



South Sudan

# Primary English

# 8

Primary English has been written and developed by Ministry of General Education and Instruction, Government of South Sudan in conjunction with Subjects experts. This course book provides a fun and practical approach to the subject of English, and at the same time imparting life long skills to the pupils.

The book comprehensively covers the Primary 8 syllabus as developed by Ministry of General Education and Instruction.

Each year comprises of a Pupil's Book and teacher's Guide.

The Pupil's Books provide:

- Full coverage of the national syllabus.
- A strong grounding in the basics of English.
- Clear presentation and explanation of learning points.
- A wide variety of practice exercises, often showing how English can be applied to real-life situations.
- It provides opportunities for collaboration through group work activities.
- Stimulating illustrations.



All the courses in this primary series were developed by the Ministry of General Education and Instruction, Republic of South Sudan. The books have been designed to meet the primary school syllabus, and at the same time equipping the pupils with skills to fit in the modern day global society.

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# Primary English 8

Pupil's Book

Primary English Pupil's Book 8



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South Sudan

PRIMARY

8

# English

## Pupil's Book 8

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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.



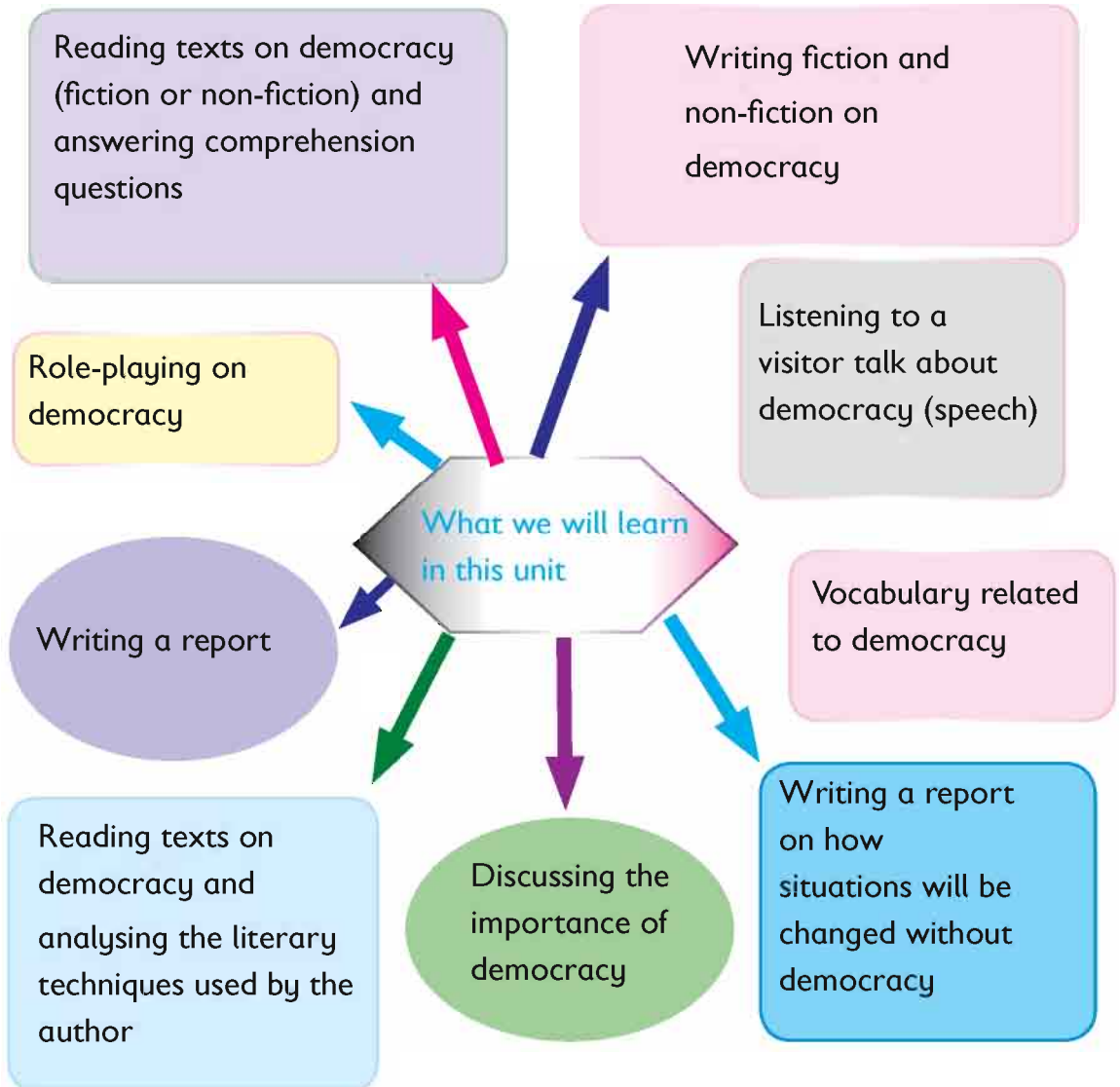
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Minister of General Education and Instruction, Republic of South Sudan

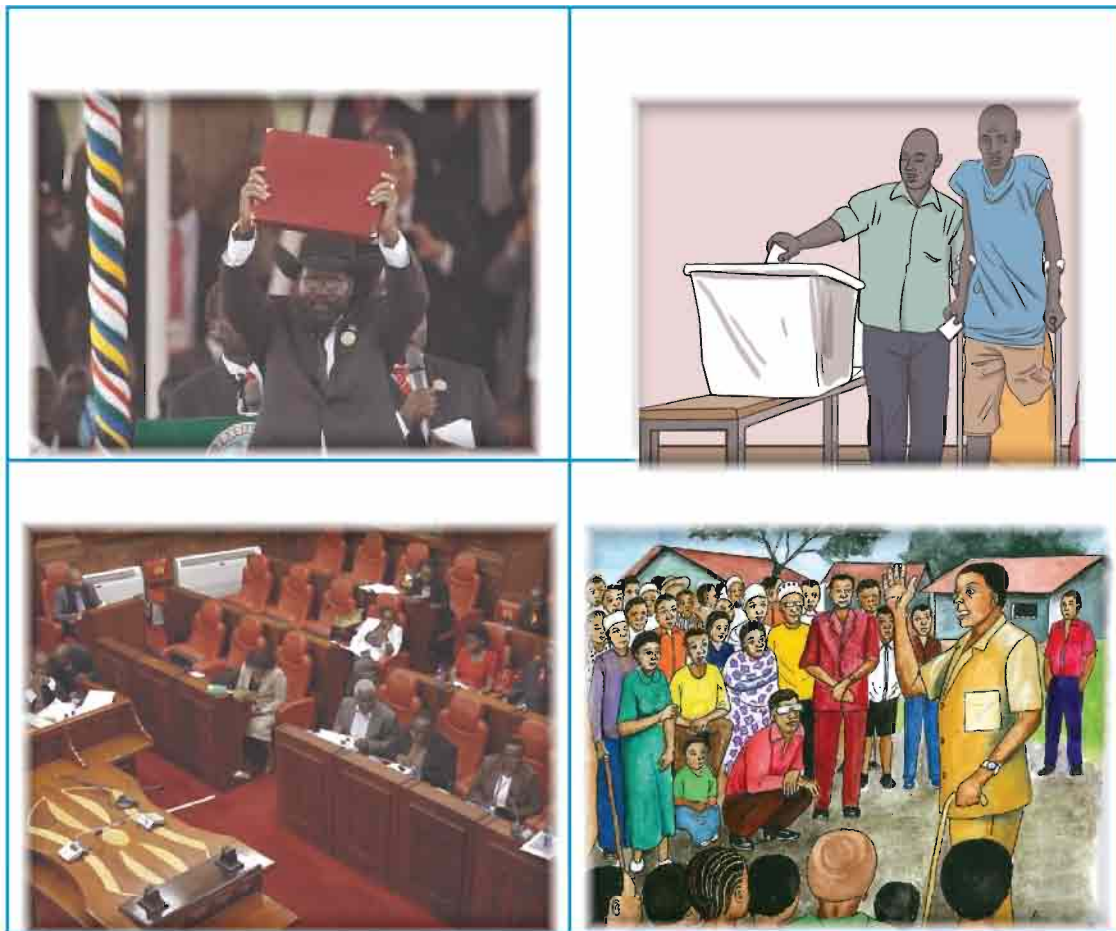
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## Activity 1: Vocabulary on democracy



### In groups



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

**Share what you have discussed with the class.**



## NOTE

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

### As a class



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

election candidate dictatorship constitution president

2. Now use the dictionary to find their meaning.

### Individually



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

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

### In pairs



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

## In groups



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

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

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

## As a class



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

## Activity 2: Role-playing

In groups



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

As a class



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

## Activity 3: Reading comprehension

Before reading

As a class



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

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

Read the story below in turns.

### A new dawn

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

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

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

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



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

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

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

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

## Activity 4: New words and phrases

**In groups**



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

## Activity 5: Oral discussion

**In groups**



**Do the following:**

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

**Share your answers with the other groups.**

## Activity 6: Answering comprehension questions

**In pairs**



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

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

## Word attack

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

government    elected    vote    independence

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

Share the above answers with the class.

## Activity 7: Read and act a conversation

As a class



Read the conversation below.

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

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

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

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

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

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

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

## In pairs



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

## As a class



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

## In groups



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

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

## Activity 8: Writing a conversation

### As a class



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

### NOTE

When writing a conversation:

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

## Activity 9: A poem on democracy

### As a class



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

### **We dream of peace**

Democracy

Democracy will not come

Today, this year

Nor ever

Through compromise and fear.

I have as much right

As the other fellow has.

To stand

On my two feet

And own land.

I tire so of hearing people say,

Let things take their course.

I do not need my freedom when I am dead.

I cannot live on tomorrow's bread.

Freedom is a strong seed

Planted in a great need,

I live here too

I want freedom

Just as you

(Langston Hughes)





## As a class



### Discuss the following questions.

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

## In pairs



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

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

### Share your answers with the class.

## Activity 10: Creating a poem on democracy

### In groups



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

### Tomorrow I vote,

Tomorrow I vote,

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

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

Or a person I know,

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

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

### As a class



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

## Activity 11: Reading comprehension

### Before reading

#### As a class



### Discuss the following;

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

### Now, read the story below in turns.

#### Light at the end of the tunnel

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

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

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

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

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

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

## Activity 12: New words and phrases

In pairs



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

## Activity 13: Oral discussion

In groups



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

## Activity 14: Answering comprehension questions

In pairs



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

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

Individually



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

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

## Activity 15: Summary writing

In pairs



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

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



### As a class



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

### In groups



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

### Individually



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

## Activity 16: Creative writing

### In groups



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

### Individually



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

### NOTE

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

## Activity 17: Solving a puzzle

### In pairs



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

Read the words to the class.

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

## Activity 18: Further learning

In groups



Study the report below:

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

#### Introduction

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

#### Nomination of candidates

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



## **Campaign Process**

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

## **Voting day**

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

## **Counting of votes and declaration of the winners**

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

## **Conclusion**

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

## **NOTE**

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

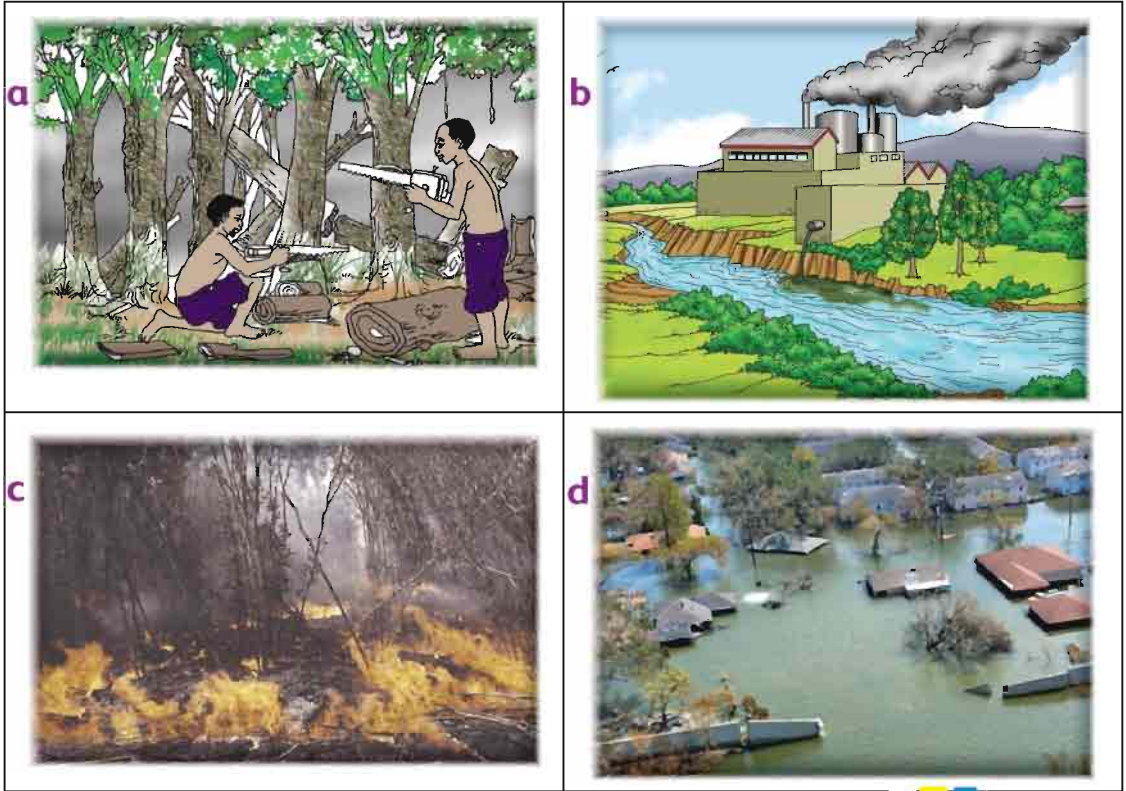
1. Now, find out about other countries that practise democracy.
2. How do they exercise their democracy?
3. Using the format above, write a report on your finding.
4. Share your report with the rest of the class.
5. Give comments on each group's presentation.

# Unit 2

## Climate change



## Activity 1: Vocabulary on climate change



In groups



Look at the pictures above.

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

Take turns to present your answers to the class.

