



South Sudan

Primary English

7

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 7 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.



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South Sudan



Primary English

Pupil's Book

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Primary English Pupil's Book 7



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South Sudan

PRIMARY
7

English

Pupil's Book 7

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FOREWORD

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

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

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

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



Deng Deng Hoc Yai, (Hon.)

Minister of General Education and Instruction, Republic of South Sudan

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- Listening to a health worker speak on the dangers of drug abuse
- Discussing the dangers of drug abuse

- Working in groups to discuss drug usage in the community. Reading texts and publications about drugs and substance abuse

Further learning
In summary

Learning vocabulary
related to drugs and
substance abuse

What we will
learn in this unit

Using ICT and
TVET to acquire
more knowledge
on drugs and
abuse

- Role-playing on the dangers of drug abuse
- Writing a story on drug abuse

- Reciting a poem on the effects of drug abuse
- Making presentations on drug abuse

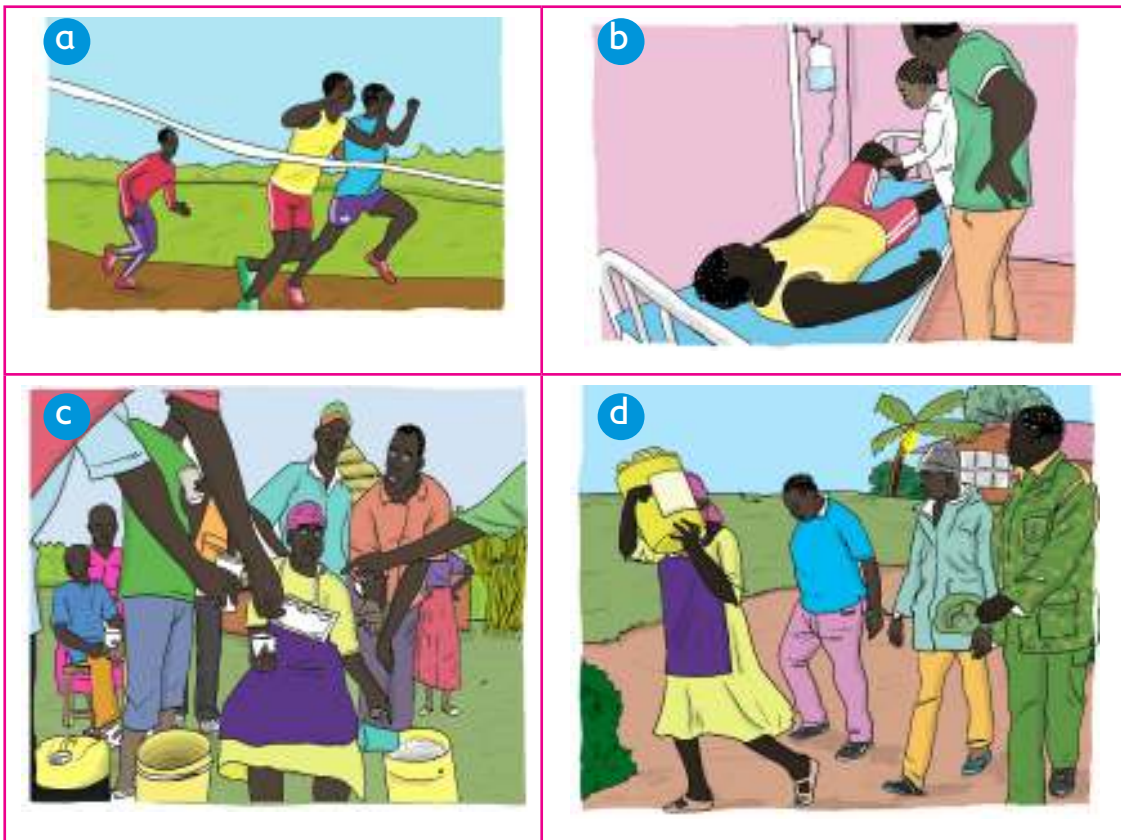
Activity 1: Identifying cases of drug abuse

In groups



Look at the pictures below.

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



NOTE

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

As a class



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

Activity 2: Learning vocabulary on drug abuse

In pairs



Read the words in the box below.

ban	addiction	drug trafficking
rehabilitation	dependence	counsellor

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

Activity 3: Discussing about drug abuse in our community

In groups



Discuss the following:

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

As a class



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

Activity 4: Reciting a poem about drug abuse

In groups



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

Recite the poem below.

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

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

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

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

Discuss the following questions.

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

In pairs



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

Present your work to the class.

Activity 5: Listening to a talk on drug abuse

As a class



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

Activity 6: Re-read the poem

Individually



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

lethate anb titedoan onadckidi

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

Share your work with the class.

Activity 7: Reading a story about drug abuse

As a class



Before reading activity

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

In pairs



Read the story below.

Rita's troubles

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

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

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

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

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

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

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

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

Activity 8: New words and phrases

In pairs



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

Add the new words to your word bank book.

In groups



1. Read the paragraph below.

Drug _____1_____ means the condition of being unable to stop taking _____2_____ harmful substances that some people smoke or _____3_____. _____4_____ like bhang, heroine and cocaine give exciting feelings to those who take them. Among the addicted people, the young generation is the largest in number. Thousands of families in cities, towns and even rural areas all over the world are directly or indirectly _____5_____ by it. Drugs are very expensive. Young people get involved in _____6_____ to get money for taking drugs. They end up spending most of their lives in jail when the long arm of the _____7_____ catches up with them.

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

drug addiction law inject
affected illicit crimes

3. Present your completed paragraph to the class.

Activity 9: Oral discussion

As a class



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

Read the complete passage to the class.

Activity 10: Hot seating

In groups



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

Activity 11: Answering comprehension questions

In pairs



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

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

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

Share the answers with the rest of the class.

Word Attack

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

1. Drug _____ is an illegal business. (law, testing, trafficking)
2. Drug _____ means that someone cannot live without drugs.
(dependence, independence, dependant)
3. Helping one have a normal, useful life again after they have been using drugs for some time is known as _____. (counselling, rehabilitation)

1. In turns, present your answers in complete sentences to the class.
2. Comment on all the presentations.

Activity 12: Reading publications on drug abuse

Individually



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

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

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

In pairs



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

Activity 14: Role playing on the dangers of drug abuse

In pairs



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



Akot: What are you thinking about?

Abdi: My cousin has become addicted to drugs.

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

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

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

Abdi: Many families are also being destroyed.

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

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

Answer the questions below.

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

Share the answers with the class.

