always)
12. I smoke. (never)
13. I eat fish. (seldom)
14. I sing in the choir. (always)
15. I read dramatic novels. (generally)

Practice exercise 2



Complete the sentences. Use the adverb and the correct form of the verbs in brackets.

1. Our teacher, Mrs. Narot _____ (never/be) late.
2. I _____ (always / do) my homework.
3. My sister _____ (hardly/practice) a sport.
4. She _____ (sometimes/be) bored in the movie theatre.
5. We _____ (rarely/watch) TV in the week days.
6. They _____ (never/play) chess with me.
7. Lopuke _____ (usually/be) at the gym on Sunday.
8. The school bus _____ (always/arrive) at seven.

Glossary

- Bride** - A woman on her wedding day.
- Bridegroom** - A man on his wedding day or just before and after the event.
- Bride price** - A sum of money or quantity of goods given to a bride's family by the groom for a woman he is about to marry.
- Culture** - The customs and beliefs, art, way of life and social organisation of a particular country or group.
- Deliberate** - To peel/ to strip off the bark.
- Early marriage** - This is a formal marriage or informal union entered into by individuals before reaching a certain prescribed age.
- Flogged** - A punishment in which someone is hit many times with a stick or whip.
- Instalments** - One of several payments that an amount is divided into, so that you do not have to pay the whole amount at one time.
- Kinship ties** - Relationships between people through blood, marriage or adoption.
- Marriage** - The legal relationship between a husband and wife.
- Polygamy** - The custom of having more than one wife at the same time.
- Tradition** - Part of the beliefs, customs or way of doing something of a particular group of people.
- Trifles** - Something that is not very serious.
- Violence** - Behaviour that is intended to hurt or kill somebody.
- Wealth** - A large amount of money or property.



Activity 1: Understanding Technology

As a class



Read and compare these three definitions of technology and discuss whether they currently reflect your own understanding of the term. Explain your reasoning.

- 1. Technology** – The collection of techniques, skills, methods, and processes used in the production of goods or services or in the accomplishment of objectives, such as scientific investigation.
- 2. Technology** – Methods, systems, and devices which are the result of scientific knowledge being used for practical purposes.
- 3. Technology** – A body of knowledge devoted to creating tools, processing actions and extracting materials. It is also an application of science to solve a problem.

Individually



Read the text below on technology and summarise the key message in it with not more than 50 words.

Technology is wide and we apply technology in almost everything we do in our lives. We use technology for communication, transportation, learning, manufacturing, creating artifacts, securing data and so much more. Technology is dynamic; it keeps on improving because even our needs and demands for technology keep on changing. Technology in South Sudan is hampered by a lack of key infrastructure including electricity. Electricity is important as it is used to power devices and gadgets and to carry on innovations. Internet access and telephone network is limited in various parts of South Sudan. This is largely down to lack of improved technology. There is limited use of information technology in South Sudan due to the low penetration rate of personal computers as a

direct consequence of the very low level of household income, computer illiteracy and the very limited broadband infrastructure. However, the Ministry of Telecommunications and Postal Services together with other organisations such as UNESCO (United Nations Educational, Scientific and Cultural Organisation) and YTD (Youth Technology Development Organisation) are committed to accelerate ICT in all sectors of South Sudan.

In pairs



Look at the pictures below. Which device are you familiar with? Name each and briefly state their uses.



In pairs, search for the indicated words in the word search below.

Technology Lab Word Search

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

- COMPUTER
- TECHNOLOGY
- CAMERA
- KEYBOARD
- WEBSITE
- ROBOT
- MONITOR
- PRINTER
- MOUSE
- FACEBOOK
- FLASH DRIVE
- CELL PHONE
- TABLET
- TWITTER
- INTERNET
- SNAPCHAT
- APP
- DATA
- PROGRAM



Activity 2: Reading about the impacts of technology on society



As a class

Read the information below about the impacts of technology on society and answer the questions that follow.

Technology and society – Impacts of technology on society

Technology and human life cannot be separated; society has a cyclical co-dependence on technology. We use technology; depend on technology in

our daily life and our needs and demands for technology keep on rising. Technology impacts the environment, people and the society as a whole. The way we use technology determines if its impacts are positive to the society or negative.

Positive impacts of technology on society

Technology has mechanised agriculture: Modern agricultural technology allows a small number of people to grow vast quantities of food in a short period of time with less input which results into high yields and return on investment. Through government subsidies, small and medium sized farmers have managed to acquire ploughing, sowing, watering and harvesting machines. The use of technology in agriculture has also resulted into the manufacturing of genetic crops which can grow fast and they can be resistant to many pests and diseases.

Technology has improved transportation: Transportation uses vehicles, trains, airplanes, motorbikes, people, roads, energy, information, materials, finance and time. Technology has helped in advancing all the four types of transportation and these include; (1) road transport used by automobiles, (2) air transport which is used by airplanes, (3) water transportation which is used by ships and speed boats and (4) space transportation used to go to the moon. Technologies like automobiles, buses and trucks have improved the way humans move and how they transport their goods from place to another.

Technology has improved communication: Communication is used for a number of purposes. Both society and organisations depend on communication to transfer information. People use technology to communicate with each other. Electronic media like radios, televisions, internet, and social media have improved the way we exchange ideas which can develop our societies.

Technology has improved education and learning process: Education is the backbone of every economy. People need well and organised educational infrastructures so that they can learn how to interpret information. Many schools have started integrating educational technologies in their schools with a great aim of improving the way students learn. Technologies like smart whiteboards, computers, mobile phones, I pads, projectors and internet are being used in classrooms to boost students moral to learn.

Negative impacts of technology on society

Resource depletion: The more demand for new technologies and advancement of current technologies, the more pressure we put on earth's natural resources. Look at the total number of mobile phones and computers being manufactured today, our population is increasing every day and all these billion consumers demand either a mobile phone or a computer in their homes or offices. This is good news to the manufactures, like Apple or

Samsung, the demand for their gadgets is high, but to sustain this demand, they have to exploit Mother Nature for resources like aluminum, once these resources are extracted from the earth plates, they will never return back because it took those a billion years to mature.

Increased population: – Technology has helped us live longer by improving health facilities and aiding in the research for solutions for most health problems which affect humans. This is good news for developed countries, but is bad news for developing countries which have not been in position to access these health care benefits brought by technology. In developed countries population growth is controlled by advanced birth control methods, this has helped them balance their population in relation to natural resources and other opportunities which come with a planned population. This is different in developing countries, the rate at which people produce is very high, the mortality rate is high, food is scarce and health care is poor.

Increased pollution: Pollution affects the land we grow crops on, the water we drink and the air we breathe. The increased demand for new technologies and advancement of technologies has resulted into many manufacturing and processing factories. As they work so hard to create the best technologies for both society and business, they release harmful chemicals and gasses which have polluted our environment and this has resulted into climate changes (global warming).

Technology by its self is not harmful to the society, but the way society uses technology to achieve specific goals is what results into negative impacts of technology on the society. Humans need to use energy to process products in factories, to run cars, to light homes and also run technological machines like computers, but the only way we can do this without affecting the environment and society, is by shifting from exhaustible energy sources to renewable and inexhaustible sources like Solar / Wind energy. (From Use of Technology by Karehka Ramey)

In groups



1. Considering the information above, discuss the roles technology plays in the development of a nation. Write down your points and share with the other groups.
2. In the same groups, discuss how we can safely use technology without affecting the environment and society. Choose a group representative to present your findings to the class.

Individually

Reflect on the group discussion you had. Write an essay on the importance of technology to a developing nation. Ensure you suggest good practices of how we can use technology without affecting the environment.

**Activity 3: Researching on the recent technological innovations****In groups**

1. Carry out some research to find out the recent technological innovations in your community and in South Sudan.
2. How have those innovations upgraded the lives of people in your community and in South Sudan as a whole?
3. Summarise your findings and choose a group representative to present your answers to the class.

**Activity 4: Investigating how different technological devices function****In pairs**

1. Explain the function(s) of each of the devices listed below.
 - a. Cell phones
 - b. Radios
 - c. Digital cameras
 - d. Computers

2. Ensure that you investigate on how each of these devices operate then write a simplified set of instructions for their use. Be ready to share your findings with the other pairs.



Activity 5: Reading about new technology

Individually



Read the stories below about the contributions of writers of science fiction.

In 1964, Isaac Asimov Imagined the World in 2014

In August of 1964, just more than 54 years ago, author Isaac Asimov wrote a piece in *The New York Times*, pegged to that summer's World Fair.

In the essay, Asimov imagines what the World Fair would be like in 2014—his future, our present.

His notions were strange and wonderful (and conservative, as Matt Novak writes in a great run-down), in the way that dreams of the future from the point of view of the American mid-century tend to be. There will be electroluminescent walls for our windowless homes, levitating cars for our transportation, 3D cube televisions that will permit viewers to watch dance performances from all angles, and "Algae Bars" that taste like turkey and steak ("but," he adds, "there will be considerable psychological resistance to such an innovation").

He got some things wrong and some things right, as is common for those who engage in the sport of prediction-making. Keeping score is of little interest to me. What is of interest: what Asimov understood about the entangled relationships among humans, technological development, and the planet—and the implications of those ideas for us today, knowing what we know now.

Asimov begins by suggesting that in the coming decades, the gulf between humans and "nature" will expand, driven by technological development. "One thought that occurs to me," he writes, "is that men will continue to withdraw from nature in order to create an environment that will suit them better."

It is in this context that Asimov sees the future shining bright: underground, suburban houses, "free from the vicissitudes of weather, with air cleaned and

light controlled, should be fairly common." Windows, he says, "need be no more than an archaic touch," with programmed, alterable, "scenery." We will build our own world, an improvement on the natural one we found ourselves in for so long. Separation from nature, Asimov implies, will keep humans safe—safe from the irregularities of the natural world, and the bombs of the human one, a concern he just barely hints at, but that was deeply felt at the time.

But Asimov knows too that humans cannot survive on technology alone. Eight years before astronauts' Blue Marble image of Earth would reshape how humans thought about the planet, Asimov sees that humans need a healthy Earth, and he worries that an exploding human population (6.5 billion, he accurately extrapolated) will wear down our resources, creating massive inequality.