### Word attack

Individually



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

atmosphere    weather    place    drought    habitat

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

### In groups



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

**drought ecosystem environment pollutant infectious**

2. Use the words to make your own sentences.

### Read your sentences in class.

### Individually



### Match the words in A with their meanings in B.

A	B
<b>climate</b>	the current conditions of the atmosphere at a particular place and time
<b>atmosphere</b>	the average weather pattern over a long period of time
<b>drought</b>	a substance that contaminates the atmosphere

**pollutant**

a period of unusually dry weather that causes significant shortage of water for ecosystems and humans

**weather**

a mixture of gases such as nitrogen, oxygen and carbon dioxide that surrounds the earth

## Activity 2: A debate on climate change

**As a class**



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

### NOTE

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

4. With the help of the teacher appoint others to help organise the debate.
5. Marks will be awarded for relevant points.
6. Appreciate the winning team.

**Individually**



Write a composition with the title:

(a) **People are to blame for climate change.**

OR

(b) **Climate change is caused by nature.**

## Activity 3: Reading comprehension

### As a class



### Before reading

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

### Read the story below.

#### Causes and effects of climate change

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

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



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

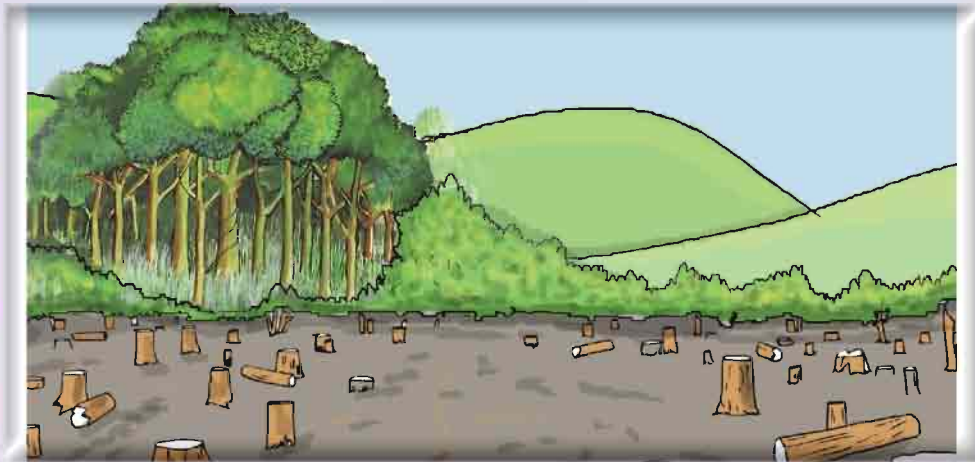
There are two main causes of climate changes; natural causes and human activities. Natural causes include volcanic eruptions, ocean currents and solar variations. The volcanic eruptions have affected climatic pattern for years. Furthermore, ocean currents are one of the natural causes that affect climate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

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

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

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

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



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

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

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

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

## Activity 4: New words and phrases

In groups



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

## Activity 5: Oral discussion

In groups



### Do the following:

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



## Activity 6: Answering comprehension questions

In pairs



Read the passage 'Causes and effects of climate change' again then answer the following questions.

1. What is the passage about?
2. What evidence is there of climate change in the passage?
3. What, according to the passage, are the causes of climate change?
4. What are the effects of climate change talked about in the passage?
5. What do you think are some of the solutions to climate change?

## Word attack

Individually



Match the words in A with their meanings in B.

A	B
weather	a mixture of gases such as nitrogen, oxygen and carbon dioxide that surrounds the earth
atmosphere	average weather conditions of a place over a long period of time
environment	the plant cover on the earth's surface
vegetation	anything that is around us
climate	atmospheric condition of a place at a specific time

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

## Activity 7: Read and act a conversation

In pairs



Read the conversation below.

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

**Riya:** Why?

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

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

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

**Riya:** Which one?

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

**Riya:** You are right.

In pairs



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

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

### As a class



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

## Activity 8: Summarising a conversation

### Individually



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

### As a class



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

## Activity 9: Reading an extract on climate change

### As a class



**Read the extract below in turns.**

### Global temperature rise

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

### In groups



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

## Activity 10: Talking about climate change

In groups



Read what the following people are saying.



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



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



**Answer the following questions.**

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

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

**Before reading**

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

**As a class**



**Read the story below.**

**It makes a difference!**

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

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

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

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



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

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

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

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

“It made a difference for that one.”

## Activity 12: New words and phrases

In groups



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

## Activity 13: Oral discussion

In groups



Do the following.

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

Share your answers with the other groups.

Individually



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

## Word attack

Use the words in the box to complete the sentences.

drought   habitat   environment   atmosphere   climate

1. \_\_\_\_\_ is the weather conditions of a place recorded over a long period of time.
2. We need to take care of our \_\_\_\_\_.
3. There are so many gases found in the \_\_\_\_\_.

4. Arid areas are prone to \_\_\_\_\_ in the better part of the year.
5. Wildlife are animals and plants in their \_\_\_\_\_.

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

**In groups**



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

1. Come up with points showing different views on climate change.
2. Write a balanced report that sums up several points about climate change and its effects.

### NOTE

**Your report should have the following:**

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

**As a class**



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



## Activity 15: A puzzle on climate change

In pairs



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

Share the words you wrote with the class.

## Activity 16: Further learning

In groups



1. Find out other causes, effects of climate change that have not been talked about in this unit.
2. Use the information to write an essay.
3. Present what you have written to the class.
4. Ask questions or give comments in any of the presentations.

### NOTE

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

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

Paragraph 2 – **Body 1**  
Paragraph 3 – **Body 2**  
Paragraph 4 – **Body 3** } For the body: write your points here. In each paragraph talk about one point. Use examples and reasons to support your points.

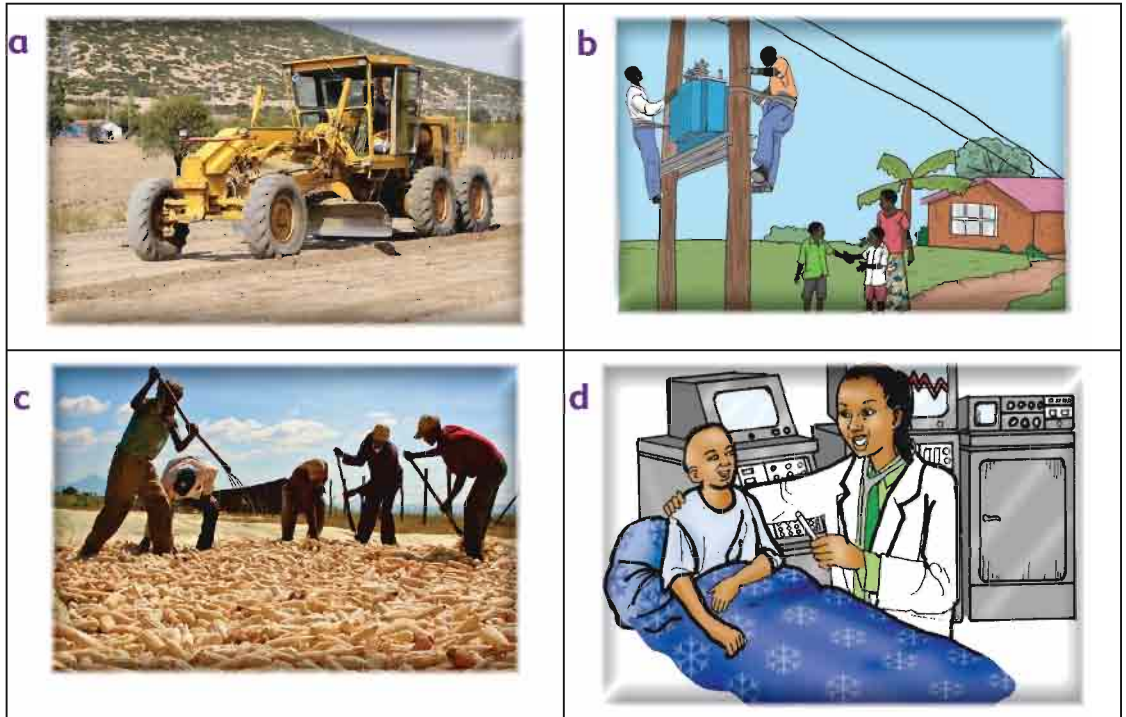
Paragraph 5 – **Conclusion:** Say again your position and let it reflect your argument.



## Activity 1: Vocabulary on a sustainable future

In pairs

(a) Look at the pictures below.



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

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

Individually



Complete the following sentences using the words in the box:

developed    economy    infrastructure    literacy    industry

1. The \_\_\_\_\_ of this country will depend on its leadership.
2. We need to improve our \_\_\_\_\_ skills in future.

- The government needs to spend more money on repairing and maintaining \_\_\_\_\_.
- The manufacturing \_\_\_\_\_ needs to be improved in this country.
- In future, South Sudan should be \_\_\_\_\_.

### In groups



- Read the words below:

**urban rural resources deforestation desertification**

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

### In pairs



### Match the words in A with their meaning in B

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

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

#### NOTE

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

## As a class



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

## Activity 3: Reading on a sustainable future

### Before reading

## As a class



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

### A sustainable future

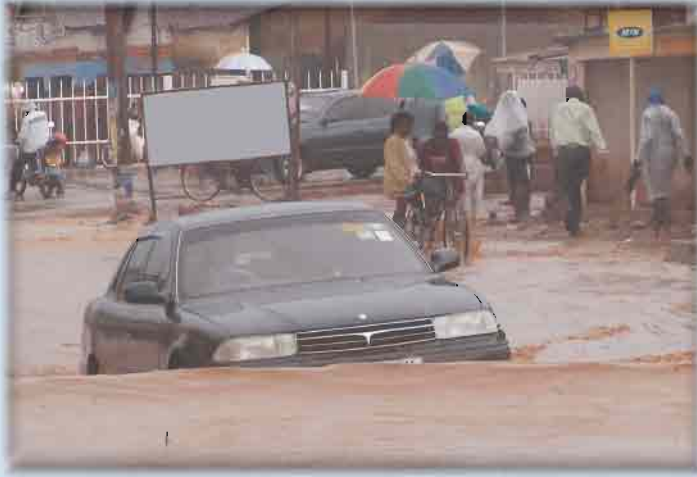
With thousands of newly displaced people, there is an immediate need of health care, water and sanitation. The rainy season worsened the situation by increasing the spread of waterborne diseases. My town-Baju hence, was in dire need of assistance.

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

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

However, the rainy season had made it more difficult and expensive to transport commodities through the country. Some of our staff members — almost all of whom are from my country — walked through waist-high water to get supplies to families in need.

In Bajau, several people in our team had to flee their homes and look for shelter with relatives or in churches. One member had been at her church since the previous year; she could go home only briefly to get food and then immediately return to the church. That trend was becoming more and more necessary for many people living around Bajau.



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

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

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

#### Activity 4: New words and phrases

In groups



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

## Activity 5: Oral discussion

### In groups



#### Do the following:

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

## Activity 6: Answering comprehension questions

### In pairs



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

1. What is the story about?
2. What are the issues of sustainability highlighted in the story above?
3. What are the threats to our future according to the story?
4. Make a written and oral presentation of ways of achieving sustainability.

## Word attack

### Individually



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

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

### In pairs



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

economy   employed   conserve   infrastructure   education

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

## Activity 7: A debate on a sustainable future

### As a class



1. Debate on the motion: 'It is the responsibility of the government for a country to have a sustainable economic future'.
2. Divide yourselves into two groups.
3. One group to be the opposers and the other group the proposers.



- Remember to use the persuasive words such as **in fact, furthermore, nevertheless, undoubtedly** among others when making a point.
- Write the points for and against the motion of the debate.

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

#### In pairs



#### (a) Read the conversation below.

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

**Ladu:** Why?

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

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

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

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

**Achol:** So long.

#### In pairs



- Role-play the conversation.
- Present it to the class.

#### In groups



- Summarise the above conversation in about 20 words.
- Discuss other issues on sustainable economy that were not mentioned in the conversation.

#### (b) Share your answers with the class.

## Activity 9: A poem on a sustainable economy

As a class



Read the poem below.

### In service of the earth

To those who heal and protect the earth,

In small ways and large.

To those who throw a protective shield against

Industries toxic gases,

Valued be the composters; gardeners;

Breeders of worms; frogs, bees and soil renewers

To those who train dogs for the military vet.

Much appreciation, though we've never met

To those who choose to purify the air

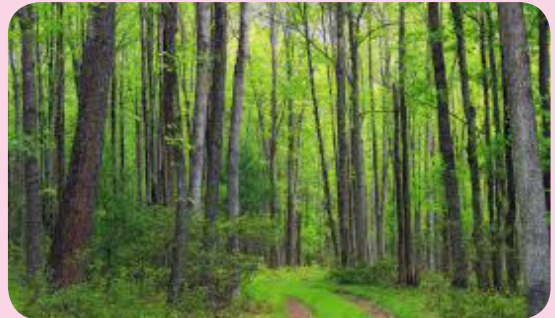
Makers of clean water

From rivers, lakes, creeks and seas

And those who plant trees.

And fight pollution by recycling

Thank you all, you will always be remembered.



Recite the poem before the class.

## In groups



**Orally discuss the following questions.**

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

## Activity 10: Answer comprehension questions

### In pairs



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

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

## In groups



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

### NOTE

When writing a poem

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

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

**(b) Read it and recite to the class.**

## Activity 11: Talking about a sustainable economy

**In groups**



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

**In turns, present your answers to the class.**

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

**In groups**



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

**Present your report to the class.**

## Activity 13: Writing about occupations

**As a class**



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

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



## In pairs



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

## Activity 14: Further learning

### Individually



1. Get any fiction story or extract from a book, article, journal or magazine that talks about a sustainable economy.
2. Read and summarise the key points.
3. Present your points to the class.
4. Give comments on the presentations on whether the points were brief but clear.