In groups



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

Activity 15: Writing about drug abuse

Individually



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

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

Activity 16: Further learning

In groups



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

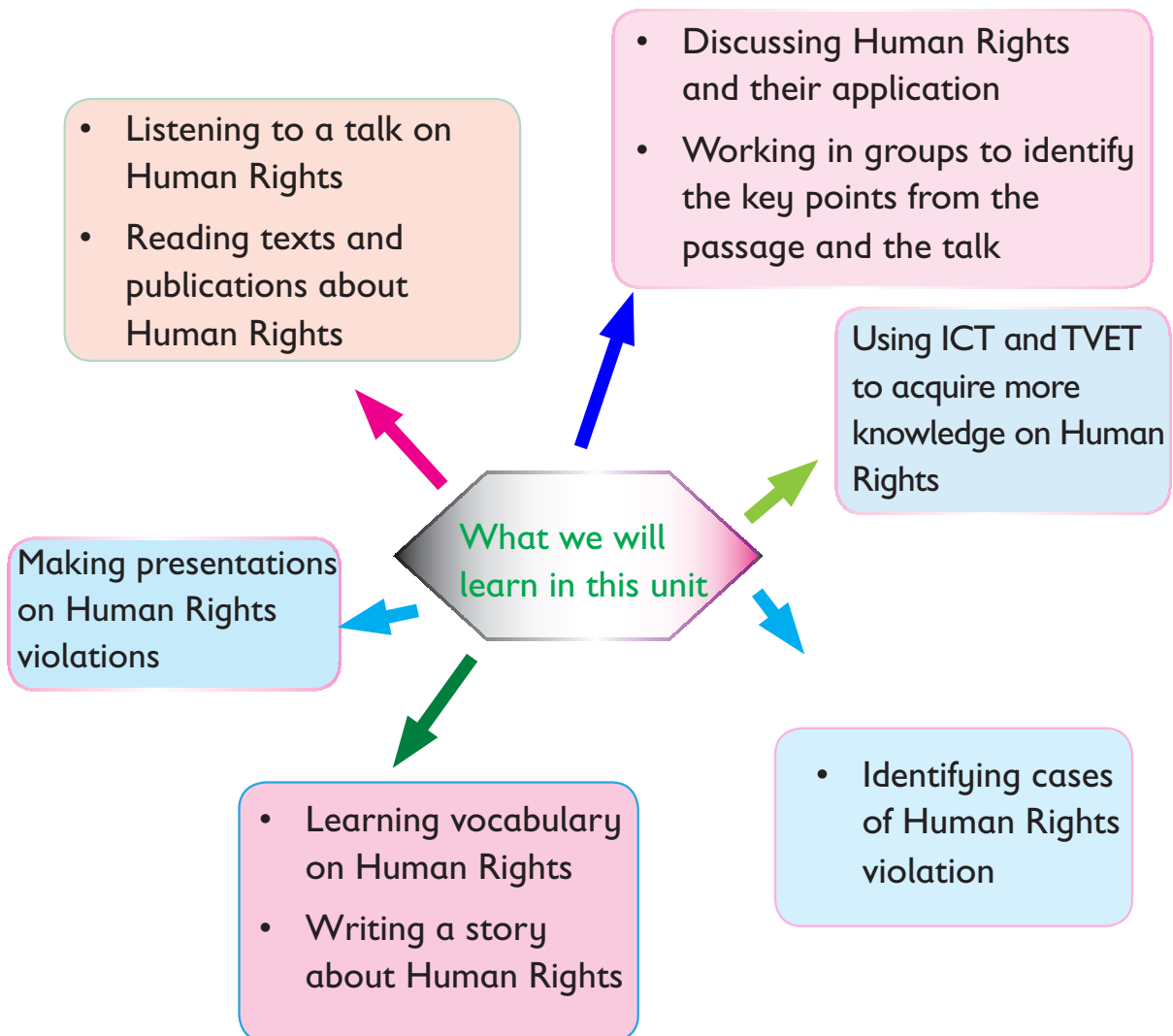
Individually



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

Unit 2

Human Rights

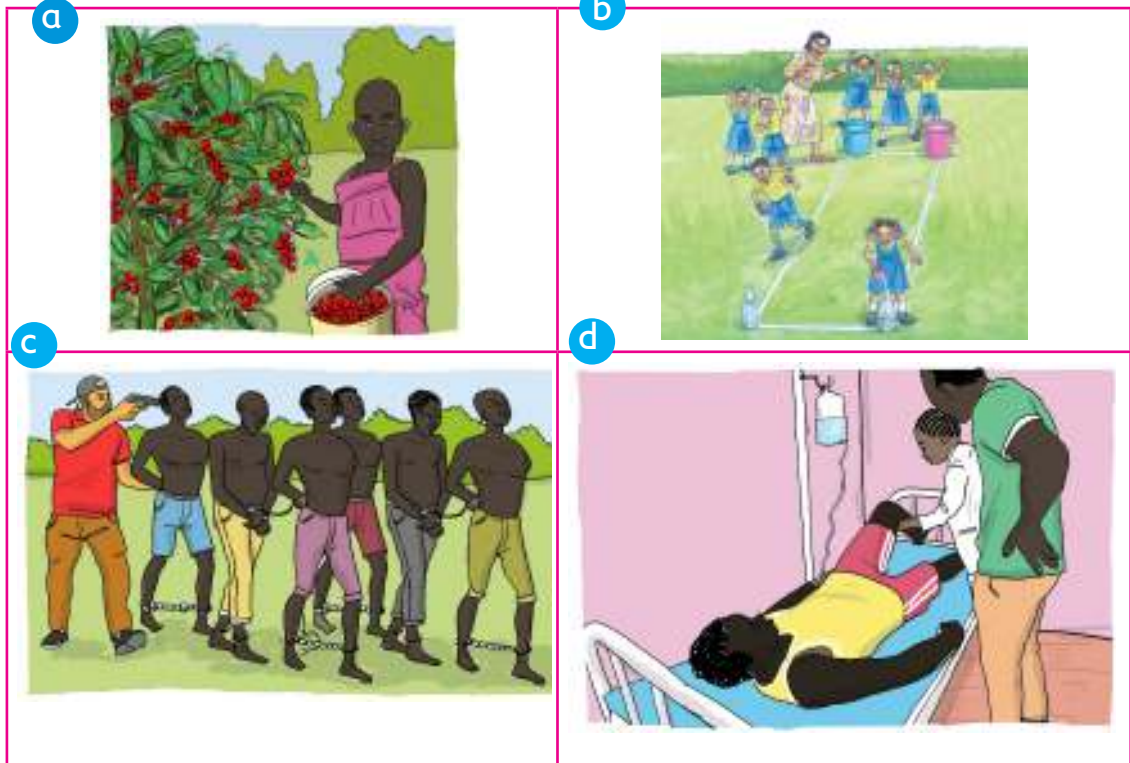


Activity 1: Discussing Human Rights

In pairs



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



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

NOTE

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

Activity 2: Learning vocabulary on Human Rights

In pairs



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

exploitation labour Human Right
responsibility violation freedom

Present your sentences to the class.

3. Comment on the presentations.

Activity 3: Listening to a talk about Human Rights

As a class



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

1. Take notes.
2. Ask relevant questions.

Activity 4: Revision of letter writing

In groups



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

1. Discuss different types of letters.
2. Discuss the purpose of each letter.

3. Write down the differences between an informal and a formal letter.
4. Explore the layouts of formal letters and the language used in them.

Share your ideas with the class.

Activity 5: Reading a letter on violation of Human Rights

Individually



Read the letter below.

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

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

Dear Sir/ Madam,

RE: APPEAL FOR HELP

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

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

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

Yours faithfully,

Zariabdul

Zari Abdul.

In groups



1. Retell the story in the letter to the class.
2. List down four examples of Human Rights violation illustrated in the letter.
3. What would you do if you were in Zari's situation?

Activity 6: Discussing publications on Human Rights

As a class



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

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

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

Activity 7: Reading a passage on Human Rights

Before reading activity

As a class



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

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

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

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



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

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

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

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

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

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

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

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

In groups



Answer the questions below.

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

Activity 8: Making presentations

As a class



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



Parliament of S. Sudan

3. Comment about the arguments presented.

Activity 9: Reciting a poem about Human Rights

In pairs



Recite the poem below.



Freedom

It is your right,
When you need to play.

It is your right,

When you want to work;

It is your right,

When you have to eat,

It is your right.



When you ought to go to school,

It is your right.

When you need to worship,

It is your right.



When you choose to speak or not,

It is your right.

And when you choose to travel, see the world,

It is also your right.



Answer the questions below:

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

Individually



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

NOTE

When writing a poem:

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

Activity 10: Researching on Human Rights

Individually



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

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

Activity 11: New words

Individually



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

Activity 12: Writing about Human Rights.

In pairs



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

The best reports to be presented to the class.

Activity 13: Writing a story about Human Rights

Individually



1. Think of a story about someone whose Human Rights were violated.
2. Plan and write important points about the story.
3. Write a story using points listed in 2 above about Human Rights.
4. Read your story to the class.
5. Vote for the best story. Say why you voted for the story.

6. After revising the best story, have your teacher edit it.
7. Send the story to the media for publication.

Activity 14: Researching about Human Rights

In groups



Research about cases of Human Rights violation in your Payam.

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

Activity 15: Further learning

In groups



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

Activity 16: In summary

In pairs



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

Unit 3

FESTIVALS AND CELEBRATIONS

- Reading texts about festivals and celebrations
- Listening to a talk by a local community leader on the range and importance of celebrations

- Working in groups to identify the main festivals in our locality
- Reading a poem about a local festival

- Comparing local festivals with those in different countries
- Making presentations to convey the festival excitement in others

What we will learn in this unit

- Using ICT and TVET to research on festivals across the world
- Writing a story about a festival

- Vocabulary on festivals and celebrations
- Authors' use of language

Activity 1: Identifying different festivals

As a class



Study the picture below.