Although technology will still keep up with population through 2014, it will be only through a supreme effort and with but partial success. Not all the world's population will enjoy the gadgety world of the future to the full. A larger portion than today will be deprived and although they may be better off, materially, than today, they will be further behind when compared with the advanced portions of the world. They will have moved backward, relatively.

This troubled him, but the real problems lay yet further in the future, as "unchecked" population growth pushed urban sprawl to every corner of the planet, creating a "World-Manhattan" by 2450. But, he exclaimed, "society will collapse long before that!" Humans would have to stop reproducing so quickly to avert this catastrophe, he believed, and he predicted that by 2014 we would have decided that lowering the birth rate was a policy priority.

Asimov rightly saw the central role of the planet's environmental health to a society: No matter how technologically developed humanity becomes, there is no escaping our fundamental reliance on Earth (at least not until we seriously leave Earth, that is). But in 1964 the environmental specters that haunt us today—climate change and impending mass extinctions—were only just beginning to gain notice. Asimov could not have imagined the particulars of this special blend of planetary destruction we are now brewing—and he was overly optimistic about our propensity to take action to protect an imperiled planet.

2013 was not the warmest year on record but it will come close. Last month, November, was the warmest since 1880. All of the 10 warmest years on record have occurred since 1998. A video from NASA shows the dramatic shift in recent years. Watch what happens in the decades after Asimov wrote his essay. (Yellow and red represent temperatures warmer than the average for the years from 1951 to 1980.)

What color will 2014 be on that map? And what about in 10, 20, or 50 years ahead? Predictions are a messy, often trivial sport, but the overall direction

the planet is heading is all too clear. As Wen Stephenson wrote in a blistering essay last year, "It's entirely possible that we'll no longer have a livable climate—one that allows for stable, secure societies to survive—within the lifetimes of today's children." No prediction should scare us more.

(Adopted from <https://www.theatlantic.com/technology/archive/2013/12/in-1964-isaac-asimov-imagined-the-world-in-2014/282728/>)

The Nine Billion Names of God by Arthur C. Clarke

"This is a slightly unusual request," said Dr. Wagner, with what he hoped was commendable restraint. "As far as I know, it's the first time anyone's been asked to supply a Tibetan monastery with an Automatic Sequence Computer. I don't wish to be inquisitive, but I should hardly have thought that your — ah — establishment had much use for such a machine. Could you explain just what you intend to do with it?"

"This is a project on which we have been working for the last three centuries — since the lamasery was founded, in fact. It is somewhat alien to your way of thought, so I hope you will listen with an open mind while I explain it."

"Naturally."

"It is really quite simple. We have been compiling a list which shall contain all the possible names of God."

"I beg your pardon?"

"We have reason to believe," continued the lama imperturbably, "that all such names can be written with not more than nine letters in an alphabet we have devised."

"And you have been doing this for three centuries?"

"Yes: we expected it would take us about fifteen thousand years to complete the task."

"Oh," Dr. Wagner looked a little dazed. "Now I see why you wanted to hire one of our machines. But exactly what is the purpose of this project?"

The lama hesitated for a fraction of a second, and Wagner wondered if he had offended him. If so, there was no trace of annoyance in the reply.

"Call it ritual, if you like, but it's a fundamental part of our belief. All the many names of the Supreme Being — God, Jehovah, Allah, and so on — they are only man-made labels. There is a philosophical problem of some difficulty here, which I do not propose to discuss, but somewhere among all the possible combinations of letters that can occur are what one may call the real

names of God. By systematic permutation of letters, we have been trying to list them all."

"I see. You've been starting at AAAAAAA... and working up to ZZZZZZZ..."

"Exactly — though we use a special alphabet of our own. Modifying the electromatic typewriters to deal with this is, of course, trivial. A rather more interesting problem is that of devising suitable circuits to eliminate ridiculous combinations. For example, no letter must occur more than three times in succession."

"Three? Surely you mean two."

"Three is correct: I am afraid it would take too long to explain why, even if you understood our language."

"I'm sure it would," said Wagner hastily. "Go on."

"Luckily, it will be a simple matter to adapt your Automatic Sequence Computer for this work, since once it has been programmed properly it will permute each letter in turn and print the result. What would have taken us fifteen thousand years it will be able to do in a hundred days."

Dr. Wagner was scarcely conscious of the faint sounds from the Manhattan streets far below. He was in a different world, a world of natural, not man-made, mountains. High up in their remote aeries these monks had been patiently at work, generation after generation, compiling their lists of meaningless words. Was there any limit to the follies of mankind? Still, he must give no hint of his inner thoughts. The customer was always right....

"There's no doubt," replied the doctor, "that we can modify the Mark V to print lists of this nature. I'm much more worried about the problem of installation and maintenance. Getting out to Tibet, in these days, is not going to be easy."

"We can arrange that. The components are small enough to travel by air — that is one reason why we chose your machine. If you can get them to India, we will provide transport from there."

"And you want to hire two of our engineers?"

"Yes, for the three months that the project should occupy."

"I've no doubt that Personnel can manage that." Dr. Wagner scribbled a note on his desk pad. "There are just two other points —"

George heard the heavy wooden door slam in the wind as Chuck came out onto the parapet beside him. As usual, Chuck was smoking one of the cigars that made him so popular with the monks — who, it seemed, were quite willing to embrace all the minor and most of the major pleasures of life. That was one thing in their favor: they might be crazy, but they weren't bluenoses. Those frequent trips they took down to the village, for instance...

She certainly was, thought George. The battered old DC3 lay at the end of the runway like a tiny silver cross. In two hours she would be bearing them away to freedom and sanity. It was a thought worth savoring like a fine liqueur. George let it roll round his mind as the pony trudged patiently down the slope.

The swift night of the high Himalayas was now almost upon them. Fortunately, the road was very good, as roads went in that region, and they were both carrying torches. There was not the slightest danger, only a certain discomfort from the bitter cold. The sky overhead was perfectly clear, and ablaze with the familiar, friendly stars. At least there would be no risk, thought George, of the pilot being unable to take off because of weather conditions. That had been his only remaining worry.

He began to sing, but gave it up after a while. This vast arena of mountains, gleaming like whitely hooded ghosts on every side, did not encourage such ebullience. Presently George glanced at his watch.

"Should be there in an hour," he called back over his shoulder to Chuck. Then he added, in an afterthought: "Wonder if the computer's finished its run. It was due about now."

Chuck didn't reply, so George swung round in his saddle. He could just see Chuck's face, a white oval turned toward the sky.

"Look," whispered Chuck, and George lifted his eyes to heaven. (There is always a last time for everything.)

Overhead, without any fuss, the stars were going out.

(Source: Urbigenous Library)

In groups



1. Identify the key messages portrayed in the magazine article and in the short story as well as the most powerful phrases in your opinion.
2. What literary techniques have the writers used to pass their messages?
3. Using relevant information to support your argument, discuss both the positive and the negative impacts of social media on individuals.



In pairs

1. How do the two stories compare?
2. Discuss the meaning of the proverb, 'Necessity is the mother of invention'
3. Borrowing from the inventions and the contributions you read of both Asimov and Clarke, suggest what the government needs to do in order to facilitate the advancement of technology in South Sudan.



As a class

Read the information below about what a review entails.

Review- A formal assessment of a book, play, film, etc. published in a newspaper or magazine with the intention of guiding readers in their choice of entertainment by giving an informed opinion of the piece before they go read it or see it.

1. Why write a review?

A review is an easy way to let other people know if you liked a book, film, play or a radio/TV programme.

Present tenses are frequently used in this type of writing.

2. How to write a general review

- a. A brief description/ summary of the book, play, film or a radio/TV programme.
- b. A bit more detail with examples to highlight what was good or bad about it.
- c. Your unbiased opinion.



In groups

1. Go to the school's playground as per the instructions of your teacher.
2. Role play a conversation you have overhead in the course of the week both in school and at home.

3. Let each one of you write the conversation using the guidelines earlier learnt and share your work amongst other group members.
4. Pick the best written conversation and share it with the rest of the class.



Activity 6: Learning how to write a review

Individually



1. Read the novella, 'The Time Machine' by H.G. Wells and reflect on technology and modernisation.
2. Discuss how H.G. Wells has dealt with innovation.
3. Write a review of the novella and discuss some of the stylistic devices used in the novella. Share your findings with the rest of the class.



Activity 7: Language practice

Comparative and Superlative adjectives

A. Comparative adjectives

Comparative adjectives are used to compare differences between the two objects they modify.

For example larger, smaller.

Use this pattern

Noun (subject) + verb + comparative adjective + than + noun (object)

1. My cat is **older** than keji's cat.

B. Superlative adjectives

Superlative adjectives are used to describe an object which is at the upper or lower limit of a quality.

For example the tallest, the smallest.

They are used in sentences where a subject is compared to a group of objects.

Use this pattern

Noun (subject) + verb + the + superlative adjective + noun (object).

My car is the **newest** in the family.

All adverbs that end in **-ly**, regardless of the number of syllables form their comparative and superlative degrees with **more** and **most**.

Practice exercise 1



Write down the adjective in each of these sentences and identify them as either comparative or superlative.

1. This is the largest room in the house.
2. Your memory is better than mine.
3. The tractor moved more slowly than the bull dozer.
4. Tim is the shortest player in the team.
5. My sister has always been the most successful one in the family.

Regular comparatives and superlatives

This form depends on the number of syllables in the original adjective.

1. One syllable adjectives

Add -er for the comparative and -est for the superlative.

E.g. tall – taller – tallest

Short – shorter – shortest

If the adjective has a **consonant + single vowel + consonant** spelling, the final consonant must be doubled before adding the ending as shown above.

E.g. fat – fatter – fattest

Big – bigger – biggest

2. Two syllables adjectives

Adjectives with two syllables can form the comparative either by adding -er or by preceding the adjective with more.

These adjectives form the superlative either by adding -est or by preceding the adjective with most.

E.g., simple – simpler – simplest

Bent – more bent – most bent

If you are not sure whether a two-syllable adjective can take a comparative or superlative ending, play it safe and use more and most instead.