## Activity 15: In summary

### In groups



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

### NOTE

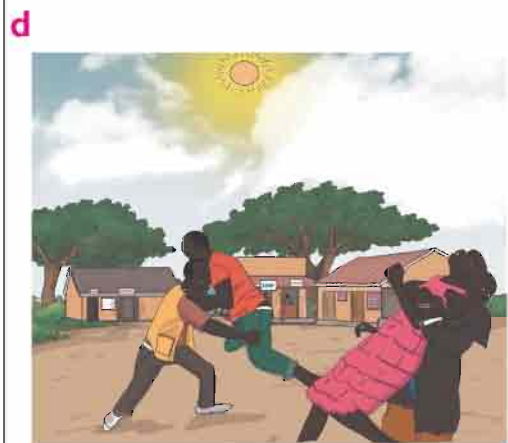
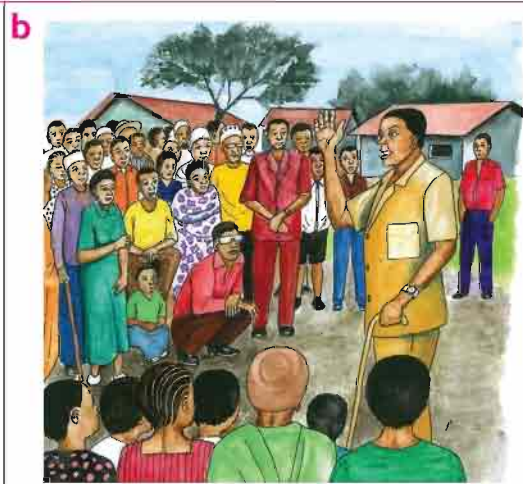
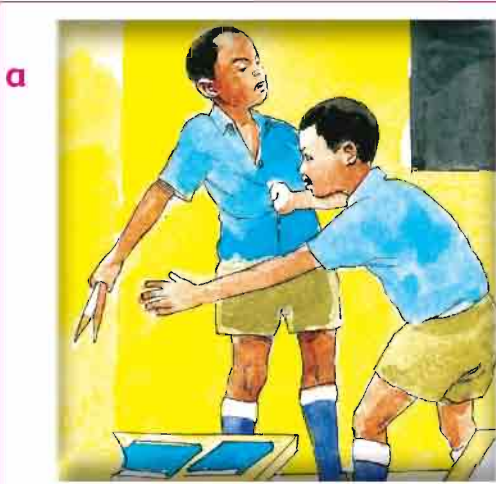
#### A good poster should be:

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



## Activity 1: Vocabulary on conflict resolution

As a class



In groups



1. Look at the pictures above.
2. Explain what is happening in the pictures.
3. Say if you have ever been involved in a conflict.
4. What was the conflict about and how did you resolve it?
5. Share what you have discussed above with the class.
- 6.. Ask questions or give comments on the experiences shared by the other learners.

## In groups



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

**Share the answers to the class.**

### NOTE

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

To **reconcile** is to resolve a conflict.

## Word attack

### Individually



**Choose the correct word to complete the sentences:**

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

### As a class



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



## Activity 2: Role-play on conflict resolution

In groups



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

**Present your act to the class.**

## Activity 3: Reading about conflict resolution

Before reading

As a class



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

**Read the story below.**

### In the process of healing

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

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

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



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

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

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

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

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

(Adapted from *The Shadows of Death*)

## Activity 4: New words and phrases

### As a class



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

## Activity 5: Oral discussion

### In pairs



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

## Activity 6: Answering comprehension questions

### Individually



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

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

## Activity 7: Making oral and written presentations

### In groups



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

## Word attack

### Individually



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

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

## Activity 8: Acting about conflict resolution

### In pairs



Read the dialogue below in turns:

**Wani:** Do you know Keji fought with her friend yesterday?

**Bol:** Why?

**Wani:** Well, she abused her about her father who failed in the last politics then a fight started.

**Bol:** Did anyone get hurt?

**Wani:** No. Being a prefect, I acted as the mediator and helped bring the conflict to an end.

**Bol:** That was so thoughtful of you. In this time and age we should not engage in fights.

**Wani:** Sure, I have to go now, bye.

**Bol:** Bye.

1. Act out the conversation on page 54.
2. Each pair to act before the class.

### As a class



1. What have you learnt from the conversation on page 54??
2. Summarise the key points you have learnt.
3. Talk about other ways of solving conflicts that you know.
4. Write the points down.

**Share the points with the class.**

## Activity 9: Reading an extract on conflict resolution

### Before reading

#### As a class



1. Is there anyone you feel has really wronged you? What did he or she do to you?
2. What would you do if you saw this person in trouble?

### Read the story below.

Remarque's book, 'All Quiet on the Western Front' tells of a remarkable encounter between two enemy soldiers during the Second World War. During the battle a German soldier took shelter in a crater made by artillery shells. Looking around he saw a man wounded; an enemy soldier. He was dying. The German soldier's heart went out to him. He gave him water from his container and listened as the dying man spoke of his wife and children. The German helped him find his wallet and took out pictures of his family to look at one last time.

In that encounter these two men ceased to be enemies. The German had seen the wounded soldier in a new way. Not as an enemy combatant but as a father, a husband, someone who loves and is loved someone just like him.

This is always the path of peace and reconciliation, learning to truly see the other and in them recognising someone just like yourself.

## Activity 10: Oral discussion

### In groups



1. Discuss what you have read in the extract on page 55.
2. What was the conflict in the extract?
3. What would you have done if you are the soldier who saw the enemy soldier dying?
4. Do you think forgiveness is a way of solving conflicts?
5. Why is it important to forgive someone who offends you?

**Share your answers with the class.**

## Activity 11: Writing a balanced report on conflict resolution

### In groups



1. Refer to the story 'In the process of healing' on page 51-52.
2. Write a report that sums up several points of view about conflicts and reconciliation.
3. Remember to use the correct structure of the report as seen earlier.
4. Present the report to the class.
5. The other group members to ask questions or give comments on the reports. They can say:

- (i) what they like about the reports
- (ii) what is not clear in the report
- (iii) what the group members can do to make the report better
- (iv) what was left out in the report

## Activity 12: Talking about conflict resolution

In groups



Listen to the following learners talk about conflicts.

My name is Achol. I think in this world there must be conflicts. I have been in conflicts myself severally but then I came up with solutions to bring the conflicts to an end.



My name is Riya. I have never been involved in any conflict. I have had a smooth and easy life for a long time. I have never quarreled with anyone. I do not think conflicts exist!



## In groups



1. Do you think Achol is right? Why?
2. Do you think Riya is right? Why?
3. What is your own opinion about conflict resolution?
4. Share your opinions with the class.

## Word attack

### Individually



(a) Use a dictionary to check for the meaning of the words below.

1. conflict
2. peace
3. war
4. mediator
5. reconcile

(b) Construct your own sentences with the words above.

## Activity 13: Reading a story on conflict resolution

### Before reading

#### As a class



1. What would you do if someone demands you give them your money? Why?





Read the story below.

### Never say die

St Camillus Community Youth Project's workshop stands in the midst of Lol slum. Hadija and the other eleven members of the project received a hundred-thousand-pound loan from the Youth Enterprise Fund to buy three sewing machines and rent space to provide skills and training for young people.

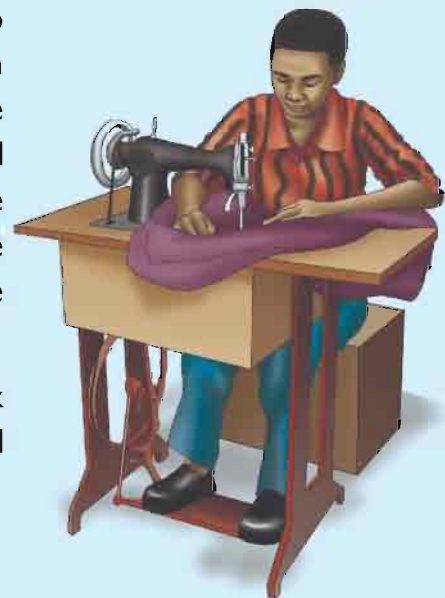
Hadija wanted to use the funds for the project's sustainability and expansion. However, that vision was cut short when a group of youth volunteers at the project started demanding a share of it, saying it was 'free money' from the government.

One day the youth she had been training confronted her at the workshop to demand money from her. They threatened to torch the building if she did not give them money in cash. Hadija knew the threats were not empty and parted with ten thousand SSD pounds. As Hadija and her friends were wracking their brains on how to recover the funds and begin repaying the loan, violence erupted in the aftermath of the elections.

Looters invaded Hadija's shop and took away property valued over ten thousand pounds and then torched it.

However, Hadija being strong-willed soldiered on and forgave those who torched her shop and made away with valuables.

So far, the group has trained seventy young people in tailoring, art design and dressmaking in the past two years. Despite the many disappointments, Hadija still continues making a difference in her small capacity.



## In groups



1. Discuss the effects of conflicts as seen in the story above.
2. Suggest possible ways of resolving these conflicts.

## Individually



1. Talk about a conflict you have ever been involved in and how it felt, was it good or bad?
2. How did you resolve the conflict? Do you think that was the best thing to do?
3. What could you have done to avoid these conflicts?
4. Now, write your story about this conflict. Start your story with 'It all started when.....'

## Activity 14: A puzzle on conflict resolution

### In pairs



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

## Activity 15: Further learning

### In groups



1. Find out more causes of conflicts in your community.
2. Ask the members or your parents to suggest how they can be resolved.
3. Read extracts from journals, magazines and newspapers that talk about conflict resolution.

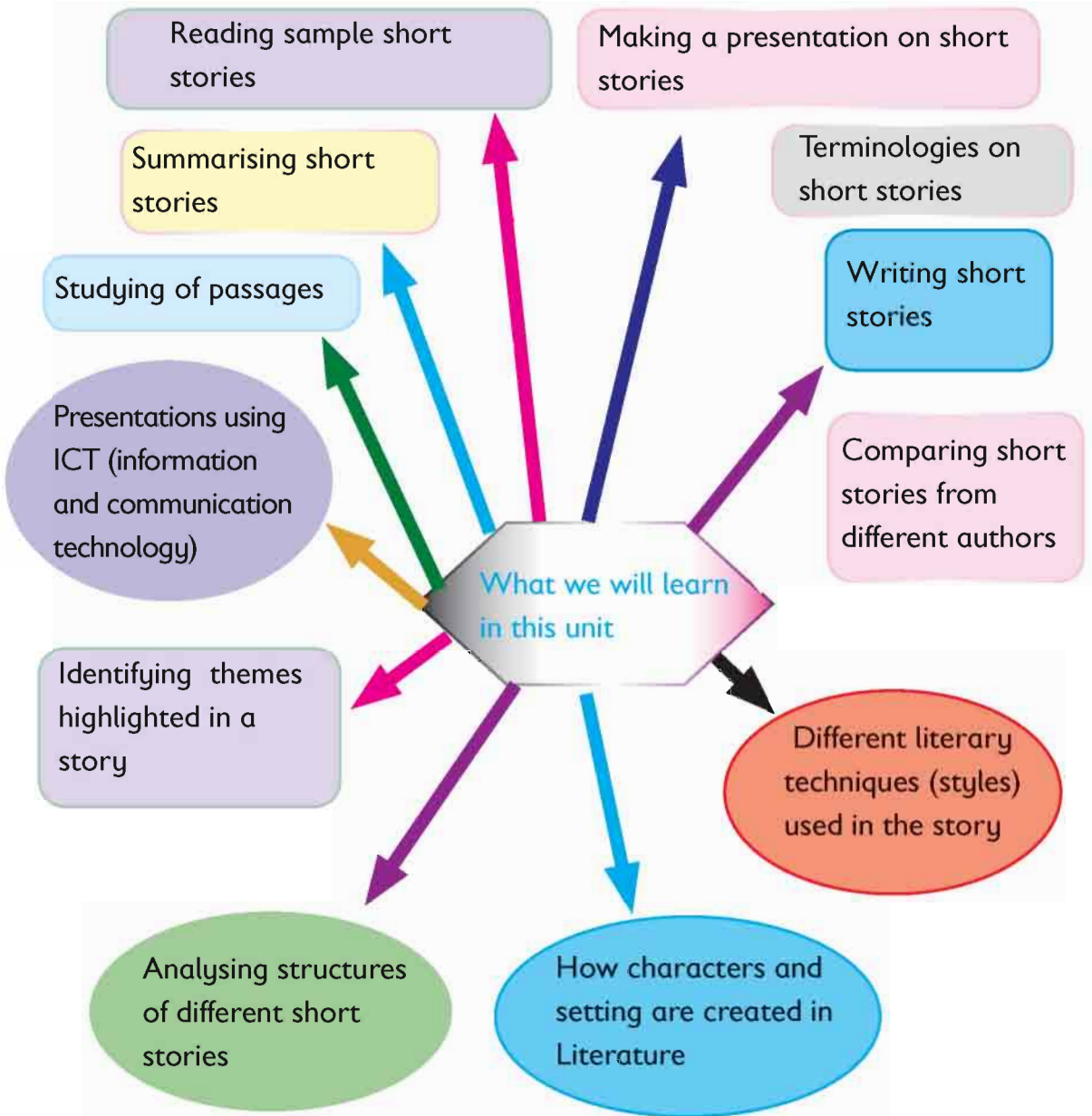
**Present what you found out with the class.**

## Activity 16: In summary

### In groups



1. Summarise the key points about conflicts and reconciliation.
2. Present the key points to the class.
3. Ask questions or give comments on the presentation in terms of:
  - How clear the points were.
  - Whether all the points were included.



## Activity 1: Vocabulary on short stories

In pairs

Look at the pictures below.



1. What is happening in the pictures?
2. Do you like reading and listening to short stories? Why?

In groups

1. Mention any short story that you know.
2. Narrate it to your classmates.
3. Say what you have learnt from the stories told by other groups.

## Word attack

In groups

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

A	B
theme	An account of imaginary or real people told for entertainment
story	to give a detailed account of something
setting	an imaginary person represented in a work of fiction (play, film or story)

**plot**

place and time in a story

**narrate**

the main subject of a given story

**character**

the flow of events in a story

## NOTE

A **short story** is a type of creative writing in which a writer share insights and observation about life through **characters** and **themes**. It is usually **read in one sitting**.

## Activity 2: Reading an extract

**As a class**



**Read the following extract:**

Christine looked both sideways. She could not see her son who had been walking beside her just a while ago. The sun dropped into a red haze and the five angular acacia trees were silhouetted on a stage.

The slippery path in Msitu forest suddenly became lonelier than a graveyard. A leopard's guttural cry and the staccato bark of a baboon made Christine's blood shiver with fright. Little Peter had literally been her breath. A world without Peter meant gloominess in her life. The forest smelt death. She knew something had to be done and it had to be done fast since a stitch in time saves nine.

## Activity 3: New words and phrases

**In groups**



1. Identify any new words or phrases from the extract above.
2. Infer the meanings of these words as used in the story.
3. Use the words to make your own sentences.
4. Add the new words to your word bank.

**In turns, read your sentences in class.**

## Activity 4: Oral discussion

### In groups



1. What is the setting of the extract on page 64?
2. Who are the characters in the extract?
3. What is the theme of the story?
4. Is it fiction or non-fiction? Give reasons for your answer.
5. What lesson did you learn from the extract?
6. Present your answers to the class.
7. As a class, ask questions or give comments on the presentation.

## Activity 5: Role-playing on short stories

### Individually



1. Narrate the short stories you have ever read or heard.
2. Narrate the stories to the class.
3. Vote for the best narrator. Remember a good narrator is **confident, audacious, creative** and has a **good sense of humour**.