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

NOTE

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

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

Activity 2: Learning vocabulary on festivals

In pairs



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

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

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

Individually



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

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

Activity 3: Reading comprehension

As a class



Before reading activity

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

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

THE CHINESE NEWYEAR FESTIVAL



Fireworks at Singapore's River Hongbao

In China, the Chinese New Year festival is known as the spring festival. It is a holiday that starts on a new moon when the moon is between the earth and the sun; the first day of the traditional Chinese calendar. This calendar is based on the changes in the moon and is sometimes changed to fit the seasons of the year based on how the earth moves around the

sun. This being the case, Chinese New Year is never on January 1st but moves around between January 21st and February 20th.

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



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

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

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



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

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

Temples also have special fairs and lots of foods. There are the opera and martial arts shows on the streets. They show lion and dragon dances, these are big costumes with people inside. The dragon dancers hold the dragon costume with long poles and chase a pearl held by another dancer. Onlookers give the dancers money or food. The longest dragon ever seen was 5.6 km long in 2012. In Hong Kong, they have special horse races on racetracks. Over 100,000 people sometimes come to this big race on the third day of the festival.



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

In groups



Answer the following questions from the passage.

1. Why do you suppose the Chinese New Year festival changes dates every year?
2. The Chinese children are given red envelopes during the New Year festival. What are the children in your Payam given as gifts during festivals? Which ones?
3. A number of activities that the Chinese engage in during the New Year festival have been mentioned. List three activities that take place at your home during any festival you like.

4. Using key points from the passage compare the Chinese New Year festival with one local festival. Write the points as follows:

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

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

Activity 4: Jumbled words

In pairs



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

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

environment soloist their annual they
national those poems at dances

Pupils __1__ Malakal Primary School, thrilled __2__ guests and parents, recently when they recited __3__, sang songs and performed plays at the __4__ prize-giving day. __5__ performed traditional __6__; a choral verse and a short play that urged people to conserve the __7__. Among __8__ who delighted the audience was a 12-year-old girl called hope. The primary 7 learner was the __9__ in the dance, choral verse and also acted the play. Her talent brought the school honour at the _____ music and drama festivals.

Activity 5: Crossword puzzle

In pairs



Read the short story below.

NANCY'S WEDDING CEREMONY

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

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

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



Exercise

1. Read the words below.

reception pageboys bridegroom decorated
programme feast certificate vows

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

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

Activity 6: Reading about festivals in India

As a class



Before reading activity

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

Individually



Read the article below.

FESTIVALS IN INDIA



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

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

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

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



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

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

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

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

Activity 7: Making presentations

In groups



Compare the Indian festivals with those in your country.

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

Activity 8: Listening to a talk

As a class



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

Activity 9: Researching on the importance of festivals

Individually



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

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

Activity 10: Reading a poem about festivals

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

In groups



Read the poem below.

Independence Day in South Sudan

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

A nation was being born.

After decades upon decades, borne
with bloodshed and total struggle.

The declaration of independence
was drawing nigh and fast.

As the sun rose in the atmosphere,

It did not burn out the euphoria,

Its scorching heat descended, yes!

Glazing the multitudes with sweat;

Steaming for a new birth.

They talked of deep pain,

How they lost but not in vain,

Their fathers, mothers and siblings,

The loss of two million lives and counting,

Not again; it was a new day.

Presidents in sleek shiny cars,

Came from all corners and far;

Gracing the day, a new South Sudan.

Thanks to all; Christians and Bush too.

Soon the flag of Sudan was lowered;

And the new South Sudan flag towered.

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

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

Individually



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

Activity 11: Re-reading the comprehension

In groups



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

Activity 12: Hot seating

As a class



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

Activity 13: Writing a story about a festival

Individually



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

Activity 14: Further learning

As a class



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

Activity 15: In summary

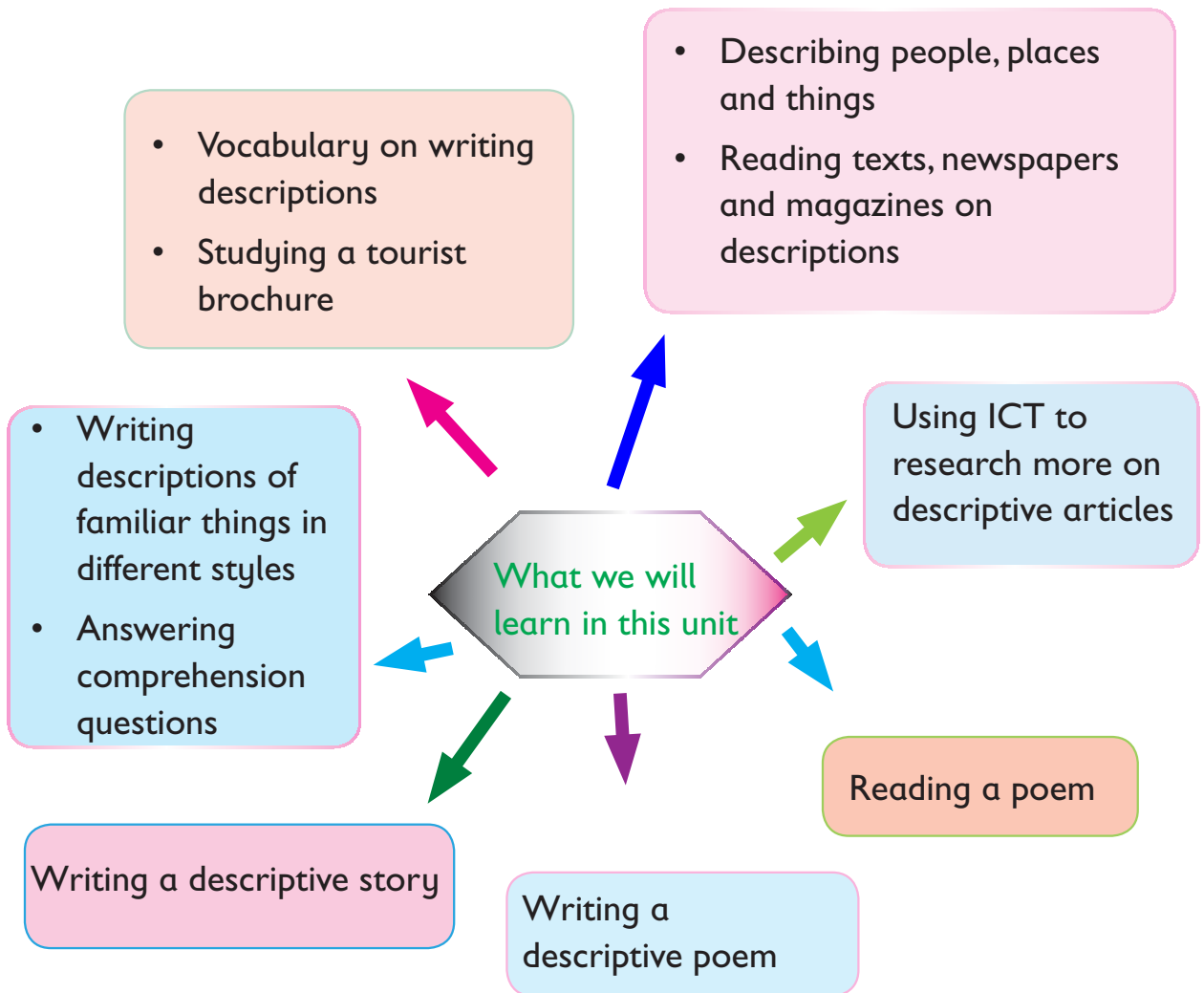
Individually



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

Unit
4

WRITING DESCRIPTIONS



Activity 1: Learning vocabulary

In pairs



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

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

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

Activity 2: Reading a sample descriptive article

As a class



Study the paragraph below.

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

NOTE

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

Characteristics of descriptive writing are:

1. Vivid sensory details that paint a picture appealing to the reader.
2. Paint pictures of feelings and emotions that a place, person or thing invoke in the reader.
3. Use figurative language for example similes, metaphors.
4. Make use of adjectives, nouns, adverbs and strong verbs to give life to your writing.
5. Work must be organised chronologically for example, arrange events in a logical sequence.