For adjectives ending in **y**, change the y to i before adding the ending.

E.g. happy – happier – happiest

3. Three or more syllables adjectives

Adjectives with three or more syllables form the comparative by putting more in front of the adjective, and the superlative by putting most in front.

E.g. Important – more important – most important

Practice exercise 2



Look at each of the three sentences in each question. Complete the last two with the comparative and the superlative form of the adjective in each first sentence.

A.

1. My book is heavy.
2. My short story collection is _____.
3. My literature anthology is _____.

B.

1. My father is very strong.
2. My eldest brother is even _____ than my father.
3. My youngest brother may someday be the _____ in the family.

C.

1. The day before yesterday, the hot dry weather was comfortable.
2. Yesterday, the mild, breezy weather was _____.
3. Today's cool crispy weather is the _____ of all.

D.

1. The investigator is an interesting publication.
2. The Times is even _____.
3. The Wholesaler however is the _____.

E.

1. My sister is a pretty girl.
2. Your sister is even _____.
3. Lam's sister however is the most _____ of them all.

Irregular comparatives and superlatives

These very common adjectives have completely irregular comparative and superlative forms. They completely change. E.g., good-better-best

Practice exercise 3

Write the comparative and the superlative forms of the following words.

Positive	Comparative	Superlative
1. Bad		
2. Far		
3. Late		
4. Ill		
5. Little		
6. Many		
7. Good		
8. Much		

Practice exercise 4



Correct the following faulty sentences.

1. He is more hungrier than I.
2. My father was the most proudest man in the hall.
3. Nyandeng is the most old of the three sisters.
4. Mabior is by far my most best friend.
5. The delivery is more late than I expected.
6. He is the most handsomest actor I can think of.
7. He is the most likeliest to win.
8. Her salary is the most high it has ever been.
9. I thought that his story was less better than Ladu's.
10. I saw the excitingest game this evening.

Glossary

- Browser** - A browser is also called a Web browser, because it is used to browse the content of the World Wide Web. The most popular browsers are Microsoft's Internet Explorer, Mozilla Firefox, Google Chrome, and Apple Safari.
- Internet** - The largest computer network in the world.
- Network** - A group of computers, printers, and other devices that are connected together to exchange information.
- Search engine** - A Web site that enables users to search for Web pages by entering keywords, for example; Yahoo, Google.
- URL** - Stands for Uniform Resource Locator. This is the basic addressing scheme used by the World Wide Web.
- Website** - A set of pages of information on the internet about a particular subject, published by a single person or an organisation.



Activity 1: Definitions

Individually



Read the following definitions of drug abuse and relate the definitions with your own understanding of the term.

Excessive and self-damaging use of habit forming drugs or substances, leading to addiction or dependence, serious physiological injury (such as damage to kidneys, liver, heart) and/or psychological harm (such as dysfunctional behavior patterns, hallucinations, memory loss), or death. (businessdictionary.com).

Habitual use of drugs solely to alter one's mood, affect, or state of consciousness, or to affect a body function unnecessarily (Medical Dictionary for the Health Professions and Nursing © Farlex 2012).

The harmful or hazardous use of psychoactive substances, including alcohol and illicit drugs which can lead to dependence syndrome - a cluster of behavioural, cognitive, and physiological phenomena that develop after repeated substance use and that typically include a strong desire to take the drug, difficulties in controlling its use, persisting in its use despite harmful consequences. (WHO)

In pairs



Look through the key vocabulary below. Compose a definition for the terms you are familiar with giving examples of a context to add detail to your explanation.

Key vocabulary: Habit, Impetus, Indulge, illicit, abuse, overdose and Addiction, physiological, hallucinations, hazardous, psychoactive.

Spelling in pairs

Follow the steps given below to learn new words:

- a. Be in pairs of two (student A and student B).
- b. Student A to pick up a flashcard and ask "How do you spell (word on flashcard)?"
- c. Student B spells the word aloud.
- d. Switch roles now. Each one of you to keep a piece of a scrap-paper at hand in order to write the word out as they spell it.
- e. Student A picks up a flashcard and mimes its meaning. Student B says the word.



As a class

Read the following passage about drug abuse and their impacts on individuals and the society.

The physical and psychological effects of an addiction are well known but what about the social effects? In many ways this can be more harmful. Drug addiction doesn't just affect the addict. It has a far reaching effect which encompasses family, friends, employers, healthcare professionals and society as a whole. If you are addicted to drugs and substances, the effects of this can negatively impact upon the following: Marriage/Relationships, home/family life, education, employment, health and wellbeing, personality, financial issues, law and order.

Marriage/ Relationships

If you have a situation in which one half of a couple is an addict then this can cause untold hardship for the other half. The person who is addicted may have changed from a previously easy going personality to one who is prone to mood swings, violent outbursts, secrecy and other forms of extreme behaviours. This is difficult for their partner to deal with and is even worse if there are children involved. It is both distressing and confusing for children to see one parent (or even both parents) exhibit signs of their addiction.

Home/family

On the subject of home/family life, there is also the possibility that the rest of the family may feel embarrassed or ashamed at this behaviour. They are bothered by what others might think and are unsure as to what to do for the best. If you are suffering from an addiction then you will probably find that

your family is concerned but maybe needs you to realise that you have a problem and are prepared to face up to it.

It may seem as if your family has pushed you out but it could also be the case that they see this as a form of 'tough love' in which they are giving you time to reflect upon yourself and your addiction. This is done with the hope that you will seek treatment for your addiction. They will provide support and help as well but you need to take that first step.

Education

If a learner is suffering from an addiction then this will impact upon their schooling, relationships with other children and their home life. One such effect of this is truanting from school. This can happen if the learner is addicted or if they have a parent who is an addict and neglects to care for them. A learner who is addicted to drugs shows the following signs of anti-social or erratic behaviour; unexplained absences from school; reports from the school of theft or violent behaviour from the learner or being caught drug dealing on school premises.

Employment

Employers are affected if any of their employees develops an addiction. The employee concerned may have changed from a smart, punctual and efficient worker to someone who is late for work, has neglected their appearance and personal hygiene and is displaying erratic or unacceptable levels of behaviour. They may start going absent for no good reason, not completing their duties or stealing from colleagues and/or the company. This results in the employee losing his/her job which then impacts upon their home and family life.

Health and wellbeing

A most obvious effect of drug addiction is that on physical health. There are some substances such as alcohol or caffeine which is fine on an occasional basis or in moderate amounts but it is when they become a regular habit that damage to your health occurs. A couple of cigarettes in a day can also be harmful. Drugs such as heroin, cocaine, amphetamines, poppers, ecstasy are dangerous in any amount and should be avoided.

Apart from the long term effects on health there is also the fact that an addiction can be fatal. Alcohol, cigarettes and drugs can kill either as a result of an overdose, suicide, an accident or from the physical damage caused by these substances.

Personality

Addiction affects someone's personality and behaviour in a variety of ways

although this very much depends upon the type of substance used and the amount; their psychological make up before the addiction and physical health and their lifestyle. Some substances have a greater effect than others upon mental health, for example, heroin is stronger than nicotine and will have a bigger impact upon the brain. .

Financial issues

The costs of an addiction not only affect the sufferer but can also encompass family, friends and society as a whole. There are the costs of policing, drug addiction help lines, support groups and rehab clinics. Indirectly there is lost revenue in the form of tax and national insurance contributions each time an addict loses their job or is unable to work. This means a drop in revenue for the Treasury and an increase in welfare benefits, e.g. unemployment benefit.

Law and order

People who are addicted very often turn to crime as a means of paying for their addiction. This can involve stealing or fraud to obtain the funds necessary to bankroll their addiction. This can start with stealing from one's partner, family or friends but can spread to include their employer or several organisations.

People who have developed an addiction to alcohol very often engage in drunken, anti-social behaviour, usually in town and city centers up and down the country. The police have the job of dealing with fights or semi-conscious people lying in the street which is due to the effects of excessive alcohol consumption.



Activity 2: Brainstorming on the dangers of drugs abuse

In groups



1. Discuss how similar the impacts of drugs abuse deliberated in the passage are to the impacts drugs have on addicts and the community in general.
2. How do the impacts you have suggested affect the families of the addicts and the entire community?



In pairs

1. Reflect on the discussion you have had on the effects of drugs and substance abuse. Write an extended piece on the benefits an individual obtains by abstaining from drugs and substance abuse.
2. How can the benefits you have written down translate to family and community benefits? Share your findings with your classmates.



Activity 3: Listening to a real life story on the dangers of drug abuse



As a class

Listen carefully as your teacher reads a true life story of a recovering drug addict at a school in Kenya.

Kibet had been told about peer pressure and he knew everything about it. However, what Tony Kibet did not know is that he too was susceptible and could easily fall prey to the whims of his age mates. As a student at the prestigious Turkish Light Academy in Nairobi, Kibet studied hard and was well behaved. Trouble struck when his parents moved him to Highway Secondary School in Nairobi, citing fees constraints. "I had become a rebel and I didn't know that the behaviour was taking root," he says. Kibet was out of control but the worst was yet to come.

"The boys I met at Highway were even worse. They smoked anything and everything. They drank alcohol and always told stories of dramatic run-ins with authorities," he recalls. "Those were the stories everyone wanted to hear. Many were delighted by them. The boys felt good about overcoming such snares." Slowly, he was drawn to the 'cool' boys. To make it past the fringes into the inner sanctum of the club, Kibet had to partake of the same stuff that made them feel powerful and in control of their lives. It was the only way to be 'recognised' by the others; a statement that he was indeed a man.

Finally, in Form Three, Kibet took the first puff of marijuana. This marked the beginning of a life of drug abuse. "I remember feeling all manner of things in my head after that first experience with marijuana. I felt groggy and super alert at the same time. It was a very unsettling outcome. But slowly I got used to it,"

he says. More drugs, more problems In 2012, while at Utalii College where he was a hotel management student, Kibet's problem with drugs heightened after a relationship with his girlfriend ended, leaving him distraught, desolate and depressed.