### As a class



1. From the stories narrated, explain the importance of each story and its main message.
2. What lessons did you learn from each story?

## Activity 6: Reading short stories

### Before reading

### As a class



1. Look at the picture in the story on page 66 and read the title of the story.
2. What do you think the story is about?
3. What would you do if you found a small boy lost by the roadside?

Read the story below.

## The known secret

Nothing serious came to my mind when I picked a small black hand bag on the road. It was in the evening and I had just left school. The sun was setting behind Didinga hills in a pool of liquid gold as I plodded down the dusty meandering path that led to our village. I checked left and right and realised I was the only one on that deserted path. Carefully, I clutched the black bag tightly like it contained my worldly possessions.



After a ten-kilometer trek, I got to my humble abode. Father was busy sending the cows back to their bomas as Mother sat on a mat in front of our grass-thatched house winnowing grains. Lightning-fast, I shot into my mud-walled cottage and locked the door behind me. I was bridegroom-eager to empty the contents of the mysterious black handbag.

Darkness had already enveloped the dingy hut forcing me to light the kerosene tin lamp that illuminated the small house. With the curiosity of a cat, I cautiously unzipped the leather bag not knowing what to expect. First, a photograph of a man dropped down. He was a stout man with long, dark hair. His eyes were large carefully fitted on his round face. He had a dusky skin. “Roughly, he must be in his mid-forties,” I said to myself. On further checking the inner pockets, I came across an envelope addressed to: Whom it may concern.



By then I had become so nervous. I did not want anything to disrupt my concentration. Cautiously, I opened the letter. It read:

To the reader,

This may catch you unawares. I am Sindikha. I am a father to a one and only son called Livoi. I loved him so much until I became so poor that his mother ran away with him; leaving me in a dark, cold and lonely world. I hear she is now happily-married. My joy will be the day I set my eyes on my boy. He is now thirteen years old. Please if you find him, bring him back to me.

Worried father,

Sindikha.

By the time I finished reading the note, tears had filled my eyes and my heart dropped to my boots. Could I be an adopted child? My name is Livoi, I am thirteen years old. Legions of questions flooded my mind as the reality hit me like a bang.

Memories of few years ago came flashing on my mind it was one fine day when I was looking after our herd of cattle. By mistake one of our cows strayed into my neighbour's farm and destroyed a large section of a maize plantation. John, the owner of the farm, came stark-raving mad.

"I will beat you up and take you back to your real father!" roared the enraged John and sped off. I didn't understand the meaning of the words until now. It was clear to me that he meant what he said.

Suddenly, the door was pushed in. Mother stood at the door; her arms akimbo. Seeing my tear-streaked face she moved towards me. Only then, she frowned and asked me, "Son, what is it?" I gave her the letter. She read and looked at me deep into the eyes. Her eyes spoke volumes.

"Son, you have a lot to learn," she said as she led me out of the cottage. Life seemed to be suddenly taking a dramatic twist.

## Activity 7: New words and phrases

**As a class**



1. Identify any new words or phrases from the story 'The known secret'.

2. Infer the meaning of these words as used in the story.
3. Add the words to your word bank.

## Activity 8: Oral discussion

### In groups



1. Retell the story 'The known secret'.
2. What lessons did you learn from the story?
3. Present your answers to the class.

## Activity 9: Answering comprehension questions

### In pairs



**Read the story 'The known secret' again and answer the questions below:**

1. State the main characters of the story above.
2. What is the main theme in the above story?
3. What words in the story created an image your mind when you read the story?
4. Where is the setting of the story?
5. The styles; **suspense**, **coincidence** and **flashback and letters** have been used in the story. Identify an example of each from the story.
6. What do you think happened after the narrator's mother took him?
7. What would you do if you found yourself in the narrator's situation? Write a paragraph narrating what you would do.

## Activity 10: Narrating a short story

### As a class



1. In turns, narrate a short story from your community.
2. Explain the main themes evident in the stories.
3. Give the character traits of the characters in the stories.

## NOTE

**Character traits** are a person's behaviour and attitudes. They can be **good** for example, **obedient, caring, honest** or **bad** like **selfish, rude among others**.

**Present it to the class.**

## Activity 11: Writing a short story

**In pairs**



**Read the following passage.**

As Mother sat on the wheelchair silently and stared ahead of her, something in her eyes told me that she still recognises me. I told her I love her and the words seemed to sink in past those glassy eyes causing her tears to brim past her unflinching pupils. I close my eyes and am instantly transported to the memory of her selfless act of love.

Truly, you never miss the water till the well runs dry. In my case, my doting mother was the water I never missed and took for granted. It was just the two of us living in our dilapidated shack. Father had left right after I was born. Since my two naked eyes had never met anyone I could call Father, I blamed his departure on my mother though she was a relentless worker who believed that the golden orb of light should never grace the sky while one is still in bed.

**Individually**



1. What do you think had happened to the narrator's mother?
2. Read the passage above again and think of how the story can be continued.
3. Add two paragraphs to continue the story.
4. Read your story to the class in turns.
5. The best story to be voted for and be hung on the noticeboard.

## NOTE

**A good story should be:**

- Interesting and captivating
- Conclusive; that is it should not leave the reader hanging
- Original not copied.

## Activity 12: Reading a short story

### Before-reading

1. Read the title of the story below and look at the pictures.
2. What do you think the story is about?
3. What would you do if your younger brother or sister got lost under your care?

### As a class



Read the story below in turns.

### Without a trace

Christine looked both sideways. She could not see her son who had been walking beside her just a while ago. The sun dropped into a red haze and the five angular acacia trees were silhouetted on a stage.

The slippery path suddenly became lonelier than a graveyard. A leopard's guttural cry and the staccato bark of a baboon made Christine's blood shiver with fright. Little Peter had literally been her breath. A world without Peter meant gloominess in her life. The forest smelt death. She knew something had to be done and it had to be done fast since a stitch in time saves nine.

Darkness was already enveloping the rather thick and haunted forest. For once, Christine felt a sudden urge to be next to her son; at least her void could be filled by her son's thunderous laughter. It was then that her childhood memories hit her with a bang.



Christine was born in a family of two. To her, wealth was a word wrongly placed in the dictionary. Their abject poverty made her mother look for a casual job in the nearby quarry. She saw her mother go through thick and thin to ensure there was food on the table. They practically lived from hand to mouth. They lived at a log cabin in a deserted countryside. It was the duty of Christine to ensure her little sister receives the protection.

One evening the world turned pitch-dark in the lives of the two young sisters. Their mother developed a terrible fever and died. Since then things took a dramatic twist. Christine took the place of her mother and dropped out of school to take care of her sister. Unfortunately one day, Rachael, her little sister, vanished into the thin air; never to be seen again.

Her deep thoughts were suddenly interrupted by the scary roar of the king of the jungle! She remembered she was in the middle of a vast forest. The beast's eyes glittered bewitchingly in the moonlight that penetrated in the rather thick canopy. She thought it was a bad dream but no! It was as real as the stars.

Racing blood surged new confidence in her. There was a sudden hush during which the only sound that could be heard was that of crickets. Then the real truth dawned on her! Her only son was missing. Like a wounded lion, she elbowed herself through the thick undergrowth of the eerie forest, braving the bruises and scratches on her dusky skin. She knew if she had lost Peter, she had lost it all. Christine wondered where Peter could have exactly gone. She remembered that Peter had remained behind for a nature call as she plucked wild berries. On calling out Peter, she received a deafening silence for a response. "Could he have been eaten by a wild animal?" she thought.

Her hopes seemed to dwindle every time she made an effort to trace Peter. She sent short uncertain prayers to her creator but no; her efforts seemed to hit a snag. A sudden rustle of leaves seemed to draw her attention quickly. The hissing sound confirmed it was a snake. She let out an irritating yell that seemed to awaken the king of the jungle. The lion roared loudly.

Christine took to her heels towards the acacia trees ahead of her. They seemed to have the answer to her question.

Out of God-knows-where, an old, grizzly lady appeared. Her folds on the rather blotchy skin explained her age. "Have you seen my son; a short, stocky dark-skinned lad?" Christine asked amid sobs. "No, but I have seen some little boy's pair of shorts over there," she said pointing at the nearby tree. Like devils were hot on her heels, Christine dashed there. She quickly remembered Peter was in a black pair of trousers, the one she saw there was blue.

By then, the sun was setting Christine sat at a nearby rock, engrossed deeply in her thoughts. Dead beat, a tear-streaked face, Christine seemed to be throwing in the towel. She wondered where else to look for her son. "Will I ever find my son?" she said, wiping off her bile-bitter tears with the edge of her frock.

### Activity 13: New words and phrases

#### In pairs



1. Identify all the new words used in the story above.
2. Infer the meaning of the words as used in this story.
3. Add the words and phrases to your word bank.

### Activity 14: Oral discussions

#### In groups



#### Do the following

1. Retell the story 'Without a trace'.
2. What did you learn from the story?
3. Have you ever misplaced something? What was it? What did you do to find it?

## Activity 15: Answering comprehension questions

**In pairs**



**(a) Read the story ‘Without a trace’ again then answer the following questions.**

1. What is the story about?
2. What are the main themes in the above story?
3. What is the setting of the story?
4. Identify and explain an example of flashback used in the story.
5. What do you think happened to Christine’s son?
6. What would you have done if you were Christine?

**(b) In turns, share your answers with the class.**

## Activity 16: Summarising a short story

**In groups**



**(a) Do the following:**

1. In about 80 words summarise the story ‘Without a trace’.
2. How is the story relevant to the society today?
3. Share your summary with the class.

**(b) Ask questions or give comments on the presentation.**

## Activity 17: Further learning

**In pairs**



1. Study stories from different authors and countries.
2. Compare the styles of the different authors.
3. Compare the different themes highlighted by the author.

**In turns, share your answers with the class.**

## In pairs



### Discuss the following questions.

1. What is a short story?
2. What are some of the common themes brought out in short stories?
3. What are the common styles authors use in short stories?
4. How can we write short stories ourselves?

### Write a report of the above discussion and share with the class.

#### NOTE

#### Your report should have the following subtitles:

- Title
- Introduction
- Major themes in short stories
- Common styles in short stories and their importance
- Writing short stories
- Conclusion

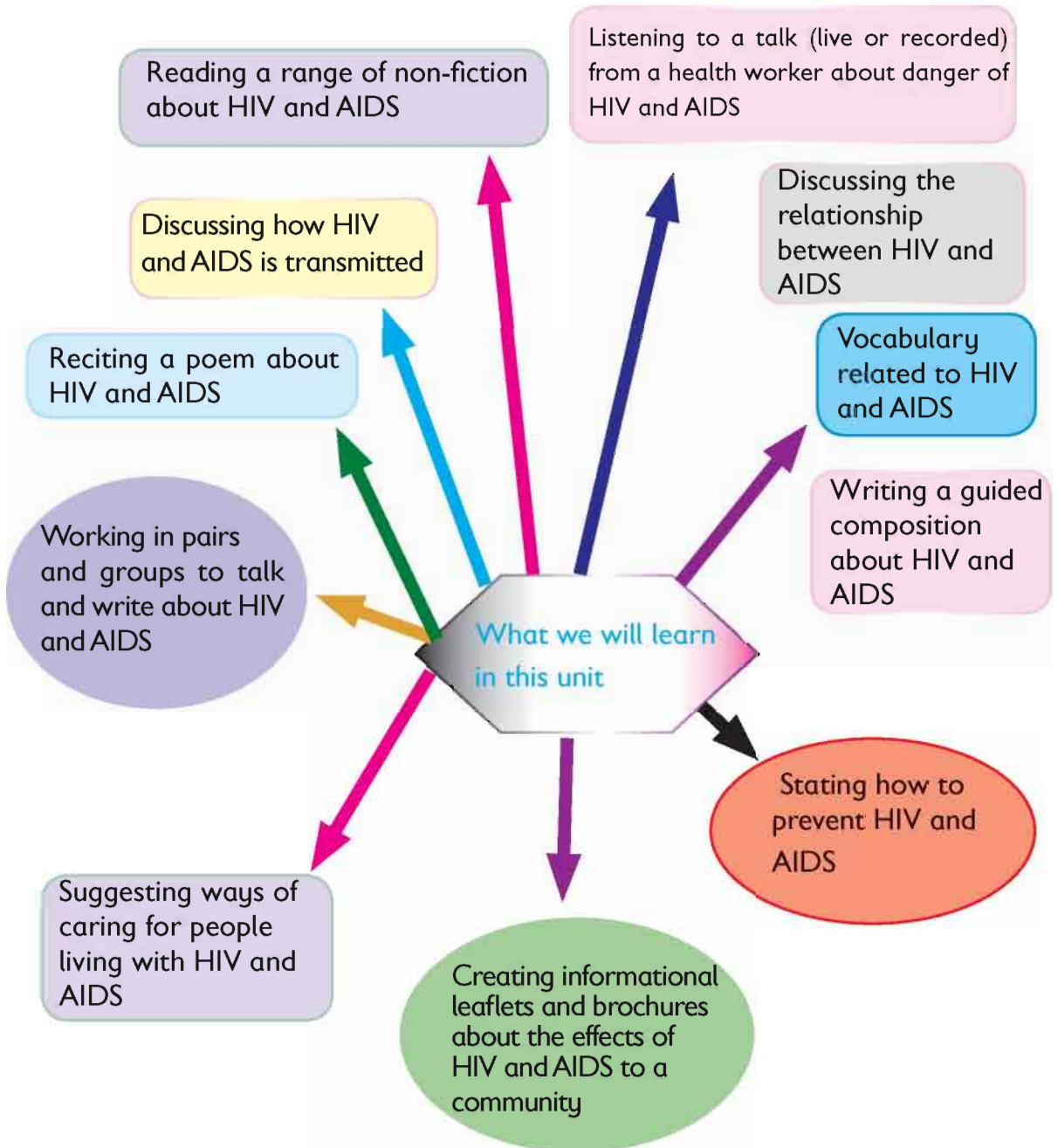
### Activity 18: In summary

## In groups



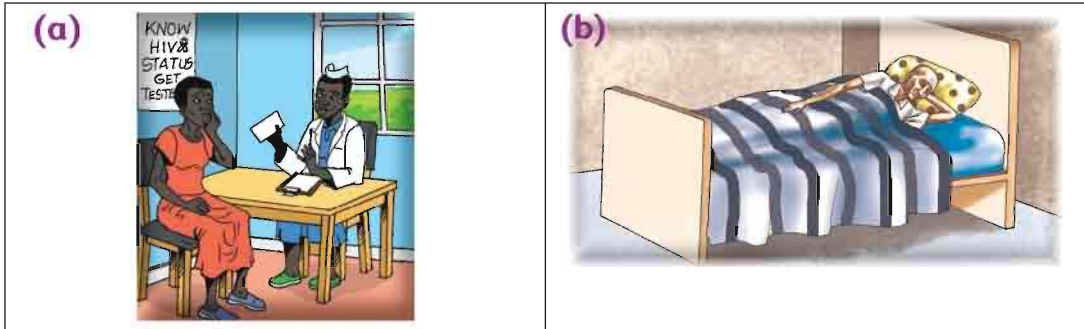
1. Discuss the basic features to be considered when writing a short story.
2. Share your answers with the class in turns.
3. Give comments and ask questions on the presentations.