Answer the following questions with reference to the paragraph on page 44.

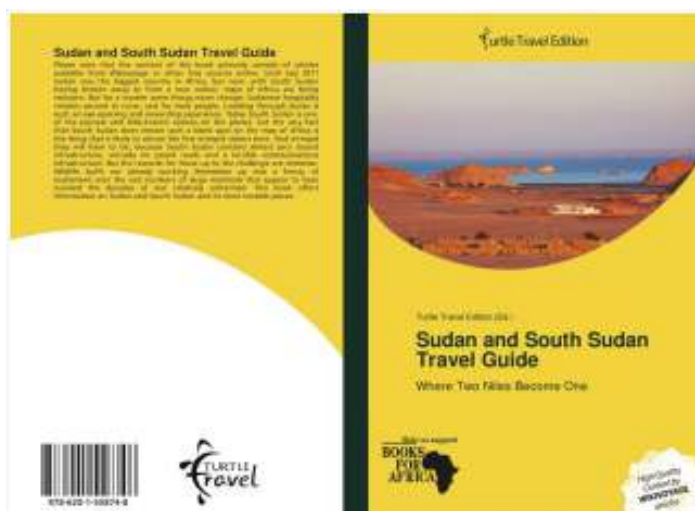
1. Discuss what is happening.
2. Draw a picture of what you have just read.
3. Vote for the best picture and hung it on your classroom wall.
4. Comment on the picture voted as the best. Did it capture all the characteristics of a descriptive article?

Activity 3: Studying a tourist brochure

In pairs



Look at the brochure below.



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

NOTE

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

Activity 4: Reading a story

As a class



Before reading activity

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

In groups



Read the story that follows.

THE ARROGANT JACKAL



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

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

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

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

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

Answer the following questions:

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

Activity 5: Reading a Poem

In pairs



Buffaloes were charmed

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

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

A country for which we fought together,
And the English left our country!

Only to be attacked by ourselves!

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

Answer the following questions:

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

Share your answers with the class.

Activity 6: Writing a poem

Individually



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

Activity 7: Writing descriptions

In groups



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

A

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

B

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

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

Activity 8: Reading an extract

In groups



Read the following article.

POPULAR MUSIC IN SOUTH SUDAN

Music is the vehicle young people in South Sudan are using to voice their concerns and advocate for peace. Peace is the most common theme in most songs, be it hip hop or gospel music. In August, 2016, the country witnessed a major collaboration when artists performed different **genres**.

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

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



Khor DJ.

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

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

Comprehensive Peace Agreement (CPA). His well-known singles include 'Junubia' and 'Egoba'.



African drums

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

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

On the Hip hop front, internationally recognised artists like Emmanuel Jai are well-known. Jai is considered as a rising star on the world scene. Before he emerged, **rapping** in South Sudan was usually in the local language, Nuer. Artists would use sticks and clap their hands in place of instruments. At home, L.U.A/L. (Lyrically Untouched African Legend) are

keeping the hip hop genre alive. He has done hits like 'I the King around here' which is still a hit among his fans.

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

Answer the following questions:

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

Activity 9: Writing an article

Individually



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

Share your work with the class.

Activity 10: Matching words with their meaning

In pairs



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

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

Read your answers to the class in turns.

Activity 11: New words and phrases

Individually



1. Re-read the comprehension: **POPULAR Music in SOUTH SUDAN** and write a summary of about 100 words on the different music genres.
2. Write the words in colour and try to infer their meanings from the comprehension.

3. Find the meanings of the words using a dictionary.
4. Add the new words to your **word bank book**.

Activity 12: Researching more on descriptive writing

In groups



Using a local newspaper or story books available in your school, read some fiction that contains good descriptions.

1. Discuss how different authors achieve their effects through use of language.
2. Report your findings to your group.
3. Write down your findings and present them to the class.

Activity 13: Further learning

In groups



1. Give a talk describing the market in your Payam.
2. The winner gets to present the talk during the school's talent festival.

Activity 14: In summary

In pairs



Draw a picture of a place, person or thing you like.

1. Write a story describing the picture you have drawn.
2. Share the story with the class.
3. Revise the story and correct the mistakes.
4. Choose the best story presented. Give reasons for your choice.
5. Display the picture and the story at the back of your class.

Unit
5

**CURRICULUM VITAE (CV)
AND INTERVIEWS**

- Reading samples of CVs
- Vocabulary on curriculum vitae and interviews

- Identifying the format and the contents of a CV
- Listening to a talk by a local employer

What we will learn in this unit

- Writing a dialogue about an interview.
- Role playing an interview

- Different careers
- Writing our own CV

- Reading a story
- Identifying questions asked in an interview

NOTE

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

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

Activity 1: Learning vocabulary

In pairs



Read the following words.

career

application

interview

certificate

references

qualifications

employer

interviewee

recommendation

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

Read your sentences to the class.

Activity 2: Curriculum vitae

As a class



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

Activity 3: Learning the format of a CV

In groups



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

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

References.

Read the CV below.

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

Answer the questions below.

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

Activity 4: Learning about Careers

In pairs



Fill the blanks with the correct career from the box.

pilot pharmacist jeweller finance officer
lawyer engineer doctor

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

Read your answers to the rest of the class.

Activity 5: Writing a curriculum vitae

Individually



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

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

Activity 6: Listening to a talk

As a class



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

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

Activity 7: Reading a sample interview

In pairs



Read the sample interview below.

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



- Employer:** Good afternoon Sarah. I am Humphry Vito, the Human Resource Manager. Nice to meet you.
- Sarah:** Good afternoon sir. Nice to meet you too.
- Employer:** Please take a seat.
- Sarah:** Thank you, Sir.
- Employer:** So, let us get started. I can see you are interested in the IT Manager position we are offering? We received your CV and **application** letter last week.
- Sarah:** Yes, Sir.
- Employer:** First of all, explain the **qualifications**,

experience and skills which will qualify you for this position.

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

Employer: What is your greatest strength?

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

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

Sarah: No Sir, hopefully in the future.

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

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

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

Sarah: Thank you Sir.

In pairs



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

Activity 8: Role play

In pairs



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

Activity 9: Reading a story

As a class



Before reading activity

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

Read the story below.

MY FIRST INTERVIEW

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

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

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



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

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

“Immediately,” I replied.

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

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

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

Answer the following questions:

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

Activity 10: Creating interview questions

In groups



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

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

Activity 11: Researching on sample CV's and interviews

In pairs



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

Activity 12: Writing a story

Individually



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

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

Activity 13: Writing a dialogue on an interview

Individually



1. Read the story 'My First Interview' again.
2. Write a dialogue between the employer and Kenneth.
3. Be creative and add your own ideas. (Using the ideas from the talk).
4. Present your work to the class.

Activity 14: Further learning

In groups



1. Find out the employment opportunities in your Payam.
2. Make a visit to any of the offices.
3. Ask questions on what they look for in employees.
4. Find out how interviews are conducted.
5. Give the answers to the questions.