He was young, naive, and in love. His problem with drugs was enough impetus to set his life ablaze. He says: "Suddenly, I was an outcast; out of touch with reality. I became aggressive, rowdy, violent and out of control. I am the one who called for a break-up but deep inside, I was not ready to let go. We shared the same class and seeing her was a daily reminder of the failed relationship. I felt angry and the only way to numb those feelings was to indulge in alcohol and drugs." During that period of confusion, Kibet became a thief, something that earned him nights in police cells. He says he was beaten by a mob once when he was caught in the act. "It became my life and even my family's attempts to reach out to me did not bear fruit," says Kibet.

The proximity of the college to Mathare slums made it easy for him to access caches of marijuana and sell them. "After a while, other students knew I used drugs and they bought from me," he says. He was reported to the administration several times and a clinical psychologist at the institution diagnosed him with depression and drug addiction. It was recommended that he visit a rehabilitation center to help him recover.

Eventually, Kibet was admitted for psychiatric care. "I was in denial for the first few days. I didn't accept that I had a problem. I was defiant," he says. "But while at the institution, I realised my life was wasting away. I had been suspended from school and I had nothing to be proud of. That's when I decided to change." Became a Christian After his discharge from the hospital, Kibet went to church and became a Christian.

He successfully accomplished a 12-step programme through one-on-one care from his counsellor and was discharged from rehab three months later. In his new found faith, he met Moses Alubala, a musician who realised he had a talent in singing. "We talked and I became his mentor," says Alubala. "As a recovering addict, Kibet may have easily relapsed into drugs. But I realised that if his talent in music was to be harnessed, he would not have time to abuse the drugs again.

He would be busy doing something he loves doing." Kibet felt he could use his past with drugs to help other young people in the same situation as himself. As a result, he began writing songs that spoke against peer pressure and drug abuse. His first song, Rock Bottom, talks about the struggles of drug addicts as well as his own challenges. With the stage name, 'Revived ain't I',

Tony performs in high schools, colleges and juvenile centers to spread awareness against substance abuse. His hands and face still have the tattoos

he got during his days as an addict. Just below his eye sockets are tattoos of the cross, which he says symbolised his “wanting to be a god myself”. He has kept the tattoos as a reminder of the life he lived in drug addiction. (<https://www.standardmedia.co.ke/lifestyle/article/2000136010/delivered-from-the-underworld-of-drug-addiction>)

In groups



1. Borrowing from Kibet's story, discuss how vulnerable young people are to drug abuse while in secondary level of learning.
2. What are the schools' boards of management and the relevant authorities in the Ministry of Education in conjunction with the Ministry of Health in South Sudan doing to help reduce the incidents of drug abuse among learners in secondary schools.



Activity 4: Carrying out research on different types of drugs commonly abused

In groups



Despite the efforts of the government to fight drug trafficking in our country, the problem of drug abuse among the youth is still a major challenge and a threat to the nation. Research on the types of drugs commonly abused and their damaging effects.

In pairs



1. From the research you have done in groups, select one type of drug commonly abused. Prepare a summary about the drug following these guidelines:
 - a. The name of the drug

- b. How the drug is administered in the body
 - c. The signs of addiction when one abuses the drug?
 - d. The treatment which can be prescribed to help an addict of the drug you researched on?
2. Choose one of you to go and make a presentation of your findings to the class.



Activity 5: Learning how to run campaigns against drugs abuse



As a class

Discuss how policies can be implemented effectively to help reduce drug and abuse among learners in secondary schools.

- a. Discuss how effectively the following policies can help control drug and substance abuse among youths in our country when implemented:



- i. Incarceration for persons convicted for drug offenses.
- ii. Fines for drug offenses (possession and dealing with drugs)
- iii. Treatment (such as voluntary rehabilitation, coercive care or supply on medical prescription for drug abusers).
- iv. Interception of drug trafficking.
- v. Drug substitution programs.
- vi. Establish youth resource/ recreational centers.
- vii. Collaboration between 'drugs free society' oriented organisations to fight against drug abuse among the youth.

In pairs

Discuss some of the ways you would use to educate your fellow youths in our country on the importance of living a drug free life and the benefits they would enjoy when they are well informed on the dangers of abusing drugs.

In groups

1. Come up with slogans and phrases that pass the message on drug abuse. Discuss ways that you would use to get fellow youths involved/participate in drug-free social campaigns.
2. Write the phrases and slogans on paper strips and manila papers and pin them on your class and school notice boards.

Individually

1. Write a short slogan on your commitment to fight drug abuse.
2. Share your slogan in class.

**Activity 6: Listening/watching a video clip of a recovering alcoholic****As a class**

Listen/watch a clip your teacher will play in class about an individual recovering from alcoholism.

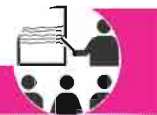
<https://www.youtube.com/watch?v=5IR4DYzDSsY>

In groups

1. With the previously gained knowledge and understanding on drug and substance abuse in our country, how effective is the clip listened to/watched in enhancing further your understanding of drug abuse.
2. Note down the contributing factors that led to the individual in the clip indulge in alcoholism and how he ruined his own life.
3. From the points noted down, discuss how the policies you deliberated on in activity 5 could have helped the individual or how they can help young people of your age from engaging in drugs abuse.
4. Share your findings with the rest of the class.

In pairs

Reflect on the group discussion you have just had. Come up with a list of new vocabularies and phrases that can help summarise drug abuse and their effects to individuals and to the society.

**Activity 7: Writing a critical review****As a class**

Read the following information about a critical review.

A critical review is a writing task that asks you to summarise and evaluate a text. Writing a critical review usually requires you to read the selected text in detail and to also read other related texts so that you can present a fair and reasonable evaluation of the selected text.



As a class

Discuss the structure of writing a critical review and summarise the key points. (Refer to page 67 on how to write a good review)

Individually



Read the story below and write a critical review of the story. Identify key features, themes and characters. Select relevant information from the story to support your views.

“My long road to overcoming drug addiction”

Deborah Ebole had a series of misfortunes that saw her addicted to heroin, and deep in prostitution. It has been close to two years since Deborah Ebole last used illicit drugs, a feat that she celebrates after spending over 10 years abusing drugs. The 37 year old's addiction started as a way to cope with abandonment.

It all began when her middle class parents separated. She found herself in the care of her paternal grandfather in Bunyore after both parents abandoned her to go rebuild their lives separately back in Nairobi. At 15, she became an orphan when her grandfather died and shortly after, both her parents. “My grandfather really cried when he was passing away; he knew I will suffer,” recalls Deborah with tears in her eyes.

A family friend took her in and she went back to school. However, her dreams were cut short when she got pregnant.

In 2000, after quitting high school due to the pregnancy, she moved out of the friend's house to fend for herself while an aunt took in her baby girl. Once again left on her own, she turned to the baby's father for support. He introduced her to prostitution to fend for the both of them and became abusive when she failed to make enough money. She resorted to fleeing to save herself. She stole Sh3, 000 from a client and fled to Mombasa.

Deborah was fortunate to find an old friend to her mother at the coastal city who provided shelter for her. It was while living in the lady's house that she found love, but it was a love that would lead her down a dark road of drug abuse.

The young man gave her cigarettes laced with heroin. After four days of use, she got addicted. He stopped supplying her with the cigarettes and pushed her to get money for the drugs. "It is easier for women to make money than men, is what he told me and insisted I follow the other women to clubs," she remembers. She ran away from him and started living in the streets and prostituting to fend for herself.

Shortly after, she was arrested and charged with possession of one satchel of heroin. It was then that she discovered that she was also pregnant with her second child, whom she gave birth to while serving her eight-month sentence.

"Prison is the best. Comparing the life of hustle and living in prison, prison is the best," declares Deborah, adding, "when I left prison, I was looking healthy and beautiful, which attracted the baby's daddy back to me." Her new found happiness was short lived since the man disappeared after getting her pregnant with another baby.

Abandoned again, struggling with her two infants and addicted to drug use, she sought help for her children. "My kids were dirty. They cried all the time. Sometimes I genuinely asked people for money to buy food for the kids but I was an addict so I would end up using it on drugs."

In 2003, she visited Haki Africa, a non-governmental organisation that helps drug addicts overcome the addiction. She begged them to help with her children.

After securing a letter from the NGO, she was able to get another one from the social services at the children's department. The letters assisted her to get her two baby boys accepted at Tumaini Children's Home in Mombasa.

Alone again, she delved further into drugs and a life of prostitution. "I never dreamt this will happen to me. I thought since I am intelligent I will end up being a doctor or a PhD holder because of the way I was bright in school."

In 2016, she got gravely ill and was diagnosed with HIV. She sought help once more, and found it at Haki Africa again. She got access to free treatment with Methadone, a drug that is used to suppress drug addiction. "I am now weaning off methadone, because I have had successful rehabilitation without a relapse."

After 13 years of drug abuse and one and a half years of living clean, Deborah hopes to rebuild herself even in the face of daily challenges. "People like us are never considered. People call you 'that junkie over there,'" she says.

"Sometimes I had no food to eat, no fare to make it to the rehabilitation center. But I would walk even if I had to." "It was her determination to get through the stigmatisation and the other challenges that helped her recovery process."

The children's home now allows her to visit her children since she started recovering from the addiction successfully. She hopes that soon, she will live with them and take care of them.

"I am now living a Godly life. I am a mentor. I go out to help rehabilitate drug addicts. I hope to save enough funds to start my own business so that I can sustain myself, and finally get my children back," says Deborah, then adds, "I want to be there for my kids because my parents abandoned me when I was very young. I don't like blaming my parents because they are gone, but sometimes in reality, I find a reason to blame them."

Deborah believes no matter how far gone, any drug addict can be rehabilitated. She says, "Drug addiction is not something one does intentionally. It is a disease.

It takes over, it changes the reasoning capacity and the functioning of the body. Unless you use it, you might die from the withdrawal symptoms.

The urge is strong. With proper support and treatment, one can overcome it."