# Activity 1: Vocabulary on HIV and AIDS

## In pairs



## In groups



1. Look at the pictures above.
2. Describe what you can see in the pictures.
3. Do you think HIV and AIDS is a bad disease? Say why.
4. Share your views with the class.
5. Give comments or ask questions on the views.

## In groups



1. Read out the words below:

deadly	disease	antiretroviral	hospital
unprotected	virus	immune	antibodies
infections	doctor	transmitted	abstain
blood cells	healthy	kills	living
talking	stigmatised	sick	testing

2. Use the dictionary to find out the meaning of the words.
3. Choose the ones you can use to describe the pictures above.

## NOTE

**HIV** stands for **Human Immuno Deficiency Virus**, **AIDS** stands for **Acquired Immune Deficiency Syndrome**. There is no cure for HIV and AIDS but ARV (Antiretroviral) are used to minimise the intensity of HIV and AIDS.

## Activity 2: Reading descriptions

### In pairs

1. Read the short descriptions below.

#### A

The compound is clean and has many paths leading to different buildings. Rebecca walks along one path and sees a door to one of the buildings written X- ray room and on another door in - patient. Which place is this?

Noor is a tall boy. He likes reading storybooks and writing short stories. Every morning he wakes up early, puts on his uniform and after breakfast, he runs to school. Who is Noor?

2. Guess where the speakers are or who they are.
3. Share your guess with the class.

## Activity 3: Reading comprehension

### Before reading

1. Read the title of the story on page 78.
2. Do you know what HIV and AIDS is? Share with the class what you know.



Read the story below.

### HIV and AIDS is real and it kills!

“Good morning, class, my name is Doctor Adut. I am here today because your teacher, Mrs Okello asked me to come and talk to you about a deadly disease called HIV and AIDS. How many of you have ever heard about HIV and AIDS or even read about it?

Today, I want to tell you that HIV (Human immuno deficiency Virus) is not a fiction but a reality.

HIV is the virus or foreign body that causes AIDS, (Acquired Immune Deficiency Syndrome). This is a condition whereby antibodies and white blood cells in our bodies fail to fight foreign bodies and so the body is not able to defend itself against infection.

Many people living with HIV and AIDS become weak. This is because the sicknesses they get keeps recurring and some of them take long to heal. Presently, there is no cure for HIV and AIDS but people who have been infected with the disease are advised by doctors to use some medicine that can prolong their lives. These are called antiretroviral (ARV) drugs.

Doctors use the antiretroviral drugs to prevent HIV infection. In case a person is exposed to the virus through rape, PEP (Post Exposure Prophylaxis) is administered to them.

You can get AIDS from contact with infected blood, semen or vaginal fluids. Most people get the virus by having unprotected sex with people who are infected.

Another common way of getting it is by sharing needles with someone who is infected with HIV. The virus can also be transmitted through transfusion with infected blood.



We can avoid being infected by leading morally upright lives and for the married people they should remain faithful to their partners. For us in school, we should abstain from sex. We should also not share needles and razor blades with anyone.

Remember that people living with HIV and AIDS should never be stigmatized. They should eat healthy and lead a normal life like any other person. Let us all preach the news about HIV and AIDS positively without looking down upon the ones infected.”

All the class eight pupils were happy after Doctor Adut’s talk. They learnt a lot about HIV and AIDS and they thanked Doctor Adut.

### Activity 4: New words and phrases

#### In pairs



1. Identify all the new words and phrases from the passage ‘HIV and AIDS is real and it kills’.
2. Infer the meaning of the words as used in the passage.
3. Add the new words to your word bank.

### Activity 5: Oral discussion

#### In groups



1. What did you learn from the passage?
2. Have you ever seen someone suffering from AIDS? How did it make you feel?
3. Discuss how you can take care of a HIV and AIDS patient.
4. Discuss how HIV is transmitted from one person to another.
5. How do you think HIV and AIDS affects the community?
6. Share your answers with the class.
7. As a class ask questions and give comments on the presentation.

## Activity 6: Answering comprehension questions

In pairs



Read the passage 'HIV and AIDS is real and it kills' again then answer the following questions.

1. In the first paragraph, the deadly disease is\_\_\_\_\_.
2. What is the difference between HIV and AIDS according to the passage?
3. Is HIV and AIDs a dangerous disease? Give two reasons why you think so.
4. According to the passage, who gave a talk to the class eight pupils and who had invited her?
5. If you greet a HIV and AIDS patient with your hand can you get the disease? Why?
6. What can you do to avoid getting infected with HIV and AIDS?

### Word attack

Individually



(a) Use the dictionary to find the meaning of the words below.

retroviral	healthy	disease	stigmatise
immune	kills	abstain	antibodies
doctor	hospital		

(b) Use the words to make correct sentences

(c) Read your sentences in class.

## Activity 7: Role – play

As a class



1. Choose one pupil to act as a doctor.
2. Let him or her stand before the class and answer questions about HIV and AIDS asked by others.
3. Listen to the answers they give.
4. With the help of the teacher, confirm if the answers are correct.

5. Exchange the above roles.
6. Write all the points down as discussed.

## In groups



1. Discuss the different ways in which HIV is transmitted.
2. Report what you have discussed to the class.
3. Give comments on the reports by other groups in terms of how clear and relevant their points are.

## Activity 8: A poem on HIV and AIDS

### As a class

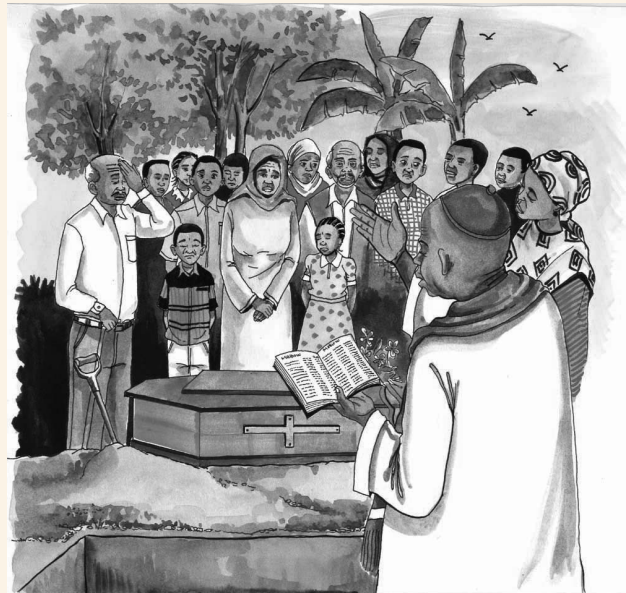


Recite the following poem:

### AIDS you are ruthless

What an illness  
My life is meaningless  
You make my life lifeless  
You make me hopeless  
What an illness!  
You don't care you kill all  
Both young and old  
Big and small  
Bad or good you are so cold  
What an illness!

The sky was blue  
Now its black  
People hate each other  
Because of you HIV and AIDS  
What an illness!  
You are ruthless.



## In groups



1. Close your eyes and think about the poem. What picture comes to your mind?
2. How does the poem make you feel? Support your answer using the poem.
3. Did you notice any pattern in the poem? Give an example.
4. What will you do differently after reading the poem?

## In pairs



(a) Read the poem **'Aids you are ruthless'** again then answer the following questions.

1. Why is HIV and AIDS such a bad disease according to the poem?
2. Why do you think people hate each other because of AIDS?
3. Do you think the title of the poem is appropriate? Why?

(b) Share your answers with the class.

## Activity 9: Identifying rhymes in poems

## In pairs



1. Read the poem **'AIDS you are ruthless'** again.
2. Did you notice that some lines of the poem end with similar sounds? Such words are said to **rhyme**.
3. Identify pairs of words that end with similar sounds in the poem for example: **hopeless** and **lifeless**.

Share your answers with the class.

## NOTE

Words are said to rhyme if they end with similar sounds, for example, **king** and **sing**, **play** and **day**.



## Individually



1. Write five pairs of words that rhyme.
2. In turns, share your answers in class.

## In pairs



Write a summary of about 20 words on the effects of HIV and AIDS mentioned in the poem 'AIDS you are ruthless'.

## Activity 10: Writing and comparing poems

### In pairs



1. Think about effects of HIV and AIDS.
2. Write the points down.
3. Compose a short poem using the points above.

### NOTE

#### When writing a poem:

1. Communicate a theme or themes.
2. Use imagery like similes, metaphors, personification where necessary.
3. Choose your words carefully so as to create patterns and rhythm.
4. Remember to give the poem an appropriate title.

## As a class



1. Read the poems written above in turns.
2. The class to vote for the best written poem which should be interesting. Have rhymes and is creatively and clearly written.
3. With the help of the teacher, check and improve on the poems.
4. Forward the poem to be added in the school magazine.

**Share the poem with your class.**

## Activity 11: Acting conversation on HIV and AIDs

In pairs



Read the conversation below.

**Doctor:** Please tell me your name and what you do for a living.

**Opi:** My name is Peter Opi. I am a teacher. With me here is my wife, Keji.

**Doctor:** Oh ok, Keji, what do you do for a living?

**Keji:** I own a small kiosk in our payam.

**Doctor:** What has brought you to the hospital today?

**Opi:** Of late, I have been feeling tired, my head is always aching and I have skin rashes.

**Doctor:** Since when?

**Opi:** For a month now. I recently went to a clinic in our payam.

**Doctor:** Were any tests done on you?

**Opi:** Yes and the doctor there talked to me at length and finally told me I have an illness called HIV and so my wife should be tested too.



**Doctor:** Was she tested?

**Opi:** Yes, she also has the same illness.

**Doctor:** How can I help you?

**Keji:** We are so frightened, are we going to die soon? Please help us!

**Doctor:** No, you will live for long as long as you eat healthy and take the medicine I shall give you.

**Opi and Keji:** Thank you so much doctor, we shall follow all the instructions you will give.

**Doctor:** That's good and you are welcome.

Practise the conversation above and then act it to the class in turns.

## In groups



### Let us ask the doctor questions.

1. Imagine you were Keji. Write five questions you would want to ask the doctor.
2. One of you to act as the doctor. Ask him or her the above questions.
3. Exchange roles.
4. Present before the class.
5. Let the class vote the best group and give comments on the presentation.

### NOTE

Good acting involves a show of confidence, creativity and audibility.

## Activity 12: Read and discuss

### In groups



### Read what the following are saying.



My name is Alam. I am a doctor, I treat many patients even the ones who are HIV-positive.

My name is Amina. I am HIV-positive. I lead a normal life, I take ARVS.



### In pairs

1. Do you believe it when Amina says she leads a normal life even though she is HIV-positive? Why?
2. Imagine that one of your friends is infected with HIV. What advice would you give him or her?
3. Write down the advice you would give in your book.
4. What are ARVs that Amina takes?

**In turns, read the points in class.**

### Word attack

#### Individually



(a) **Write these jumbled words correctly.**

1. ntudiesboa

5. vingli

9. ittranedsmt

2. rugds

6. usvir

10. oblod

3. tainabs

7. mmonco

11. mcounitym

4. hlthyea

8. arel

(b) **Use the words above to make correct sentences.**

**(c) Read your sentences in class.**

### Activity 13: In summary

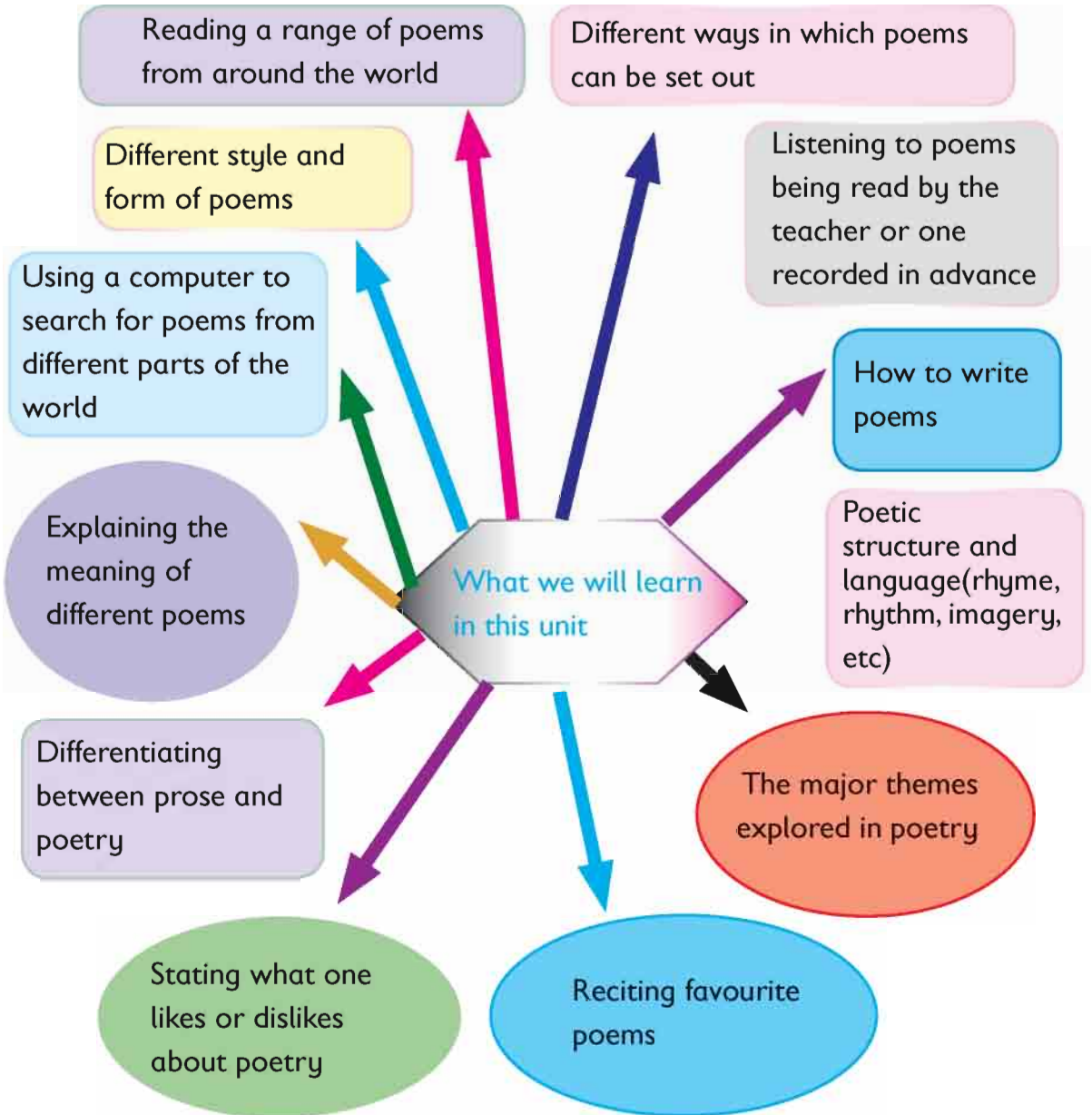
#### In groups



**(a) Discuss the following questions:**

1. Discuss how one can get infected with HIV and AIDS.
2. Explain the relationship between HIV and AIDS.
3. Suggest ways in which one can protect themselves from getting infected with HIV.
4. Discuss how HIV and AIDS has affected the community.
5. Write all the points down.
6. Share your points with the class.