Activity 15: In summary

Individually

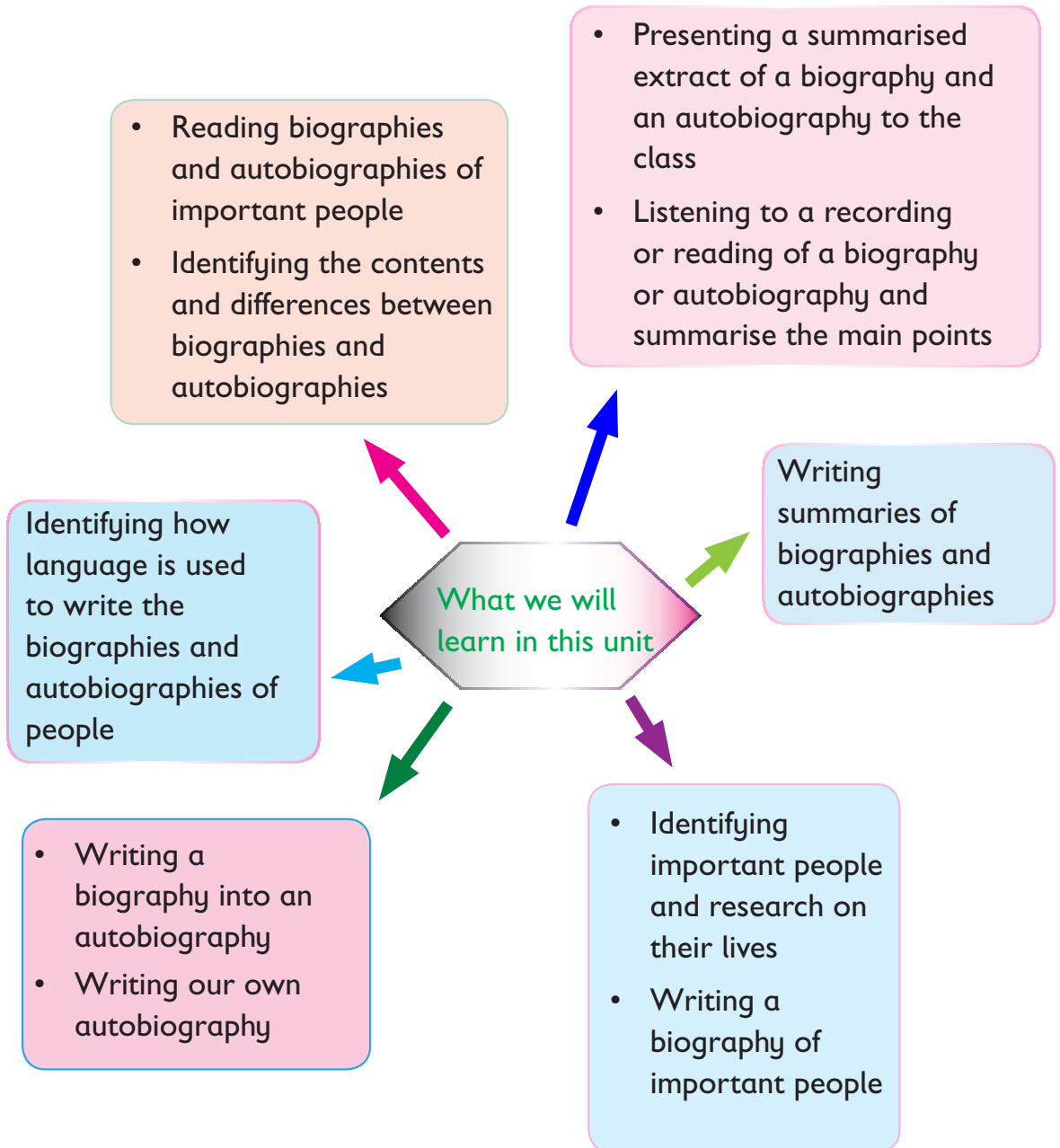


Write the differences between a CV and an interview.

Curriculum vitae	Interview

Unit 6

BIOGRAPHIES AND AUTOBIOGRAPHIES

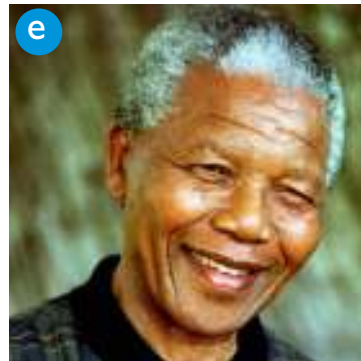


Activity 1: Identifying important people

In groups



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



NOTE

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

Activity 2: Learning vocabulary on important people and their stories

In pairs



Read the words below. Use them to construct sentences.

Read the sentences to the class.

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

Individually



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

(celebrity, biography, autobiography)

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

In groups



Match the following words with their correct meanings.

a) conflict	a feature or quality that makes someone (or something) recognisable
b) achievement	a problem, clash, or struggle
c) influential	a role played in achieving something

d) life history	hardship and suffering
e) contribution	the powerful or dramatic effect someone has
f) adversity	desire for success; a goal or objective quizlet Live
g) characteristic	something you succeeded in doing; usually with effort
h) ambition	a quality or property of someone or something
i) impact	able to have a powerful effect on people or events
j) attribute	the biography or autobiography of a person

Activity 3: Listening to the biography of Barack Obama

Individually



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

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

As a class



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

Recite the poem below.



Salva Kiir: The Tiger of South Sudan

O Earth! O Heaven! O Void!
Behold the warrior, the liberator,
The victor of all times
Wearing white crystal sublime
Feather of an ostrich on his head
In the art of war, he grasps bullet,

Crushing them in the air by hands

In the science of politics,

He rule the wind

On his leaf of marble engrave

No alphabet of gaffe and blame

* * * * *

In long scope of life

He took a risk

At risk of cutting his hand he raised

Fundamental problem by hand

At risk of harming his legs

He ran in thorny bush without shoes

At risk of losing his life

He fought in battle of century

At verge of failing liberation

He's resolute in thought and action

At Sudan's critical crisis time

He judiciously declared the independence

At winning victories in war and politics

He is magnanimous with vanquished

* * * * *

O Crested Cranes! O Thistles! O mankind!

Behold, the Tiger of South Sudan

(David Aoloch Bion)

In groups



Discuss the following:

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

Present your points to the class in turns.

In pairs



Read the poem on page 72 again.

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

Activity 5: Reading the biography of John Garang de Mabior

In pairs



Read the following biography.

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



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

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

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

Activity 6: Answering comprehension questions

In pairs



Answer the following questions:

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

Individually



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

In groups



Answer the following questions.

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

Activity 7: Reading the autobiography of Malala Yousafzai

In groups



Read the following autobiography

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

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

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

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

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

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



Pakistani activist **Malala Yousafzai**

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

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

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

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

The Taliban is a terrorist group.

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

Answer the following questions:

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

In pairs



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

Activity 8: Learning differences between biographies and autobiographies

In groups



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

Activity 9: Research on biographies and autobiographies

Individually



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

Activity 10: Re-writing a biography into a autobiography

As a class



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

Activity 11: Writing an autobiography

In pairs



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

Individually



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

Activity 12: Further learning

In groups



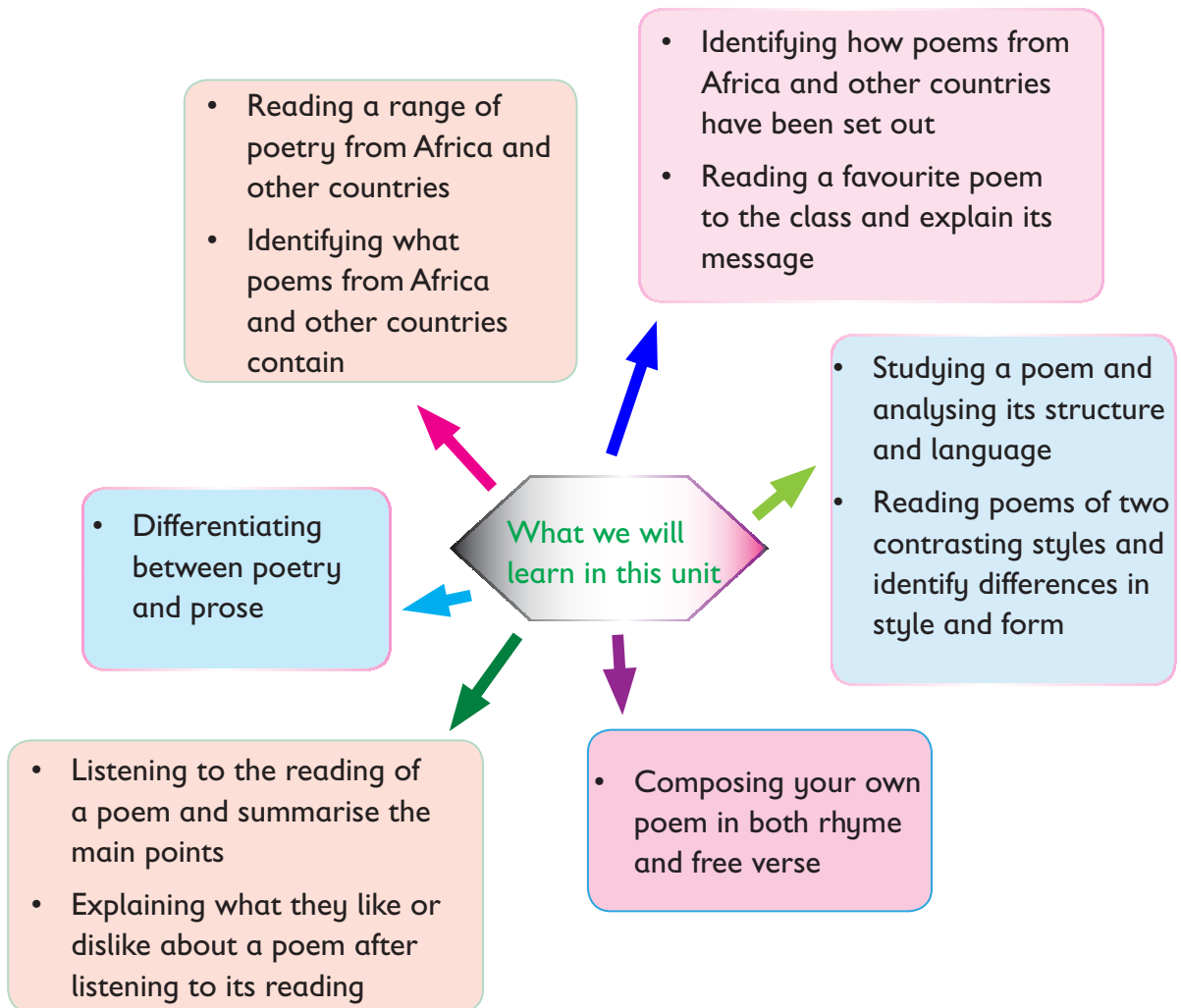
1. Find out about well-known people in your community.
2. Explain why each of the well-known persons is important or famous.
3. Write a short biography of one of them. Share the story with the class.
4. Write a letter to your friend on the biography of one of the people above. Explain to him or her why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