(Adopted from: <https://www.nation.co.ke/lifestyle/saturday/My-long-road-to-overcoming-drug-addiction/1216-4172038-159e6aqz/index.html>)



Activity 8: Language practice

A. Passive voice

Passive voice is used:

- a. When the focus is on the action.
For example
Girls should be given opportunity to study with the boys.
- b. When it is not necessary to mention the doer of the action.
For example
A mistake was made.
- c. When the doer of the action is unknown.
For example
My pen has been stolen.
- d. When talking about science experiments.
For example
Ethylene is prepared by heating a mixture of ethanol and an excess of concentrated sulphuric acid.

When changing sentences in the active voice into passive voice, the object of the active sentence becomes the subject of the passive sentence.

For example

Active: Akumu locked the door.

Passive: The door was locked.

In the active sentence above, 'Akumu' is the subject of the sentence while in the passive sentence, 'The door' is the subject.

Sometimes we can use 'by' in a passive sentence to introduce the doer of the action.

For example

Active: Akumu locked the door.

Passive: The door was locked by Akumu.

Tense	Active voice	Passive voice
Present simple	<ol style="list-style-type: none"> 1. They plant bananas. 2. Cow's milk is loved by Keji. 	<ol style="list-style-type: none"> 1. Bananas are planted. 2. Keji loves cow's milk.
Present continuous tense	<ol style="list-style-type: none"> 1. Irene is plucking tea. 2. Kenyi is irrigating mangoes. 	<ol style="list-style-type: none"> 1. Tea is being plucked by Irene. 2. Mangoes are being irrigated by Kenyi.
Present perfect	<ol style="list-style-type: none"> 1. Achol has thrown papers away. 2. Ladu has lost his money. 	<ol style="list-style-type: none"> 1. Papers have been thrown away. 2. Money has been lost by Ladu.
Past simple tense	Akello fetched water.	Water was fetched by Akello.
Past continuous	Lowi was rearing cattle.	Cattle were being reared by Lowi.

Past perfect	<ol style="list-style-type: none"> 1. I had lied to her. 2. Narot had broken rules. 	<ol style="list-style-type: none"> 1. She had been lied to by me. 2. Rules had been broken by Narot.
Future tense	They will attend the show.	The show will be attended.

Practice exercise 1



Rewrite the following sentences in the passive voice.

1. She opens the door.
2. They set the table.
3. He pays a lot of money.
4. We draw a picture.
5. They wear black shoes.
6. They don't help you.
7. He doesn't open the book.
8. You do not write the letter.
9. Does your mum pick you up?
10. Does the police officer catch the thief?

B. Use of 'Would like to'

'**Would like to**' is a polite way to express one's goals or interests.

For example

I would like to be a doctor to help sick children.

Verbs that follow would like are always in the to-infinitive form. The infinitive form is the base form of a word, which does not indicate the tense.

For example

Go	Visit	Eat	Study
----	-------	-----	-------

- a. I would like to study medicine at the university.
- b. I would like to visit a construction site, to see how buildings are constructed.
- c. I would like to go to Australia for my bachelor's degree.
The words in italics show the infinite form.

Practice exercise 2



Use *would like to + infinitive form of the word in the brackets*.

1. Adut and Wani (wedding) next month.
2. Our class teacher (knows) the number of students going for the trip.
3. I (went) for the PE lesson.
4. Everyone (saw) the plane landing.
5. Nakai (bought) a new Mercedes car.
6. Our school captain (conducted) an investigation.
7. We (arrived) early.
8. They (are staying) with us.
9. I (bathed) at the river.
10. They (planted) the best seeds.

Glossary

Addiction

- A complex condition, a brain disease that is manifested by compulsive substance use despite harmful consequences.

Cognitive

- Psychological processes involved in acquisition and understanding of knowledge, formation of beliefs and attitudes, and decision making and problem solving.

Dependency syndrome

- An attitude and belief that a group cannot solve its own problems without outside help.

Hallucinations

- A sensory experience of something that does not exist outside the mind, caused by various physical and mental disorders, or by reaction to certain toxic substances, and usually manifested as visual or auditory images.

Illicit

- Not allowed by law or custom.

Memory loss

- The loss of the ability to remember information and events they would normally be able to recall.

Psychoactive substances

- Substances that, when taken in or administered into one's system, affect mental processes, e.g. cognition.



Activity 1: Brainstorming on electricity and sustainable development

In pairs



1. Briefly share your understanding of the following terms:
 - a. Electricity
 - b. Sustainable development
2. Share your answers with the other pairs.
3. Read the definitions of the two terms below. Discuss whether they currently reflect the answers you shared in question 1.
 - a. Electricity - A form of energy resulting from the existence of charged particles (such as electrons or protons), either statically as an accumulation of charge or dynamically as a current.
 - b. Sustainable development - Development that meets the needs of the present without compromising the ability of future generations to meet their own needs. A sustainable development should be economical in that it is conducted without depleting the natural resources.

Key vocabulary: Energy, current, static, power, development, depletion, resources, solar, wind, tidal, geothermal, hydropower, renewables.

Find as many words as possible related to electricity from the word search below.

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



As a class

Consider this question together and share your views.

Imagine it's late at night and you are at home alone. You pull down the curtains and switch off the lights in the house. Just try and leave the lights off for a few minutes and ask yourself, 'how would life be like if we didn't have electricity?'

Reflect on this question then discuss about the various uses of electricity.



Activity 2: Reading about production and distribution of electricity



As a class

Read the following passage about the production and distribution of electricity and answer the questions that follow.

How electricity gets to your house

Electricity can seem like a big mystery. We can't see it, we can't smell it, and we can't touch it. It is very hard to tell whether or not it exists! It's always there whenever you flip a switch or plug in a cord. Have you ever wondered how electricity gets to your house? It has to travel a long way to get to your house.

In fact, the power plant where your electricity is stored might be hundreds of miles away!

All the poles and wires you see along the highway and in front of your house are called the electrical transmission and distribution system. Today, power plants all across the country are connected to each other through the electrical system (sometimes called the 'power grid'). If one power plant can't produce enough electricity to run all the air conditioners when it's hot, another power plant can send some where it's needed.



Transmission lines

Electricity is made at a power plant by huge generators. Most power plants use coal, but some use natural gas, water or even wind. Electricity is sent through transformers in form of a current to increase the voltage in order to help push the power long distances.

The electrical charge goes through **high-voltage transmission lines** that stretch across the country.

It reaches a **substation**, where the voltage is lowered so it can be sent on smaller power lines. It travels through distribution lines to your neighborhood, where smaller pole-top **transformers** reduce the voltage again to take the power safe to use at homes. It connects to your house through the service drop and passes through a meter that measures how much your family uses.



Substation

The electricity goes to the service panel where **breakers/fuses** protect the wires inside your house from being overloaded. Never touch a

service panel! It is only to be operated by your parents or a professional. The electricity travels through wires inside the walls to the outlets and switches all over your house.

Even though we cannot see electricity, this does not mean that we cannot measure it. In fact, performing measurements is often the only way to tell

whether electricity is actually flowing through a wire. Have you ever heard of a **volt**, an **amp**, or a **watt**? Do you know the difference between **voltage**, **current** and **power**?

Electricity is very important. Without electricity, people have to spend hours fetching water, clinics can't store vaccines, children cannot do homework at night, people cannot run competitive businesses and our country cannot power its economy. When you don't have electricity, there are no sewing machines or rice mills or pumps for irrigating crops. Without electricity, you can't run a business at night and it's close to impossible to attract companies to your area that could provide jobs and opportunities to young people like you.



Transformer

Energy and the way we use it needs to be efficient, sustainable and whenever possible, renewable. In high-income countries, energy efficiency is now the largest source of energy because energy saved is energy that can be used elsewhere. This means we can cut the link between economic growth and energy demand just by improving energy efficiency.

Of course beyond energy efficiency, policy reform and removing energy subsidies, we also need to see countries shifting from fossil fuels to renewable forms of energy. The good news is that, it's happening. Rapid technological progress is bringing down the cost of renewable energy for everyone. We are now seeing massive new investment in well-known types of renewables - like hydropower - as well as cutting edge technologies like geothermal, solar and wind. (From Alliant Energy Kids)

In groups



1. List some electrical appliances that we use at home that require electricity to function.
2. Discuss the availability of electricity in your community and in South Sudan.

- Investigate and summarise the importance of Hydro-electric power in improving the economy of our country.

Individually



- Think about the gadgets used at home that consumes electricity. List them in the order from the one which consumes most power to the one that consumes least power.
- Compile a list of gadgets used at home that do not need electricity to function.
- Compare the efficiency of gadgets that uses electricity to those that do not use electricity. From this, list down the benefits of having electricity at home.
- Develop a list of recommendations to your parents on how they can minimise energy consumption at home.

In pairs



Discuss the questions below:

- Name the equipment or devices in the classroom that need electricity to function.
- Identify the biggest energy hog in the classroom?
- Establish ways through which you and your classmates can employ to minimise energy consumption in the classroom without compromising the methods, practice and engagement of learning in class?
- What is the biggest energy hog in the school?
- Why does it consume so much energy? Think critically about the piece of equipment, how it functions, and its importance.



Activity 3: Research on various sources of electricity

In groups



1. Carry out a research on the following traditional forms of electricity generation:
 - a. Coal
 - b. Oil – fired
 - c. Diesel generators
2. Research more about the following renewable and sustainable sources of electricity generation:
 - a. Hydro – electric
 - b. Wind generators
 - c. Solar panels
3. Summarise your findings and share with the other groups.



Activity 4: Writing about different forms of electricity generation

As a class



Persuasive Language

Discuss the following points on how to use linking words and phrases when writing an essay.

In order to write a good essay using persuasive language, you need to be aware of the words and phrases you can use in persuasive writing.

Here is a list of phrases you can use in your essay:

- a. Phrases to illustrate a point- For instance, for example, specifically, in particular, namely, such as, like.
- b. Phrases to introduce an example- For example, thus, as an example, in the instance of, in other words, to illustrate.

- c. Phrases to make suggestions-To this end, keeping this in mind, for this purpose, therefore.
- d. Phrases to transition between information: Also, furthermore, additionally, besides that, equally as important, similarly, likewise, as a result, otherwise, however.
- e. Phrases to contrast points- On the other hand, nevertheless, also, however, despite, in spite of, yet, conversely, instead, by the same token.
- f. Phrases for conclusions and summaries- With this in mind, as a result of, because of this, for this reason, so, due to, since, finally, in short, in conclusion.