**(b) Ask questions or give comments on the presentation.**

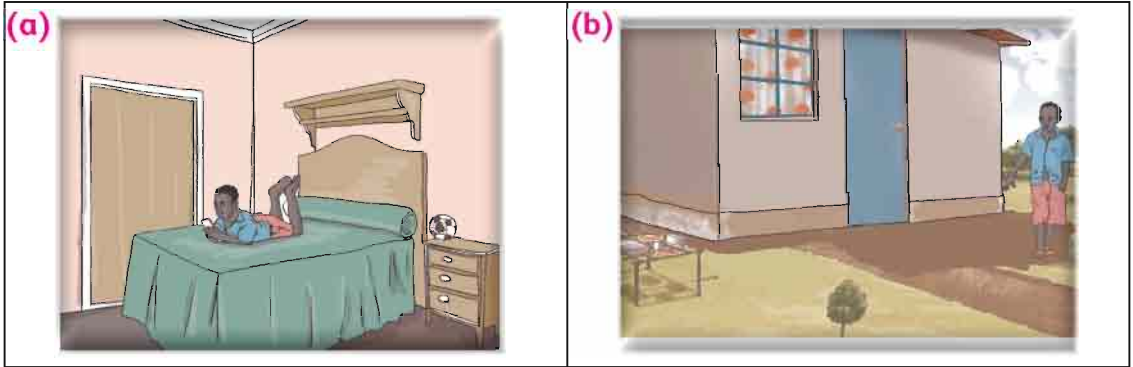


## Activity 1: Vocabulary on world poetry

In groups



Describe what you can see in the pictures below.



In pairs



1. Imagine one of your friends is lazy and often arrives late for school.
2. Discuss with your other classmate how you can help him or her.
3. Summarise your discussion and read it to the rest of the class.
4. Ask questions or give comments on the presentation.

As a class



(a) Read out the words below.

early	morning	melodious	voices	lazy
wakes	school	calculating	smacks	whines
breakfast	yawns	home	unkempt	late
journey	church	children	school	
reach	beehive	science	fishing	

(b) Choose the words you can use to describe the pictures above.

## NOTE

A **poem** is a piece of writing that expresses **feeling** and **ideas beautifully**. The words in poem are carefully chosen and arranged in **short lines** which often rhyme. Other elements of poetry include: **stanzas, lines, rhythm, repetition, alliteration, onomatopoeia and imagery**.

### Activity 2: Let us guess

#### In groups



Read the short descriptions below and guess.

1. Many children in uniform are lining up: the first line is for the smallest children; the second one is for the smaller. Which places is this?
2. Buwa is standing in front of the class. The teacher has told her to give the name of a person who writes poems. What answer do you think Buwa gave?

#### In pairs



1. Describe something for your partner and let them guess what it is.
2. You can exchange the roles above.

### Activity 3: Reading a poem

#### As a class



- (a) Listen as the teacher reads the poem on page 91.



## The Lazy Boy

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

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

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

He gathers his scattered books  
And stashes them in a small bag and walks to school his shirt unbuttoned.  
His hair unkempt,  
And his teeth unbrushed, quite a sorry sight!  
Oh lazy boy, fight your laziness,  
Wake up early remembering that,  
The early bird catches the worm,  
And time waits for no man.

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

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

### **Activity 4: Oral discussion**

**In groups**



**(a) Discuss the following questions.**

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

**(b) Read it out to the class.**

### **Activity 5: Answering comprehension questions**

**In pairs**



1. What is the poem about?
2. 'It is daylight again'. Who said these words?
3. Who has reached school before the lazy boy takes his breakfast?
4. According to the poem what time of the day do birds sing with their melodious voices?
5. What three things can you tell the lazy boy as a piece of advice?
6. Identify at least two pairs of words that rhyme in the poem.
7. What do you think is the message of this poem?

## Activity 6: Reading comprehension

### Before reading

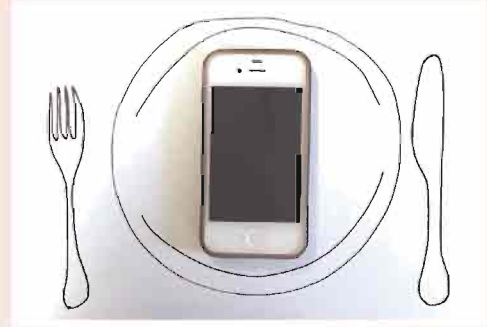
#### As a class



1. Look at the title of the poem.
  2. What do you think the poem is about?
  3. What comes to your mind when you hear the word technology?
1. Listen to the teacher read the poem below.
  2. Read the poem in turns.

### Technology

He stares at the phone  
For hours on end every day,  
His Twitter, Facebook and emails  
Entrapped in his hands.  
He never takes a break  
To exercise himself,  
It is too hard these days,  
Too hard to leave the Internet.  
He is too busy even for a break,  
Too lazy to exercise,  
Doctors have given him warnings,  
He is too busy to ponder over them.  
Technology, release my friend!  
Release my brother, sister and even my mother,  
All have become your slave,  
They need to exercise, doctors advised so!



## Activity 7: Interpreting and appreciating poetry

### As a class



Read the poem ‘Technology’ again then answer the following questions.

1. Discuss what the poem above is about.
2. Why do you think people like Facebook, Twitter and other social media so much?
3. Suggest one way of ensuring you are not enslaved by technology.
4. What does the poet mean when he or she says ‘All have become your slave’?
5. Identify and illustrate one example of alliteration in the poem.

### In pairs



1. Imagine your family members or a friend has been made lazy by technology. Write down the advice you would give them.
2. Share other poems about laziness and work.
3. Write the poem down.
3. Start by writing a prose then convert it to a poem.
4. Read the poem to the rest of the class.
5. Vote for the best poem that is creatively written.
6. Recite the poem during the school assembly.

## Activity 8: Comparing poems

### In pairs



1. With the help of your teacher, visit a library and search for poems written by different poets.
2. Write down one that rhymes and one that is a free verse (prose).
3. Write the name of the poet after every poem.

4. Read out your favourite poem for the rest of the class explaining the meaning.
5. Comment on the different styles and forms of the different poems.

## Word attack

Individually



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

<b>technology</b>	a statement telling somebody that something bad or unpleasant may happen
<b>poet</b>	writing that is free and not structured
<b>rhyme</b>	look at somebody or something for a long time
<b>prose</b>	words ending with the same sounds
<b>stare</b>	a person who writes poems
<b>slave</b>	being controlled by something
<b>release</b>	scientific knowledge
<b>warning</b>	to set free

## Activity 9: Read and act a conversation

### As a class



### Read conversation below:

**Mr Lam:** Good morning, class.

**Class:** Good morning, sir!

**Mr Lam:** My name is Lam and I come from Juba. I am a teacher.

**Lopuke:** What do you teach?

**Mr Lam:** I teach English. I want to talk to you about poetry. Who knows what poetry is?

**Juan:** Poetry is a beautifully composed work of art that exhibits conscious attention to specific patterns and normally in verse form.

**Mr Lam:** That is a very good explanation.

**Lopuke:** What is the importance of poetry?

**Mr Lam:** Poetry is a worthy expression of emotion or deep feelings. Furthermore, it is appreciated for its aesthetics; which loosely means a sense of what is beautiful in the world.

**Lopuke:** Can anybody write a poem?

**Mr Lam:** Yes reading about poetry in various books will help you. These books were written by great poets who were there before the 19th century.

**Lopuke:** Who were these great writers by names?

**Mr Lam:** Some of them include: William Shakespeare, John Keats, William Wordsworth just to mention a few.

**Juan:** Yes, I have heard about them.

### In groups



### Let us ask Mr Lam questions

1. Write the questions you would want to ask Mr Lam.
2. Let one of you act as Mr Lam. Ask him or her above questions.
3. Exchange the roles and repeat role-playing.
4. Present your work before the class and let the class and vote for the best team.

5. Ask questions and give comments on the presentation.

## In pairs



Read what the following people are saying:

My name is Okongo. I am a teacher. I teach poetry in my school.



My name is Adut. Shakespeare is my best poet. I love his poems.



My name is Lagu. I would want to be a poet in future.



## As a class



1. Report what the people on page 97 said.
2. For example, **He said his name is Okongo and he is a teacher who teaches poetry.**

**Now, report what Adut and Lagu said.**

## In groups



1. Think of a subject matter, for example: **poverty, corruption, love** among others.
2. Come up with points under the subject matter you chose.
3. Create a poem from it. Remember to use guidelines discussed earlier.
4. Recite the poem before the class in turns.
5. Vote for the best poem that is interesting.
6. Hang the poem on the noticeboard.

## Activity 10: In summary

### In groups



1. Write down the names of the poets you have ever heard or read about.
2. Read out to the rest of the class what you have written.
3. Write the name on the posters.
4. Read them out to the rest of the class.
5. Hang the best poster on the noticeboard.

## NOTE

### A good poster should be:

- Eye catching
- Clear and brief
- Simple
- Have different colours





## Activity 1: Vocabulary on world drama

In pairs



Look at the picture below and describe what you can see.



In groups



(a) Read out the words below.

squatting

talking

disobedient

classmate

confirm

looking

suddenly

children

sitting

nobody

walking

openness

heavier

picking

waiting

eagerly

children

bag

honest

answered

continued

(b) Choose the words you can use to describe pictures above.

### NOTE

**Drama** is a composition of prose or verse presented in **dialogue** form and which tells a story involving a **conflict** or **contrast of characters**. Drama is mostly acted on **stage**.

## Activity 2: Let us guess

### In pairs



### Guess who or what is being described

1. I am a person, I wake up early in the morning, take my breakfast and either walk, drive or ride my bicycle to a place where there are many rooms most of them in lines and joined together. I pick my books from the office and go to one of the rooms and I start talking to children who are seated quietly. I start by greeting them and then ask them to prepare for the lesson, who am I?
2. One day, our head teacher told us that he was going to take us to a festival the following day. We all arrived at school and soon started our journey. When we reached our destination we found children entering a big hall and soon children dressed in different costumes came to the hall and stood on the raised part of the hall in front of us. They started acting. Each pupil had their part. Which festivals was this?

### In groups



1. In groups of five, mime on activity, a place or a job in turns.
2. The others to guess what is being demonstrated.

### Share your acts with the rest of the class.

## Activity 3: Reading a play

### Before reading

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



Read the following play.

## Lost and found

### Characters

<b>Atol:</b>	Deng's Wife
<b>Deng:</b>	Atol's husband
<b>Aguet:</b>	Their daughter
<b>Garang:</b>	Their son
<b>Wani:</b>	Garang's friend and classmate
<b>Maria:</b>	Aguet's friend and classmate
<b>Terry:</b>	Owner of the bag

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

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

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

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

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

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

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

**Wani:** Open it!

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



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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

**Deng:** Bring that bag.

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

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

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

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

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

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

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

## Activity 4: New words and phrases

### As a class



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

## Activity 5: Oral discussion

### In groups



### Discuss the following.

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

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

## Activity 6: Answering comprehension questions

**In pairs**



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

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

## Activity 7: Acting out a play

**In groups**



Read the following elements of drama.

stage directions characters plot setting conflicts

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

**As a class**



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

### NOTE

#### When dramatising:

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

## Word attack

### In groups



(a) Write the jumbled words below correctly.

cechan	upolarp
inpoting	chpproaa
bodyno	bandhus
hirenlcd	fiew
forebe	ghtedaur

(b) Use a dictionary to find their meaning.

(c) Use the words to make the correct sentences.

### Individually



Match the following words with their meanings.

Words	Meaning
dialogue	very interested and excited by something that is going to happen
reward	extremely clever or impressive
daughter	a person's father or mother
parent	conversation in a book, play or movie
brilliant	a person's female child
eager	a thing that you are given because you have done something good



## Activity 8: A poem on world drama

### As a class



### Read the poem below.

I have found a small bag on the road,  
I have seen lots of money in the bag!  
I can't take even one note.  
No, no, no, I can't!  
I would want to buy many sweets,  
A pair of shoes and many more,  
But my hands are too weak  
To pick even a single note.  
I take the small bag to my mother  
She opens the small bag  
The notes of money so tempting  
But Mother can't also take even one note for herself.



### In groups



1. How do you feel when you read the poem above?
2. What do you think is the message of this poem?
3. Do you agree with the poet's message? Why?

## Activity 9: Comparing world dramas

### In pairs



1. With the help of the teacher, visit a library and search for drama scripts from different parts of the world.

2. Read them repeatedly.
3. Copy two of the scripts in your book.
4. Read out to the rest of the class.
5. Act out the scripts.
6. The class to judge the best scripts.
7. Practise acting out this script and perform during any school funtion.

## Individually



1. Write two short plays based on your payam.
2. Write another play based on any other place in the world.

### NOTE

When writing a play:

- Outline acts and scenes.
- Work on creating natural dialogue.
- Include interruptions in your dialogue.
- Add stage directions.

3. Read the play out to the class.
4. The class to pick out the best. Remember a good play should follow the above given play guidelines.
5. Practise and act them in groups then as a class.

## Activity 10: Solving a puzzle

### In pairs



1. Copy the puzzle on the next page. Circle seven words you have learnt in this unit.

2. Add the words to your word bank.

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

### Activity 11: Further learning

**As a class**



1. Attend any drama festival.
2. Watch the way several plays are being performed.
3. Write one of the plays and suggest the best way it can be performed.