Activity 13: In summary

Individually



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

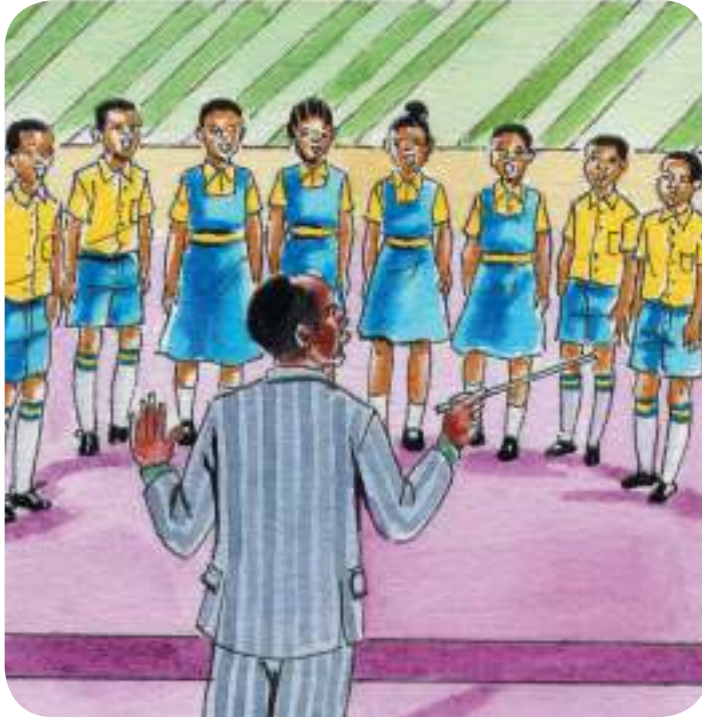


Activity 1: Identifying poetry

In groups



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



NOTE

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

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

Activity 2: Learning poetic terms

In pairs



Read the words and their meaning below.

Alliteration:	Repetition of initial consonant or vowel sounds which are close together. For example; small splash.
Assonance:	Repetition of close vowel sounds. For example; sudden rush
Consonance:	Close repetition of consonant sounds– In a line of a poem. For example, strong and swing.
Rhyme:	Words that sound alike, especially words that end in the same sound. For example; washes dishes.
Refrain:	A repeated line within a poem, similar to the chorus of a song.
Poet:	The writer of a poem.
Line:	Basic unit of a poem.
Repetition:	The use of a word, phrase or line more than once to achieve rhythm.
Rhythm:	The musical element created by stressing syllables or repetition.
Persona:	The speaking voice in a poem..
Stanza:	Group of lines making up a single unit; like a paragraph in prose.

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

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

Activity 3: Reading a poem from USA

As a class



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

In turns, read the poem to your partner.

I, too, sing America.

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

Tomorrow,
I'll be at the table
When company comes.
Nobody'll dare
Say to me,
"Eat in the kitchen,"
Then.

Besides,
They'll see how beautiful I am
And be ashamed—

I, too, am America

I, Too.

(Langston Hughes)-United States of America

In groups



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

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

One person to present your answers to the class.

Activity 4: Famous poems from Africa

In pairs



Read the following poems from different parts of Africa.

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

Building the nation

Today I did my share

In building the nation

I drove a Permanent Secretary

To an important, urgent function

In fact, to a luncheon at the Vic.

The menu reflected its importance

Cold Bell beer with small talk

Then fried chicken with niceties

Wine to fill the hollowness of the laughs

Ice-cream to cover the stereotype jokes

Coffee to keep the PS awake on the return journey.

I drove the Permanent Secretary back

He yawned many times in the back of the car

Then to keep awake, he suddenly asked,

Did you have any lunch friend?

I replied looking straight ahead

And secretly smiling at his belated concern

That I had not, but was slimming!

Upon which he said with seriousness

That amused more than annoyed me.

Mwananchi, I too had none!

I attended to matters of state.

So the PS had ulcers too!

My ulcers I think are equally painful

Only they are cause by hunger

Not sumptuous lunches!

So two nation builders

Arrived home this evening

With terrible stomach pains

The result of building the nation-

-Different ways.

(Henry Barlow)-Uganda

A freedom song

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

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

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

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



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

Atieno's had a baby,

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

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

Atieno's gone to glory,
Atieno yo.

(Marjorie Oludhe MacGoye)-Kenya

An excerpt from 'Song of Lawino'

Husband, now you despise me
Now you treat me with spite
And say I have inherited the stupidity of my aunt;
Son of the Chief,
Now you compare me
With the rubbish in the rubbish pit,

You say you no longer want me
Because I am like the things left behind
In the deserted homestead.

You insult me
You laugh at me
You say I do not know the letter A
Because I have not been to school
And I have not been baptized
You compare me with a little dog,
A puppy.

My friend, age-mate of my brother,
Take care,
Take care of your tongue,
Be careful what your lips say.
First take a deep look, brother,
You are now a man
You are not a dead fruit!
To behave like a child does not befit you!
Listen Ocol, you are the son of a Chief,
Leave foolish behaviour to little children,

It is not right that you should be laughed at in a song!

Songs about you should be songs of praise!

Stop despising people

As if you were a little foolish man.

Stop treating me like salt-less ash,

Become barren of insults and stupidity;

Who has ever uprooted the Pumpkin?

(Okot p'Bitek)-Uganda

Activity 5: Discussing what African poets write about

In pairs



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

In groups



Read the three famous African poems above.

1. Discuss what each poem is talking about (the main message).
2. Is there anything that puzzles you in the poems?
3. In reference to the poems write down how each poem made you feel and why?

4. Which poem has influenced your views in any way?
5. Comment on the presentations.

Write your ideas and present them to the class.

Activity 6: Learning the structure of poetry

In groups



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

NOTE

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

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

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

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

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

Activity 7: Comparing poems of different styles and structure

In pairs



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

Read the following example of a narrative poem.