Individually



Reflect on the research you have carried out in your group. Write an essay about the advantages and disadvantages of each form of electricity generation expressing your points clearly using persuasive language and linking words and phrases and paying particular attention to sustainability.



Activity 5: Listen to an expert on electricity generation



As a class

Listen carefully to an expert in electricity generation from one of the sub stations in your area then answer the questions that follow. The expert will talk about electricity supply in your community and in South Sudan. He /she will also talk about the problems, costs and the benefits of electricity to South Sudan.



In groups

1. Discuss the role of the government in electricity production and distribution with reference to the speaker you have just heard.
2. How can we develop a better production and distribution network of electricity in South Sudan?
3. Write down your findings and choose a group representative to present your answers to the class.
4. Ensure that in your presentation you outline the problems, the costs and the benefits of electricity in South Sudan.



As a class

Compose a simple song about electricity based on a tune you are conversant with.



Activity 6: Reading about pioneers who developed our ability to generate electricity



As a class

Read the following biography about Michael Faraday (one of the pioneers who developed our ability to generate electricity.)

A self-taught scientist, Michael Faraday (1791-1867) excelled in chemistry and physics to become one of the most influential thinkers in history. He's been called the "father of electricity," and his appetite for experimenting knew no bounds. Faraday discovered laws of electromagnetism, invented the first electric motor, and built the first electric generator—paving the way for our mechanised age.



Born in south London in a working-

Michael Faraday

class family, Faraday earned a rudimentary education in reading, writing, and math. When he turned 14 he was apprenticed to a London bookbinder for the following seven years. In his free time, Faraday read Jane Marcet's *Conversations in Chemistry*, an 1806 bestseller that explained scientific topics for a general audience.

Like Marcet, Faraday was fascinated by the work of Sir Humphry Davy, a charismatic chemist who had found fame by testing the effects of nitrous oxide on himself. In spring 1812, a customer at the bookbindery gave Faraday tickets to see Davy's upcoming lectures. Faraday compiled his notes from the lectures in a bound volume and sent the book to Davy, requesting to become his assistant—an unheard-of notion for a tradesman with no university degree. Sensing his intelligence and drive, Davy secured him a job at the Royal Institution, where Davy ran the chemistry lab.

By 1820, other scientists had shown that an electric current produces a magnetic field, and that two electrified wires produce a force on each other. Faraday thought there could be a way to harness these forces in a mechanical apparatus. In 1822, he built a device using a magnet, liquid mercury (which conducts electricity) and a current-carrying wire that turned electrical energy into mechanical energy—in other words, the first electric motor.

A decade after his breakthrough with the motor, Faraday discovered that the movement of a wire through a stationary magnetic field can induce an electrical current in the wire—the principle of electromagnetic induction. To demonstrate it, Faraday built a machine in which a copper disc rotated between the two poles of a horseshoe magnet, producing its own power. The machine, later called the Faraday disc, became the first electric generator.

In a brilliantly simple experiment (recreated by countless schoolchildren today), Faraday laid a bar magnet on a table and covered it with a piece of stiff paper. Then he sprinkled magnetised iron shavings across the paper, which immediately arranged themselves into semi-circular arcs emanating from the ends—the north and south poles—of the magnet. In addition to revealing that magnets still exert pull through barriers, he visualised the pattern of magnetic force in space.

Faraday served in a number of scientific roles at the Royal Institution, an organisation dedicated to promoting applied science. Eventually Faraday was appointed as its Fullerian Professor of Chemistry, a permanent position that allowed him to research and experiment to his heart's content. His magnetic laboratory from the 1850s is now faithfully replicated in the Royal Institution's Faraday Museum. It displays many of his world-changing gadgets, including an original Faraday disc, one of his early electrostatic generators, his chemical samples, and a giant magnet.

Faraday's work was so ground breaking that no descriptors existed for many of his discoveries. With his fellow scientist William Whewell, Faraday coined a number of futuristic-sounding names for the forces and concepts he identified, such as electrode, anode, cathode, and ion. (By Kat Long)

In groups



Other than Faraday, research widely on other early pioneers of electricity such as Edison and Sprague. Write down the key points from the research.

Individually



Choose one pioneer and write an essay of his own life and contributions.



Activity 7: Language practice

A. First conditional

It's used to talk about things, which might happen in the event that something else happens, or fails to happen.

The first conditional has the present simple after 'if', then the future simple in the other clause:

if + present simple, ... will + infinitive

For example

- a. If it rains, I will not go to the park.
- b. I will not go to the park if it rains.



Practice exercise 1

Rewrite the following sentences using conditionals.

1. If she (continue) to misbehave, I (punish) her.
2. I (eat) at the hotel if it she (call) me.
3. If you (sleep) now, you (wake) up early.
4. If the baby cry, you (take) her to hospital.
5. If we do not (conserve) the environment, we (suffer) in the future.
6. I (excel) in my exams if I (study) now.
7. The milk (go) bad if the cook does not (boil) it.
8. If the mechanic (clean) the engine, it (work) better.
9. The principal (give) you the donation if we (behave) ourselves.
10. If it (rain), I (go) home.

B. Determiners of quantity

Determiners of quantity are used to say the amount of a noun without giving the exact number. These determiners tell us **how much** or **how many** things there are. Examples are many, some, a few, few, more etc.

Some is used with both countable and non-countable nouns.

Examples

1. I had to save **some time** to visit her in hospital.
2. Most of the **houses** were not damaged but some were.

A few expresses a small quantity. It shows availability of something but in small quantities.

Few shows that something is not much, not enough or almost none and expresses a negative idea. It is used with countable nouns.

Examples

1. I have **a few** cars but they are enough to take the students for the trip.
2. I have **few** cars and I can't take the students for the trip.

More is used to indicate need for addition. It is used with both countable and non-countable nouns.

1. I need **more** milk to bake the cake.
2. The district needs **more** buses to fulfill the public's need.

Practice exercise 2



Use the appropriate determiners of quantity to compare these sentences

1. My short story collection is even _____ interesting than the movie collection.
2. _____ of the teachers thought it wouldn't work but it was successful.
3. Because we have _____ Pilots, we have to train more.
4. _____ nurses had to be brought in to cater for the increasing number of patients.
5. Because we need _____ employees, we are going to let some of you go.
6. _____ offices supported me so I won the election.
7. _____ people are buying silk shirts because they are becoming stylish.
8. These chairs are more than necessary, we need _____.
9. Only _____ people showed up so we had to postpone the meeting.
10. I gave them _____ money for the orphanage contribution.

Glossary

Amp	- The measurement of the flow of an electric current through a conductor.
Circuit	- A complete or partial path followed by a flow of electric current.
Current	- The flow of electricity through a conductor.
Electromagnetic	- Objects made magnetic by an electric current.
Energy hog	- An entity that uses way more than their fair share of energy.
Generator	- A machine for producing electrical current when rotated by an external driver such as a turbine.
Grid	- The power highways for electricity, including substations and large power lines.
Magnet	- An object surrounded by a magnetic field that has the natural ability to attract iron or steel.
Switch	- A device for connecting, breaking, or changing the connections in an electrical circuit.
Volt	- A unit for measuring the force used to produce an electric current; the push or force that moves electric current through a conductor.
Watt	- A unit of measuring electric power.



Activity 1: Definition

In pairs



1. Compare the simple definition of a radio /TV programme below to your current understanding of the term.

Radio/ TV programme

An item broadcast between stated times on radio or television.

2. Share with your friend how your earlier understanding of the term already defined then compare with the new definition acquired.

As a class



Listen to a radio programme played by the teacher about community support for secondary school teaching.



30_LAK_DINKA_Community-for-Secondary-school.mp3

In groups



Read the short notes below on what a radio script is composed of.

Technical Script/Production Code

This section is especially aimed at musicalisers and operators. Has all the instructions on the sound and the musical atmosphere that will have the radial transmission.

The musicalisers choose the appropriate music for the program according to their type (entertainment, informative, dramatic, etc.) and to their audience. The operator is in charge of the management and control of equipment such as the sound console, computer with special audio programs and others.

The technical script consists of:

Sound effects

They are the sounds that tend to be short and aims to draw the listener's attention and / or interfere in what is being told.

Examples of these sound adjustments can sound horns and shouts of joy if a participant has just won a prize or sounding a squeal of brakes if you are talking about a traffic accident.

Silence

They are pauses to rest the listener's ear to mark transitions of space between places and characters, to build psychological states, to incite reflection on a newly treated point or to mark rhythms of interaction between the members of a discussion.

Music

They are the melodies emitted during the program that suggest a certain type of emotional climate, create a sound environment and place the listener in the scene of the facts.

Within the music there are certain unique pieces of each program that give a touch of originality to the program and helps the listener to associate musical accompaniments with that particular program after several repetitions.

Musical background

It is the melody that plays in the background while the speakers speak. The volume is low and preferably it has no voice so that the two things do not hinder the understanding of what the program drivers say.

Capsule

Brief sub-item of the main agenda item.

In groups, discuss the following style of presentation used by the speakers in the radio programmes to draw the attention of their audiences and deliver their messages effectively:

- a. Leaving their bad mood behind
- b. Knowing their audience
- c. Using the social media
- d. Being authentic
- e. Addressing listeners as individuals



As a class

Familiarise yourselves with the following terms before reading the sample script of a radio programme.

- a. Cue- The last words of a play actor's speech, serving as an indication for the next actor to speak.
- b. Sting- A brief sequence of music used in films and TV as a form of punctuation in a play.
- c. Station- A place used for broadcasting radio or television.

From the knowledge gained earlier on the components of a radio script, use the script of the radio programme you listened to in class to identify the components.

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Programme 30' "Community support for secondary school teaching"
-radio programme script

Researched, produced, edited and presented by Abraham Machuor Lum, in the

Dinka language, for broadcast on local radio stations on----- 2015.

Cue (studio link) Hello and welcome to this program, "Ajuer Sukul Da" ("Our School"). It is a program that brings our community together to talk about education and how it benefits everyone.