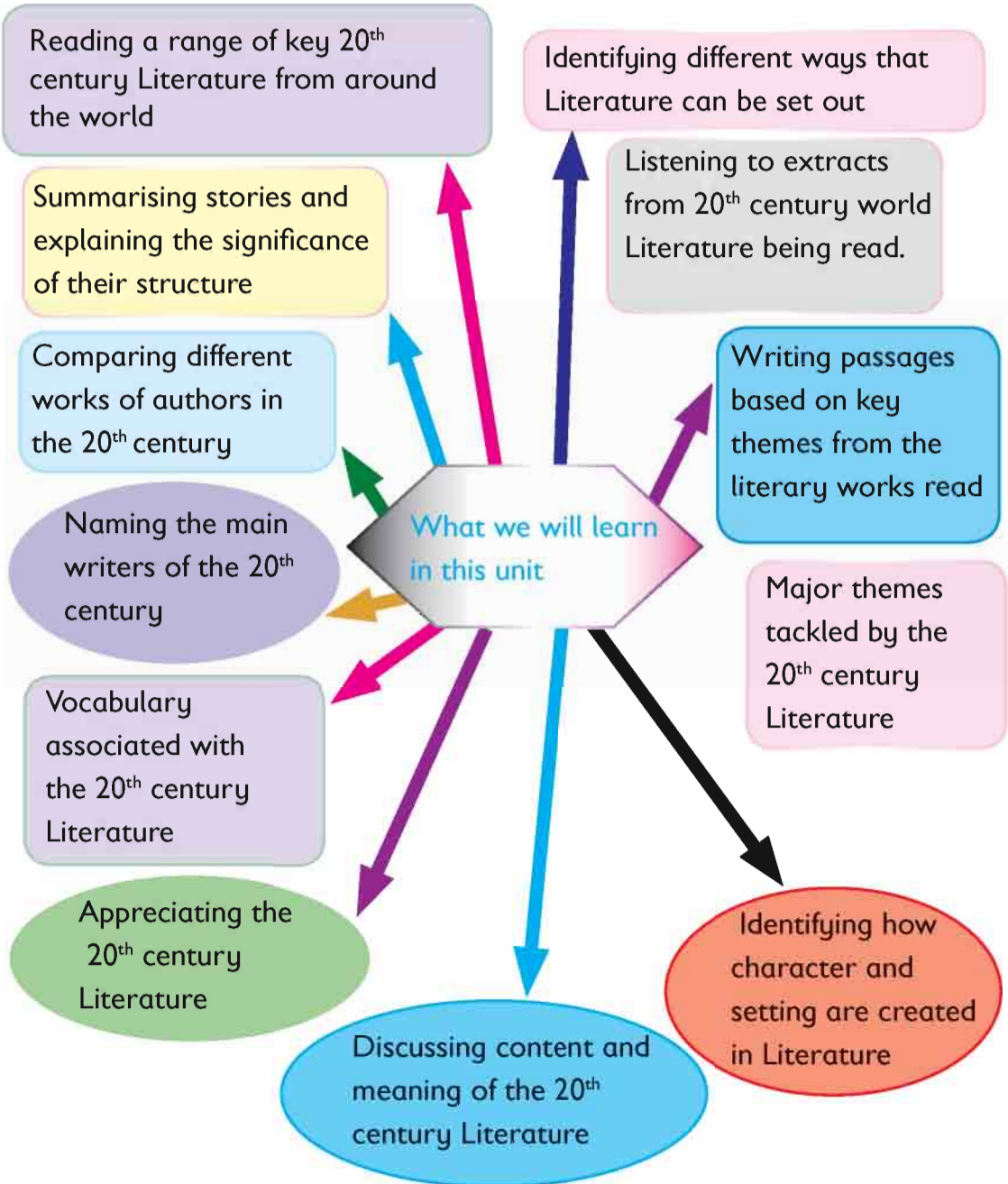
**Share your play with the class.**

### Activity 12: In summary

**In groups**



1. Discuss the key elements of the drama.
2. Clearly write the points on a poster.
3. Display the poster in class in turns.
4. With the help of the teacher, select the best poster.
5. Hang the poster in class.



## Activity 1: Vocabulary on the twentieth century Literature

In pairs



Describe what you can see in the picture below.



1. Imagine you were the chief above, what would you tell the young man in your home?
2. Write down a dialogue between the two of you.
3. Share your dialogue with the class.
4. Give comments or ask questions on the dialogue written by other learners.

## Word attack

In groups



(a) Read out the words below.

great

shoulders

granary

lake

swayed

shield

chief	stood	protruded
compound	obviously	under
proudly	highest	wizened
politeness	arriving	sent

- Choose words from the list above that you can use to describe the pictures on page 111.
- Use the words you have chosen to make sentences as one member in the group writes down the sentences.
- In turns, read out the sentences to the rest of the class.
- Give comments on the sentences constructed by other groups.

## NOTE

**Twentieth century** refers to the period between the year **1901-2000**. Literature refers to writings in prose or verse expressing ideas of permanent and universal interest.

## Activity 2: Reading an extract from the twentieth century Literature

### As a class



### Before reading

- Have you ever seen a man and his people coming to ask for a woman's hand in marriage?
- What were some of the steps that they had to follow?

## Read the story below.

One fine morning as the waters of the Great Lake shimmered and trembled at the highest touch of the breeze and the siala trees swayed gently in the warm air, the harvest having been safely gathered into granaries, a young man arrived in Chief Odera's compound. As politeness dictated, he stood outside the central hut which was obviously the 'duol', the personal hut of the chief, and waited to be invited inside.

Even without his black and white colobus monkey headdress, he stood head and shoulders above most men. He was obviously a man of nyadhi; that is a man of great style for he had a spear in one hand a shield in the other and splashes of white war paint across his body. His face was ritually tattooed, his head set proudly on his shoulders and he wore only a tiny piece of leopard skin which barely reached his mid-thigh from under which two powerful legs protruded. On his right was a wizened old man and on his left a young man who closely resembled him as well as six other men.

Odera's eldest son Okumu was sent outside to inquire into the nature of their business. The wizened old man spoke: "We have come to see Odera the son of the great chief Gogni Adinda for the purpose of betrothing our family to his for even as far away as Sakwa we have heard of the beauty and the spirit of his eldest daughter. We would have come earlier had we not been mourning for our chief Kembo K. Agina who died last moon, but we came as soon as we could for my nephew Owuor Kembo, now a chief in his father's place, urgently seeks a wife. It is unthinkable that a chief should be unmarried, a situation which has arisen only because of the sudden death of his father; the young chief himself, being only twenty seasons old."

Now, that lengthy speech had two main purposes; to impress the father and his sons, for a girl's father was all powerful and capable of turning away the prospective suitors at their first meeting and secondly, to indicate to the great chief that Owuor Kembo, though not such a great chief, was wifeless and therefore whoever he married, would hold the envious position of mikai, the first wife whose house would hold the centre stage directly facing the gate and to whom all other wives and also her husband would differ.

Rumour had it that Odera Gogni had set his heart not only on his daughter marrying a chief but also that she be the mikai of such a chief. Okumu went back into his father's duol and reported the message.

(Extracted from 'The River and The Source' by Margaret A. Ogola, 1994)

### Activity 3: New words and phrases

**In groups**



1. Identify all the new words or phrases from the extract on page 113.
2. Infer the meaning of these words as used in the passage.
3. Add the words to your word bank.

### Activity 4: Oral discussion

**In groups**



1. Retell the story on page 113.
2. What lessons did you learn from the story?
3. Why do you think it is important for a suitor to visit the intended in-laws in the company of elders?

### Activity 5: Answering comprehension questions

**In pairs**



**Read the extract on page 113 again then answer the following questions.**

1. Describe the character trait of the young man in the extract. Support your answer.
2. Why do you think the siala trees swayed gently?
3. Why was Okumu sent outside?
4. Twenty seasons refers to how many years?
5. What was the purpose of the long speech given by the wizened old man?
6. Suggest the best title for the extract.

### Activity 6: Discussing content and meaning

**Individually**



**Read the extract on page 113 again then answer the following questions.**

1. According to the first paragraph where had the harvest been stored?



2. The word shimmered is underlined in the story. What does it mean?
3. The young man waited to be invited into the chief's hut. What characteristics did he display?
4. Identify any two traditional practices of the community in the extract.
5. What lessons did you learn from the extract?
6. Who needed a wife according to the passage? Why was it important that he gets a wife sooner?

### Activity 7: Summary writing

#### In pairs



1. In about 80 words, summarise the passage in Activity 2.
2. Remember to write all the important points.
3. Read your summary to the rest of the class in turns.
4. Ask questions or give comments on the presentation.

### Activity 8: Writing on key themes in Literature

#### In groups



1. Talk about the customs and tradition when it comes to marriage in your payam.
2. Write a story based on the above traditions and customs.
3. Read out your story to the rest of the class.
4. The class to choose the best written story.

#### NOTE

##### A good story should:

- Be clear on themes of traditions and customs.
- Show creativity which means using your own imagination to create something.
- Be interesting that is, enjoyable to read.

5. With the help of the teacher, correct and improve on the story.
6. Hang the best story on the noticeboard in the classroom.

## Word attack

### Individually



1. The words below are from the extract on page 113. Read them.

tremble	protrude	obvious	unthinkable
breeze	nature	splash	envious
granary	mourn	wifeless	

2. Find the meaning of the words.
3. Use the words to make your own sentences.
4. Read out your sentences in class.

### In pairs



- (a) Write the jumbled up below words correctly.

1. nkmoey	2. hcief	3. rsoulshde
4. oettodta	5. opalerd	6. siinde
7. easpr	8. geemtin	9. pesech

- (b) Write the meaning of the words you have written.
- (c) Read the correct words to the class.

## Activity 9: Reading and answering questions

As a class



Read the passage below in turns.

### Passage 1

I have taken over a basement room in which someone who had lived there before left a table-tennis table. It is now my sewing room. The table is just the right height for me, and I can spread out the fabric on its expanse of dark green when I cut out things. It is quiet here.

The outcome of a sewing project is never uncertain. I know in advance exactly what I will get, and I control all the phases of production. None of this bears much resemblance to the way I used to earn my living in a busy church; having meetings, talking about things, compromising, and talking to people on the phone. After only a week of this, I was ready for change. As I went down the basement stairs, feelings came up to meet me as I descended. And in the sewing room, my brand-new machine, gleaming white in the dark. I learnt to sew on an ancestor of this beauty. She was black enameled steel. She had beautiful gold filigree decorations, and an iron treadle attached to her balance wheel, which I ran with alternating feet. She sewed forwards and backwards.

The sewing machine was in my grandmother's sewing room, one of the attic rooms in our gable-crazed house. Bits of fabric, braiding, short pieces of lace and spools of thread were everywhere. Here my grandmother sat and made beautiful things. And she taught me.

Back and forth I would sew struggling to get the rhythm of the pedals right so that the wheel would turn smoothly. Learning to pivot, to sew a curved line, and how to make a dart.

Making mistakes and showing them to her. Tearing them out and re-doing the work. And getting it right. My grandmother smiled at my intentness, a smile whose dimples were still beguiling. She told stories about my mother when she was little, about her brothers and sisters. I remember the attic room as a place of beauty and peace.

After my grandmother died and we moved, my parents bought me a sewing machine. 'She' was electric. Though her body was also steel, it was not black with filigree but tan. Where her forerunner had curves, she was streamlined, like the cars of her era. She sewed forwards and backwards, of course, but she also made zigzags, large ones or small ones, fine enough to finish a button hole.

In the new house, I sat in my bedroom and made rebellious clothes. Bell-bottom trousers with platinised flowers in red, white and blue. Now the needle thump, thumped to The Beatles, The Rolling Stones, The Supremes, and to The Beach Boys.

I also sewed for my mother. Talent for and interest in sewing skips a generation, my grandmother used to say, and in our family that was true. When she was too old to sew for my mother, I was old enough to start. My mother never learnt to sew.

And so the bell-bottoms and granny dresses were interspersed with other things: a bottle-green silk suit with lime-green lapels and a blouse to match. A pink silk nightgown with lace trim, which she left in a hotel once and mourned as long as she lived. Later my daughters joined the sorority; a christening dress with twenty metres of embroidered ruffles, and corduroy overalls, the inner legs closed with press studs for quick nappy changes.

## Passage 2

I started school very early. I began by attending the Moslem School, and a little later I was enrolled in the French School. Neither my mother nor I had any idea of how long I would be a student at the French school. Had she known, I am sure she would have kept me at home. But perhaps my father had guessed already.

Immediately after breakfast my sister and I would start out for school, carrying our exercise books in a satchel made of raffia. On the way we would be joined by school-mates, and the nearer we got to the school buildings the larger the group would grow. My sister would keep with the girls, and I would walk with the boys. And like all little boys, we liked to tease the girls and pull their hair; and the girls would also tease us but their revenge did not stop at calling us names; they would fight back with teeth scratching and kicking and biting as hard as they could, though this did not diminish our fondness. The only one I did not touch was my sister, and in return she did not interfere with my activities either. All of her friends also left me alone, though I can't say I did the same for them.

“Why do you pull my hair?” Jane one of my sisters asked me one day when we were alone in the school yard. “Why shouldn’t I pull it? You’re a girl!..” I responded,

“I’ve never done anything to you!” she responded, “That’s true,” I said.

And for a moment I stopped to think. Until that moment, I had not realised that that the girl had never hit me. “Why don’t you hit me?” Jane said. “Because!” she responded. “ Because? What sort of answer is that?” I replied. She then went ahead to tell me that if I were to hit her she would not hit back. “All right then, I’m going to pull your hair!” I told her.

But I did not, what would have been the point of pulling her hair anyway? When she realised I did not carry out my threat she burst out laughing. Feigning seriousness I told her she would have to wait until the time we are going home “It won’t do you any harm to wait!” I told her, but she just laughed and ran away.

On our way home something prevented me from pulling the other girls’ hair and from then on I rarely bothered the girls. My sister was not long in noticing this. “You don’t pull the girls’ hair anymore,” she asked me one day. “Why should I pull their hair?” I answered, “They do not hurt me themselves.” “Is that the only reason?” again Jane asked. What was she getting at? I shrugged my shoulders. It was a lot of little-girl nonsense; all girls were like that. “Will you shut up about the girls?” I said, “You make me tired.” But she only began shrieking with laughter. “Listen here,” I told her, “if you don’t stop laughing at me . . .” But she just went on louder than ever, and I rushed at her, but she ran away still laughing. I looked all around me to see if I could find a stone to throw at her; but there wasn’t any. “I’ll pay you back” I said to myself.