Ministers to the Toothless

When I am old and my teeth are gone or rotted
Let me age away near KFC or MacDonald's hotel:
Potatoes have no fibres and just disintegrate in the mouth
When they are squared and fried hot you don't need teeth;
Finger-licking good spring chicken eaten hot is swallowed whole
The coleslaw in hamburgers is for additional salivation
It softens the bread and your gums can pound the meat
And you turn everything over in the mouth and swallow:
Nobody knows if you chewed or just washed it down
Especially as the salt on the potatoes, and drugs in the Coke
Contribute a lot to the salivation and gunning down.
The workers of the East with their poor dental care
The poor of the world who buy silence with sweets and ice-cream
Will keep MacDonald's and the General in business
Regardless of ideology, change of regime, whims of the boss:
When I have no teeth apples are out, as are steak and ribs.
Fried chickens, eggs, minced meat, coleslaw and bread
These I can eat with my gums, with my baby.

(Taban lo Liyong)-South Sudan

Example of a lyric poem.

She

Nobody word to comfort her sadness

Nobody word to melt her frozen heart

Nobody word to catch her bears

That's why

She lauhs. she ,cries

With a smiling face

Chasing the turtle

Activity 8: Listening to a poem

In groups



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

In pairs



Explain what you like/dislike about the poem.

Activity 9: Studying and analysing a poem

In groups



Study and analyse the following poem.

The real africa

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

(Liz Crilly Bedford)-Zimbabwe

Share your analysis with the rest of the class.

Activity 10: Reciting a favourite poem

Individually



Using a digital device, read other poems from Africa.

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

Activity 11: Comparing rhyme and free verse

In pairs



Read the notes below.

Rhyme

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

Example of a poem with end-rhyme:

Tom's sister has a **cat**.
The cat's called **Bat**.
He's really, really **fat**.
He sat on daddy's **hat**.
Now daddy's hat is **flat**.

A **free verse poem** does not follow any rules. Their creation is completely in stanzas and line formation can be done any way the author wants in order to pass the message. There is no right or wrong way to create a Free Verse poem.

Example of a free verse poem:

No Celebration

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

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

(John P. Read)

What differences do you note? Share with the class.

Activity 12: Learning the difference between prose and poetry

NOTE

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



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

Example of prose:

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

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

Example of a poem:

What if?

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

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

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

(Jamie Firestine)

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

Activity 13: Writing a poem

Individually



Read the two extracts in activity 12 again.

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

Activity 14: Further learning

In groups



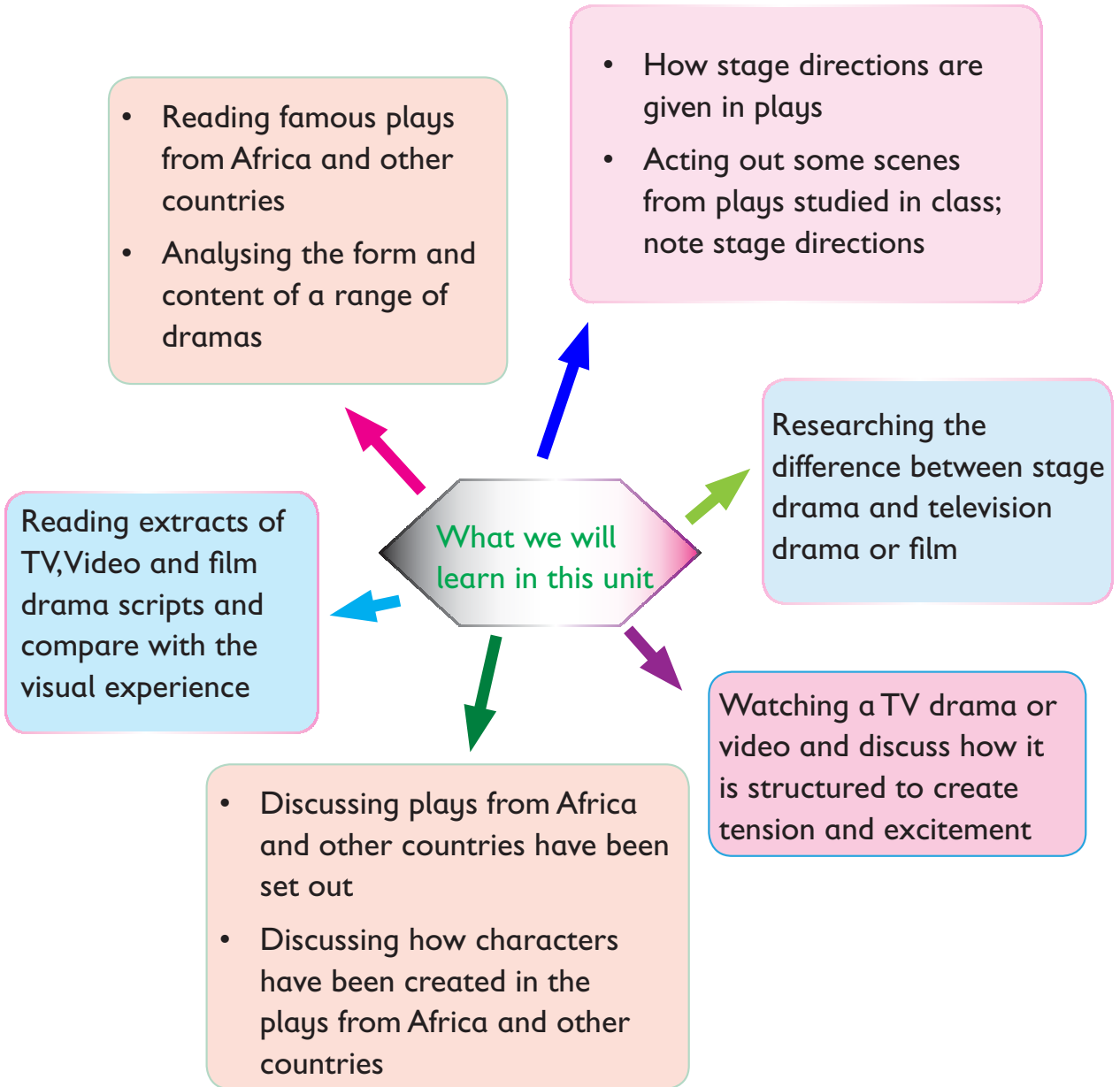
1. Using the local library, find out about famous poets in Africa and other countries.
2. Explain what these poets write about.
3. Using their style, write your own poem on any topic.
4. Write brief notes about your poem, e.g. structure of the poem and styles of poetry used.

Activity 15: In summary

Individually



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



NOTE

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

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

Activity 1: Learning vocabulary on drama

Individually



1. Read the following words:

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

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

As a class



Answer the questions below:

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

Activity 2: Reading a famous African play

Shreds of Tenderness-John Ruganda (Uganda)

In pairs



Read the following extract carefully.

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

STELLA: Rape and forced marriages.

ODIE: And the perpetual thirst.

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

ODIE: Endless searches for imagined plotters.

STELLA: In hovels, offices and homesteads.

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

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

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

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

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

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

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

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

In groups



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

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

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

Activity 3: Reading a famous African play

In groups



Aminata-Francis Imbuga (Kenya)

Read the following extract.

Jumba: Shut up you porcupine!

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

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

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

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

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

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

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

Jumba: What is the matter now?

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

Jumba: Advice? What advice?

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

Jumba: (Losing his patience.) Agege, listen, I sent you to call Ababio!

(**Aminata-Francis Imbuga, EAEP, 1998**)

In groups



Answer the questions below:

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

Activity 4: Reading features of plays

As a class



i) Characters

NOTE

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

Name the characters you can see from the above plays.

ii) Reading stage directions

NOTE

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

Mention some of the stage directions from the above plays.

In pairs



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

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

Deng: (Surprised) Where have you been?

Acol: (Laughing) I was hiding from you.

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

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

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

Activity 5: Watching a film

As a class



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

In groups



Discuss:

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

Activity 6: Reading form and structure of drama or plays

As a class



Read the following basic features of play scripts:

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

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

Individually



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

In groups



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

Activity 8: Watching a TV drama or video

As a class



Your teacher will play a television drama.

In groups



Discuss the following:

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

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

Individually



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

Read the TV drama script.

In groups



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

Activity 10: Acting a play

In groups



Read and rehearse the play you have written.

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

Activity 11: Writing a short drama or play script

In groups






Talk about well-known stories.