I am Abraham Machuor Lum.

In today's program, we are talking about community support for secondary school teaching and why is it important for parents to be involved. One community elder tells us how community support help girls to be in school.

Clip 1.

We told administration of Abukloi to mobilise resources to build boarding school for girls first so that they can stay there.

A school girl tells us the importance of the community support in secondary school.

Clip 2.

I am happy because the number of teachers has increased to teach subjects which were lacking teachers. There is change now.

That's all coming up in the next fifteen minutes.

CUE 1 (studio recording): The community have the right to be involved in supporting secondary schools through monitoring and evaluating teachers including interacting with them on how they give lessons and whether they follow the teacher's code of conduct. We will hear from a community elder on how he mobilises the community to support secondary school teaching. Also, a school girl will tell us what challenges she faces and how she has benefited from the community involvement in school. Finally, a parent who has a daughter in the school will tell us how he makes school accountable to ensure that there is quality teaching in the school and the school teacher will explain how his school involves the community for progress.

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Vox pops:

First let's hear what some parents say about their involvement in supporting the secondary school.

(Studio link) I moved within Rumbek town and this is what some parents had to say about the community support for secondary school teaching:

Man 1: I have children in school and I used to see them at school and if my child did not write anything, I could ask why. I want to say that a school is not for the government alone, the community have an upper hand in a school so that your child can get good education.

Woman 1: Our children who are in school both boys and girls, have to be followed up to the school. As a parent, you can visit the school on Mondays and Fridays and then sit and watch what is going on in the school. Also as a parent, you can contribute something for the school so that your child can learn in a good environment.

Man 2: I have involved myself to support education, like buying exercise books and other scholastic materials and I do not want to hear that my child has done something wrong to teachers or fighting with other school children. It's good to support the school as this gets the teachers encouraged. If there is a meeting in the school, you have to go and hear what is needed in the school.

Recap

Those were voices of some parents telling how they are involved in supporting schools and what is the role of community? We shall hear shortly.

(Field link) I am now with community elder in his office, Mr. Afred Agolder. He will explain how he is involved in supporting Abukloi secondary school. I asked him his role as a community elder.

A 1: We are monitoring how our children are being taught by the teachers, is there good teaching or not. This is a role that allows me to talk and check the teachers if they give quality education to our children.

Q 2: Why did you decide to talk with teachers and students in this school?

A 2: What makes me go and interact with the teachers and the students of Abukloi secondary school is that, I was with the other people who initiated the idea of establishing Abukloi secondary school. We are the acting school management committee and we are about seven people. I am an educationist and have been given the assignment of visiting the school from time to time to know whether there is good teaching, are students respecting teachers and also if there are challenges facing them.

Page | 3 I also give advice on how to solve that problem and if there is anything that need help from the government, I have to go and present it to the government.

Q 3: What plans do you have to support girls in this school?

A 3: We told the administration of Abukloi to mobilise resources to build a boarding school for girls first so that they can stay there. On the side of the community, they contribute to education through payment because if that money is collected well it will be used to build other things in the school.

Q 4: How is this school helping girls in this community?

A 4: Girls who are around that school or are very near the school and going by the enrolment, the number is very high. That means the school is accessible to girls in this community.

Q 2: You have talked about school management committee before, what is the role of it?

A 5: We sit as the school management committee and put down priorities after which we present it to the school administration. We also recommend that teachers in this school to continually attend trainings and we also recommend that the number of teachers must be increased. There is also the challenge of insecurity. We recommended that there must be security provided to protect people in the school.

Recap:

That was Alfred Agolder the community elder who said Abukloi secondary school as a community school has helped girls to enroll highly in the school. He said they have requested Abukloi administration and the community to build boarding schools to help girls who travel from far distances. He said they want to increase the number of teachers in the school.

Sting.

Station ID

(Studio recording): After I finished speaking with the community elder, I talked to one of the school girls to explain some of the challenges they encounter and how she has benefited from this school.

(Field link): I am now in Abukloi secondary school. I have come to the main gate since the school has a wire mesh fence. The watchman just opened the gate for me. I am moving towards the classrooms. I have found few students pumping water at the borehole in the school compound and many of them are in their classes. There are more beautiful concrete classrooms and the whole school compound looks green with some wonderful grass. At the veranda of the classroom, I have Debora who is going to tell us the challenges she faces in this school?

A 1: We have problems like lack of teachers and also there are no text books. Last year when the teachers were four, there were many classes, many subjects and many students so it was very difficult for them to teach us well. But the community and we students talked until the teachers' number was increased from four to six, so it's good now there is change but we want more teachers to be added next year.

Q 2: Do you like the community involvement in monitoring and talking on your behalf in the school?

A 2: Yes I like the community to see our school and talk on our behalf because they can monitor the school and if there is something lacking on our side, they will help us to address it so I like them to be with us always.

Q 3: What kind of support has the community given to you?

A 3: The community has established this school for us which is a very big support. If this school was not built by the community, many students would have to travel from far villages like Adol and Matangai to look for school like Rumbek Senior and Riak dor Secondary school which are very far. We like it and especially us girls, we cannot travel from far villages to look for school because we might be attacked along the way. Not only that, if a girl travels from far places like Rumbek senior or Adol, she can get to school late and miss lessons which will affect her education.

Q 4: How do you feel about your education now or how did you benefit from it?

A 4: I pass very well in school because I come to school early and go home without having to walk under the sun heat. I can say that I must finish my senior four here with happiness. I am also happy because our teachers are now many. This will enable them to teach subjects which were lacking teachers. There is real change now.

Q 5: What does the community say about improving your education?

A 5: We told the community and the government through our elder Agolder, that we want boarding facilities. They said they will do it May next year. The construction of boarding facilities for girls will start. These are some of the development plans we hear from our community and the government.

Recap:

That was school girl Debora who said her school helped her and other girls who are around school to come to school early without long distance walk. She said there are not enough teachers which the community should try to increase.

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(Field link) After we finished with the school girl, I am still in this school, and I am right now with the deputy head teacher Mr. Samuel Majur who will tell us how his school work hand in hand with the community to improve quality education. Not only that, but also we have one parent Mr. Gabriel Kuc who has his daughters in this school. He will tell us why he visits the school.

Gabriel: As a parent, there are other things that the school need. There is need for school fees, I have to pay for it, uniform need money, I have to pay. If there is a meeting, I have to come. During the launch of this school, I came to listen and advise teachers and that is why I come to the school regularly.

Presenter: Let's come to the deputy headmaster, Samuel, how do your school work with the community to improve the quality of learning?

Samuel: Abukloi Secondary was brought up by the community who wanted to support themselves and knew the benefits of education. The community that was here accepted to move away and give this land to the school. I think this is a big way through which the community can work hand in hand with the school. The community also support the school by reaching out to the government if there is something lacking in the school like they talked to the government to increase the number of teachers.

Presenter: What are the challenges facing your school and need help from the community?

Samuel: We need help from the community. I advised any parent with a child in the school to provide transport for the child in order to help them come to school early.

Another challenge is that if the child makes a mistake two to three times, we tell the child to stay at home for two or three days and come back with the parent after those days. The child can stay at home and the parent might not ask the child why he/she is not going to school to check for reasons such as sickness, anger or suspension from school.

Presenter: Gabriel, your girls are in this school, what are the benefits of an educated girl?

Gabriel: An educated girl will become a future mother with good children that will be educated too. She will protect her children from diseases and she will also contribute income to the family. If there are many educated ladies, this crisis we are experiencing will reduce.

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Presenter: Samuel, what can you say on the parent's complaint about the quality of teaching?

Samuel: It's there in our teacher's code of conduct which says, a teacher should not enter into the class without proper preparation. What we do is to ensure that teachers make schemes of work, plan their lessons and see how many minutes they should teach each lesson and how many minutes students should write the notes and then from there the teacher to evaluate themselves after teaching by asking whether the lesson was understood well by students? If it's well understood, what are the indicators? And if it was not understood, what was the problem? So a teacher in our school enters into a class prepared.

Presenter: Gabriel, what would you like to ask the teacher on how he interacts with female students here?

Gabriel: Let the teacher explain how he does it here in school. I haven't heard anything about this school from my daughters. I hear many things happening in other schools such as teachers impregnating girls and these teachers are not arrested. I think there is no proper law that protects the girl child in schools.

Presenter: Samuel what is your response about your relationship with school girls here in your school?

Samuel: In the teachers code of conduct of south Sudan part (3) 1.2. States that "do not have a school child for personal gain" This personal gain include "do not make a school girl your wife or make a school child pay you with anything. I personally had my background checked thoroughly before I become a teacher and swore that I will never make my student whom I'm teaching my wife.

Recap:

That was Samuel Majur the deputy head teacher of Abukloi secondary school and who said they prepare for lessons before they start teaching students and this promotes quality education in the school. He also said they respect female students. Gabriel Kuc also said that teachers must give quality education and he is ready to support the school if there is any support needed from parents such as him.

Conclusion:

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In today's programme, we have been talking about the community supporting secondary school teaching. As we heard earlier from community elder Mr. Alfred Agolder who said he came up with an idea of establishing Abukloi school and many girls have now enrolled and they are not going to look for far schools because the school is near for communities in that location.

We also heard from a school girl who said she has benefited from this community school because their home is near the school. That makes her attend school every day and she is happy now and ready to finish senior four.

Finally a parent Gabriel Kuc who visits the school regularly urges the teachers not to make female students their wives and want teachers to give quality teaching in school.

The deputy head teacher Mr. Samuel Majur has also mentioned that they are following the teacher's code of conduct and they cannot and will not use their children for personal gain. He said that they are teaching well in the school.

STING.

Interactive call:

Join us again next time. The program of 'Our School' is brought to you by BBC Media Action.

My name is Abraham Machuor Lum, and thanks for listening.



In groups

1. Identify instances where each of the techniques below has been effectively used in the radio programme you read in class:
 - a. Sounds
 - b. Wild tracks
 - c. Interviews
 - d. Research
2. Briefly explain the role each of the identified technique plays in the production of a radio programme.