(Adapted from the *The African Child* by Camara Laye)

## In groups



1. Retell the stories in the passages.
2. What do you think is the message of each passage?
3. In turns, share your answers in class.

## Activity 10: Summary writing

### In groups



1. Read the passages on pages 117-119 again.
2. In about 80 words summarise both passages separately.
3. Give each passage a title.
4. Take turns to read what you have written.
5. With the help of the teacher, choose the best poster.
5. Have the best summary hang at the back of the classroom.

### In pairs



1. Write and explain the themes evident in the two passages.
2. Write the styles used in the passage above.
3. Explain how you felt when you read the passages.

## Activity 11: Summary writing (ii)

### In pairs



### Read the following description:

### The Hound of heaven

Francis Thompson was a poet who drew freely on the Roman Catholic religion for his imagery. He was befriended by Alice and Wilfrid Meynell.

He struggled through a difficult life, and left, as his lasting memorial, the long devotional poem; 'The Hound of Heaven'.

In this poem the human soul flees from divine grace but is at last overtaken by it. At his worst Thompson tortured English with overwrought similes and metaphors. At his best he wrote with superbly varied vocabulary, and was inspired on occasion by unexpected themes as in his lovely Arab Love Song or At Lords—one of the true poems about cricket.

## Individually



In about 50 words summarise the passage on page 120.

**Take turns to read your summary to the class.**

## Activity 12: Further learning

### In groups



1. Write your own passage about poverty in your Payam.
2. In your passage talk about cause of poverty and how it can be prevented.
3. Share what you have written with the rest of the class.
4. With the help of the teacher, vote for the best passage.
5. Hang the passage on the noticeboard.

## Activity 13: In summary

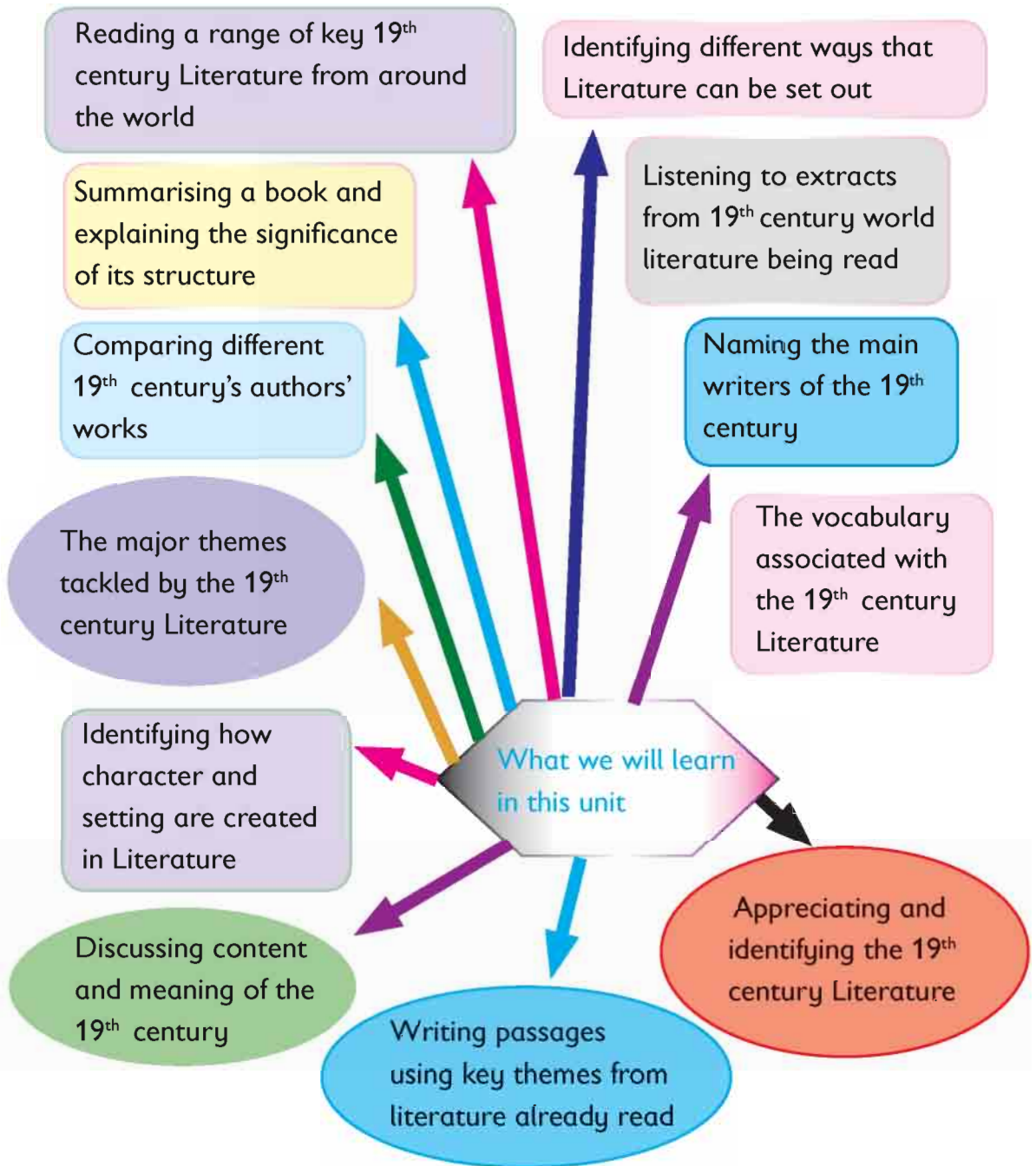
### In groups



1. Discuss all the key themes tackled in the 20<sup>th</sup> century literature.
2. Write them down in a poster.
3. Share your answers with the class.
4. With the help of the teacher, vote for the most creatively written poster and hang it at the noticeboard.

# Unit 10

# 19<sup>TH</sup> Century World Literature

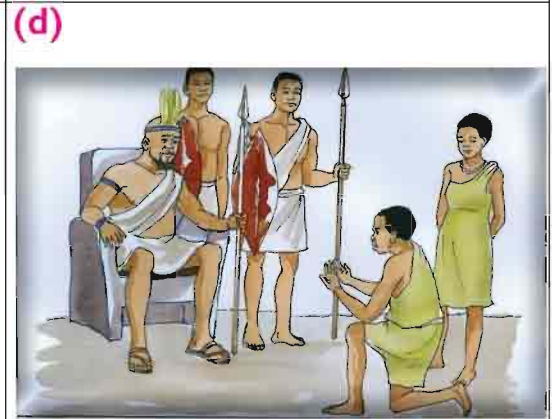
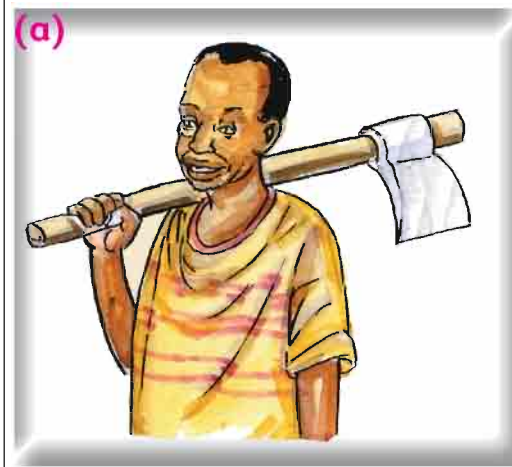




# Activity 1: Vocabulary on 19th Century Literature

In pairs

Describe what you can see in the pictures below.



In groups



1. Read out the following words.
2. Choose the ones you can use to describe the above pictures.

approaching

newer

man

large

waist coat

dust

child

dusty

swarthy

woman

just

tired

## NOTE

Literature of the 19th Century refers to world literature produced between the year 1800-1900.

## Activity 2: Short descriptions

In pairs



Read the short descriptions below.

1. Awi is walking along a dusty road. He is carrying a small bottle of water and a hoe. Who do you think Awi is?
2. Two people, a man and a woman, are seated outside a house. Some children have joined them and have sat beside them. How do you think they are related?

## Activity 3: Reading comprehension

Before reading

1. Have you ever been on a long journey?
2. Did you like it? Why?

## As a class



### Read the extract below.

One evening of late summer before the 19th century had reached one third of its span, a young man and a woman carrying a child, approached the large village of Weyden in Upper Wessex on foot. They were plainly but not ill dressed though the thick hoar of dust which had accumulated on their shoes and garments from an obviously long journey lent a disadvantageous shabbiness to their appearance just now.

The man was of fine figure, swarthy and stern in aspect; and he showed in profile a facial angle so slightly inclined as to be almost perpendicular. He wore a short jacket of brown corduroy, newer than the remainder of his suit, which was a fustian waistcoat with white horn buttons, breaches of the same tanned leggings, and straw hat overlaid with black glazed canvas. At his back from which protruded at one end the crutch of a hay-knife, a wimble for hay-bonds being also visible in the aperture. His measured, springless walk was the walk of the skilled countryman as distinct from the desultory shamle of the general labourer; while in the turn and plant of each foot there was, further, a dogged and cynical indifference personality to himself, showing its presence even in the regularly interchanging fustian folds, now in the left leg, now in the right, as he paced along.

What was really peculiar however, in this couple's progress and would have attracted attention of any casual observer otherwise disposed to overlook them was the perfect silence. Preserved, they walked side by side in such a way as to suggest affair off the low, easy, confidential chat of people full of reciprocity; but on closer view it could be discerned that the man was reading, or pretending to read, a balled sheet which he kept before his eyes with some difficulty by the hand that was passed through the basket strap.

(Adapted from *The Mayor of Caster Bridge* by Thomas Hardy 1840-1928)

## Activity 4: New words and phrases

In pairs



1. Identify all new words and phrases in the extract above.
2. Infer the meaning as used in the extract.
3. Add the new words to your word bank.

## Activity 5: Oral discussions

In groups



Read the extract on page 125 then answer the following questions.

1. According to the extract describe the two characters in the story.
2. What do you think the man in the extract does for a living? Explain your answer.
3. What tells you that the two people had been walking for a long time?
4. Give the extract a title.
5. The above extract was written by a poet by the name **Thomas Hardy**. Name another poet you know.

## Activity 6: Answering comprehension questions

Individually



Use the extract on page 125 to answer the following questions.

1. According to the extract, paragraph one, who was carrying a child?
2. The word hoar is underlined. What does it mean?
3. How was the man in the extract dressed?
4. What was the man reading or pretending to read? Say why you think so.
5. Where do you think the people in the extract were going to? Why?

## Word attack

### Individually



Use your dictionary to write the meaning of these words used in the extract on page 125:

swarthy	tanned	confidential
garment	aperture	reciprocity
plainly	distinct	
fusion	humble	

## Activity 7: Talking about main writers of the 19<sup>th</sup> century.

### As a class



1. With the help of your teacher, research on other points of the nineteenth century.
2. Write them down.
3. Read the list to the rest of the class.
4. Write about one poet you have searched for and what he or she has written.

### In pairs



a) Write the following jumbled words correctly.

sualca	toep	ketbas
trpsa	dsut	slyggngei
savavn	bourlaer	cycanil

- b) Make six sentences using any of the correct words formed above.
- (c) Read the correct words to the class.

## Activity 8: Writing a poem

### In pairs



1. Think about your family.
2. Compose a poem about your family.
3. Remember to follow the tips given earlier.
4. Read it out to the rest of the class.
5. With the help of the teacher, choose the best poem.
6. Hang the best poem on the noticeboard.

### NOTE

#### A good poem should:

- Have features like rhymes, alliteration.
- Be captivating.

## Activity 9: Content and meaning of a short story

### As a class



1. Read the passage below in turns.

When the girl was given the name Subshini who could prove dumb? Her two elder sisters were Sukeswini and Sushasini and for the sake of uniformity her father named his youngest girl Subhashini. She was canted subha in short form.

(Adapted from world Literature Wikipedia by Robirdranath Togore)

### In groups



1. Say what the passage is about.
2. Name the characters in the story.
3. What do you think the paragraph before the one above is about?
4. Write a paragraph to continue the story above.

## As a class



1. Take turns to share your answers with the class.
2. Ask questions or give comments on the answers.

## Activity 10: Let us read and talk

### As a class



### Read the passages.

#### Passage (a)

Spring-water comes from the sky. Springs are dependent on the rain and when there is little rain, or none at all, the springs dry up. This is true even though the spring-water is seen coming from the earth, for what we see then is rain water that has soaked into the earth and found its way to the surface again at the spring.

Spring water runs at last into a lake or a river. The sun sucks it up again, to send it down as rain. This goes on without ceasing; and so the water of the spring has been going round and round, in spring, sea, sky and earth, thousands of times before we were born and will be doing so after us.

Spring water is very good to drink. It is pure, and has a lot of air dissolved in it which gives it a pleasant taste and sparkle, and it has dissolved into itself from the earth through which it passes a number of salts that are very good for us.

(Adapted from the children encyclopedia by Arthur mee)

#### Passage (b)

“It is all your doing,” she said, “I have no other grief. My happiness would be secure enough but for your threats. Oh Michael, don’t wreck me like this! You might think that you have done enough. When I came here, I was a young woman now I am rapidly becoming an old one. Neither my husband nor any other man will regard me with any interest.”

Henchard was disarmed. His old feelings of supercilious pity for woman kind in general intensified by this suppliant appearing here as the double of the first moreover. The foresight which had led to all her trouble remained with poor Lucetta still; she had come to meet him here in this compromising way without perceiving the risk.

Such a woman was very small deer to hunt; he felt ashamed, lost all zest and desire to humiliate Lucetta there and then and no longer envied Farfrae his bargain. He had married for money, but nothing more. Henchard was anxious to wash his hands of the game.

(Extracted from *The Mayor of Cambridge* by Thomas Hardy-1840-1928)

## Activity 11: Content and Meaning

### In groups



1. Read the passages above again.
2. Write down the content of both passages separately.
3. Give the passages a title each.
4. Between the two passages, which do you consider more interesting? Why?
5. Take turns to read what you have written to the class.
6. Give comments on the presentation.

## Activity 12: Solving a puzzle

### In pairs



1. Copy the puzzle on page 131.
2. Circle the words you have learnt in the unit about literature.



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

**Read the words to the class.**

**Add the words to your word bank.**

### Activity 13: In summary

#### Individually



1. Think of a story.
2. Write down your story creatively.
3. Compare your story with any other you have read in this unit.
4. Share what you have written with the rest of the class.
5. The best story to be displayed at the back of the class.