Activity 2: How TV programmes are written and produced



As a class

Read the two passage below on how TV programmes are written and produced. Identify the new words and write them down.

a. Writing a TV program

Have you ever thought what goes behind any television programme production? Or, have you ever noticed the names of the people involved in the production process that appear on television after the programme ends? You may not have bothered to look at all the names which appear on the television screen at the end of the programme. But you must know that a whole range of personnel and equipment are involved in making a television programme.

While watching television, as viewers, we are largely unaware of the production complexities. But professional television production, regardless of whether it is done in a television studio or in the field is a complex creative process in which many people and machines interact to bring a variety of messages and information to a large audience.

b. TV programme production process

In this lesson, you will learn about the different stages of television programme production, various equipment required for production of television

programmes. There are three stages of programme production:

- a. Pre-production
- b. Production
- c. Post production

Pre-production

This stage includes everything you do before entering the studio or reaching the shooting location. It involves idea generation, research, scripting, and discussions with all the crew members and talents (actors), arranging equipment, video / audio tapes, properties, costumes, sets designing or location hunting and booking of editing shifts.

Production

This is the stage which includes managing all the facilities, handling of talent and crew members, controlling the crowd, shooting without interferences and solving any problem related on the spot at that time.

Post-Production

This is the third stage of programme production. It is the stage when you get the final shape of the programme. It includes cutting the recorded visuals into appropriate length, arranging the visuals in a proper sequence, use of desired effects for the visuals or text / captions, commentary recording, music/song recording, and editing.

Various equipment are needed in order to make a television programme. People are also needed in order to operate these equipment during the production of a specific kind of a programme.

The equipment required for the production process include:

- a. Camera
- b. Lights
- c. Microphone
- d. Sound recorder
- e. Videotape recorder
- f. Editing machine

In groups



1. Discuss the meaning of the new vocabularies below as used in the passage.

New vocabulary

Scripting, crew, editing, commentary and equipment

2. Look at the sample TV script below of ABC TV news. Discuss the key features of a TV script and note them down.

WHO	AUDIO	VIDEO (include at least one visual instruction for each link)
PRESENTER	An environment study has found channel-deepening won't have any long term effects on the health of Port Phillip. The environmental concerns have held up the dredging project, but the State Government, the port of Melbourne and business groups are all hoping it will start next year. But as Kate Thwaites reports, today's report hasn't convinced everyone.	Studio – "DREDGING DEBATE" TITLE GRAPHIC
REPORTER	It's cost them more than one hundred million dollars, but for the port of Melbourne this second environmental report has been worth it.	Long shot/wide shot/full shot- Shows the entire object or human figure and is usually intended to place it in some relation to its surroundings. (Include content in the Table in the column with LS and also under Collage of shots of underwater marine life and wide shot of mouth of Yarra)

<p>STEPHEN BRADFORD – CEO PORT OF MELBOURNE</p>	<p>There are no significant adverse environmental effects to this project.</p>	<p>Medium shot- Used for dialogue sequences, and they allow the viewer to pick up on the character's movements and gestures. Body language is important to conveying emotion, and the medium shot remains close enough to capture that emotion. (Include content in the Table in the column with MEDIUM CLOSE UP of Bradford)</p>
<p>REPORTER</p>	<p>The report did find that some sea grasses and fish stocks could be affected in the short term. There's also a risk of rock fall which occurred during the trial dredge.</p> <p>But again, affected areas are expected to recover.</p> <p>And contaminated sediments dredged from the mouth of Yarra will be contained under water to prevent them affecting water quality.</p>	<p>Close up- A photograph taken at close range.</p>



Activity 3: How educative are TV programmes?

In groups



1. Share with your friends some of the educative programmes broadcasted in the local and international TV stations in South Sudan. Which among them is your favourite?

In pairs



1. From the knowledge and understanding you have gained earlier on how to produce a TV programme, discuss how your favourite programme is produced?
2. Share the production programme you have developed with the rest of the class.

In groups



Pretend to be filming a drama you can perform during a parent's day meeting in your school. Write a script of the drama using the guidelines of your favourite TV drama. Pin your complete script to the class and school notice boards.



Activity 4: The benefits of TV and radio in a community

In pairs



1. Discuss with your desk mate the benefits of TV and a radio to a community. List down the benefits.
2. 'The learning process also involves using the digital media to gain knowledge'. Discuss how true this statement is.
3. Discuss how radio and TV can be used to enhance learning. Share your findings with the rest of the class.



As a class

Discuss the challenges the Ministry of Education in our country would encounter in trying to incorporate the use of radio and TV as a means of educating learners in secondary level and the impacts it may have in our country.



Activity 5: What are the contributions of Guglielmo Marconi in radio and TV?

Individually



Read the Biography below about the life and contributions of Guglielmo Marconi in communication.

Guglielmo Marconi

Guglielmo Marconi sent the first wireless message over 100 years ago. Yet, it's a moment in time that inspires us today, because it shows us that technology can empower people to do amazing things. To appreciate fully the impact

of this event on today's technology, in particular radio and television, we must first understand the remarkable achievements of the man himself and the events leading up to the formation of the world's first wireless telegraph company.

Guglielmo Marconi was born on 25 April in Bologna, Italy, second son of a wealthy Italian landowner and an Irish mother. The year before his first transmission, Marconi, at the age of 20, embarked on a study of the works of Heinrich Hertz (1857-1894). Marconi started his experiments on the application of Hertzian waves to the transmission and reception of messages over a distance, without wires, in late 1894 at the Villa Griffone at Pontecchio Bologna, Italy, the family home.



He greatly improved on the performance of Hertz's apparatus. In early 1895 and despite an intervening hill, Marconi achieved signal transmission and reception over a distance of about 2km. Success was indicated initially by the waving of a handkerchief and progressed to the need to fire a gun.

In 1897 he set up an aerial and installed his apparatus in the grounds of the Royal Needles Hotel, Alum Bay, and succeeded first in communicating with two hired ferry boats and then with a station set up at Madeira House in Bournemouth on the mainland.

Another important area in the advances made in wireless telephony lay in public broadcasting. On 15th June 1920, Britain's first advertised public broadcast programme took place. A song recital by Dame Nellie Melba was broadcast using a Marconi 15 kW telephone transmitter at the Marconi works in Chelmsford, and was heard in many countries

Unrestricted competition was checked however, when, in 1922, the question of broadcasting was referred to the Broadcasting Sub-Committee of the Imperial Conference. In 1922, all the competing interests were merged with the British Broadcasting Company, later to become the British Broadcasting Corporation (BBC).

In 1931 Marconi began research into the propagation characteristics of still shorter waves, resulting in the opening in 1932 of the world's first microwave radiotelephone link between the Vatican City and the Pope's summer residence at Castel Gandolfo.

www.nobelprize.org

In groups

Discuss and summarise the achievements of Guglielmo Marconi with regards to the inventions he made in the field of communication.

As a class

Discuss the impacts of Guglielmo Marconi inventions in our communities and the country at large. Share your findings with the rest of the school by hanging your summarised account to the school's notice boards.

**Activity 6: Language practice****Use of comparatives****A. 1-syllable adjectives: add -er to the adjective**

- i. My sister is taller than me.
- ii. It's colder today than it was yesterday.

Note

If the word ends; consonant-vowel-consonant, then the last consonant is usually doubled in the comparative.

Examples; big-bigger, fat-fatter, hot-hotter.

B. 2-syllable adjectives ending in -y: change the -y to -ier

- i. She's looking happier today.
- ii. This grammar topic is easier than the last one.
- iii. Why is everyone else luckier than me?

Note

Do not confuse adjectives and adverbs. 2-syllable adverbs ending in -y must be compared with the word more.

Example

I drive more quickly than my brother.

Look at more examples below.

1. She's stronger at chess than I am.
2. It's much colder today than it was yesterday.
3. Our car is bigger than your car.
4. This grammar topic is easier than most others.
5. This computer is better than that one.

C. Other 2-syllable adjectives: use more with the unchanged adjective

- i. The shops are always more crowded just before Christmas.
- ii. Is there anything more boring than reading about grammar?
- iii. My sister is more careful with her writing than I am with mine.

Adjectives with 3 or more syllables: use more with the unchanged adjective

- i. Russian grammar is **more difficult** than English grammar.
- ii. My sister is **much more** intelligent than me.
- iii. I find English lessons **more enjoyable** than science lessons.
- iv. The older you get, the **more irritating** you become.

Practice exercise 1



a. Write the comparative forms of the following words:

i. Cheap	ii. Pretty	iii. Handsome	iv. Expensive	v. Exotic
vi. Temperamental	vii. Beautiful	viii. Good	ix. Outrageous	x. Bad

b. Construct sentences using the comparative forms of the words.

Modal verb: can

Possibility

We use the modal can to make general statements about what is possible.

For example

It can be spread through the air so we have to be careful.

We use could as the past tense of can.

For example

You could make it happen if you were willing.

Impossibility

We use the negative can't or cannot to show that something is impossible.

For example

That can't be done in time. We have to find someone else.

We use couldn't/could not to talk about the past.

Permission

We use can to ask for permission to do something.

For example

Can we go to the library?

Can is also used to give permissions.

For example

You can come with us to church if you are willing.

Offers and invitations

We use can I to make to make offers.

For example

Can I help you carry your bag?

We sometimes say I can ... to make an offer.

For example

I can go pick your bag if you are okay with it.

Practice exercise 2



Write two sentences for each of the following functions

- a. Possibility
- b. Impossibility
- c. Permission
- d. Offers and invitations

Glossary

- Commentary** - A spoken description of an event on the radio or television that is broadcast as the event happens.
- Crew** - A group of persons involved in a particular kind of work or working together to produce a TV programme.
- Editing** - Arranging, revising, and preparing a written, audio, or video material for final production, usually by a party (called an editor) other than the creator of the material.
- Equipment** - Supplies or tools needed for a special purpose.
- Production** - The process of completing a media product, from the idea to the final master copy.
- Scripting** - The art and craft of writing scripts for mass media such as feature films, television or productions.
- Transmission** - The broadcasting of electromagnetic waves from a transmitter to a receiver like a radio or TV.

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