Individually



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

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

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

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

[www.primaryresources.co.uk/english/docs/playscriptchecklist JM.doc](http://www.primaryresources.co.uk/english/docs/playscriptchecklist_JM.doc)

As a class



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

Activity 12: Further Learning

In groups



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

Activity 13: In summary

In groups



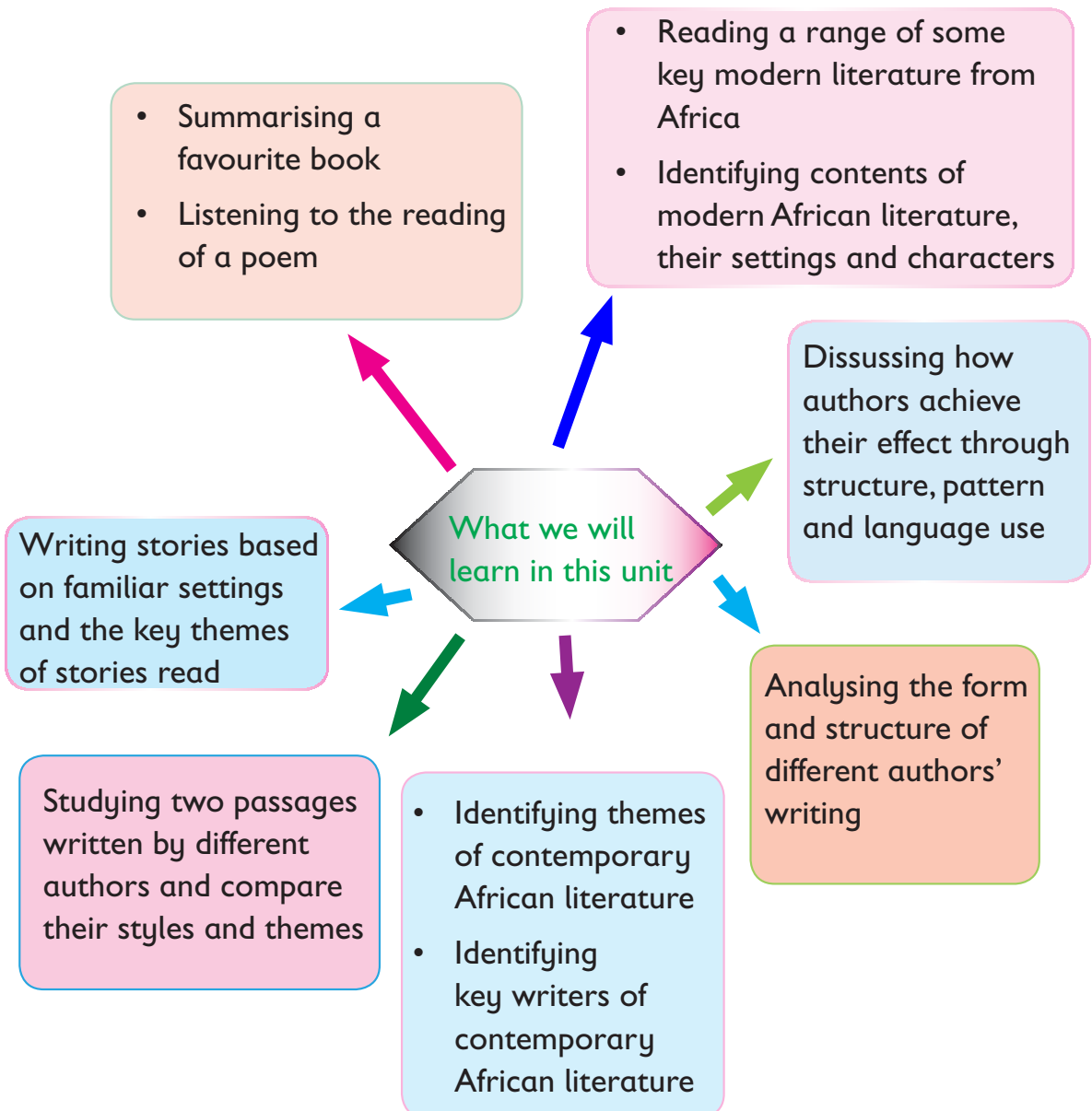
Write the features of each of the terms given below:

Plays	TV drama	Film

Present your work to the class.

Unit
9

CONTEMPORARY AFRICAN LITERATURE



Activity 1: Learning vocabulary on literature

In pairs



1. Read the following words:

literature	contemporary	prose	poetry
story	theme	author	audience
novel	play		

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

NOTE

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

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

In groups



Match the following words with their meanings.

Word	Meaning
Literature	A creative work that can be acted on stage or filmed for people to watch.
Contemporary	Ordinary writing, made up of sentences and paragraphs without any rhymes.

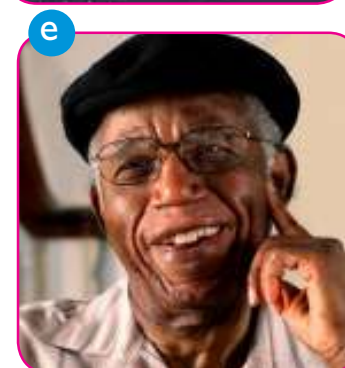
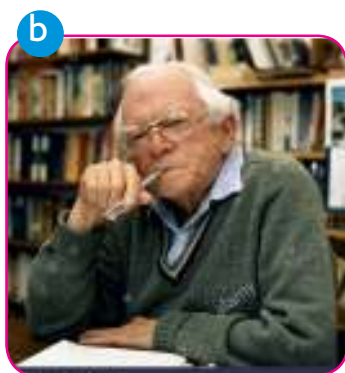
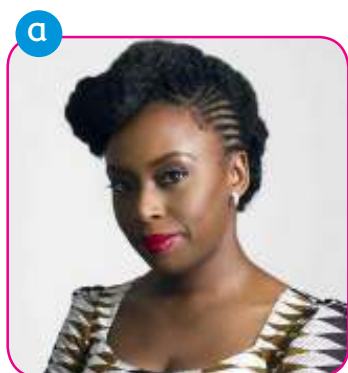
Prose	Belonging to or taking place in the present time or period.
Poetry	General word for all creative work such as plays, poems, and stories.
Short story	A person in a novel, play, or film.
Novel	Written or oral work which expresses strong feelings and emotions. It may be arranged in stanzas or free verse.
Play	A book written as a long story with one or more characters.
Theme	A person who has written or writes books.
Author	The main message or idea in a published work.
Character	Books and writings published on a particular topic.

Activity 2: Identifying key writers in African literature

In groups



1. Look at the pictures below:





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

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

Activity 3: Discussing favourite books

In pairs



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

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

In groups



Read the extract below.

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

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

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

In pairs



1. Discuss what the extract is about.
2. What are the themes in this extract?
3. Who are the characters mentioned in the extract?
4. What is the setting?

5. Write down your answers and exchange your books with other pairs to make a comparison.

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

As a class



Read the following extract.

Things fall apart

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

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



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

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

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

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

In pairs



Discuss the extract.

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

In groups



1. Read the two extracts in activities 4 and 5 closely.
2. Compare this extract with the one on 'Secret Lives and Other Stories'.

3. Compare their style of writing and the way they explain their themes. Present your findings to the class.

Activity 6: Listening to a poem

As a class



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

In groups



Discuss:

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

Activity 7: Reading a poem

In pairs



Read the poem below.



If you should take my child Lord
Give my hands strength to dig his grave
cover him with earth

Lord send a little rain
For grass will grow

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

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

by Jonathan Kariara (1935 – 1993)

Activity 8: Composing a poem

Individually



Read the poem, 'Grass will grow' again.

1. Using a similar format, write your own poem.
2. Let the poem be about a problem that is affecting your school.
3. Read the poem to the class.
4. Vote for the best poem.
5. Make necessary corrections with the help of the teacher.

The best poem to be posted on the class noticeboard.

Activity 9: Reading a story from South Africa

As a class



Before reading

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

In groups



Read the following extract.

Cry, the beloved country

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



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

Have no doubt it is fear in the land. For what can men do when so many have grown lawless? Who can enjoy the lovely land, who can enjoy the seventy years, and the sun that pours down on the earth, when there is fear in the heart?

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

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

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

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

In pairs



Answer the following questions:

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

Write down your findings and present them to the class.

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

Activity 10: Comparing writings

In groups



Read the following writings again.

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

Answer the following questions;

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

Cry, the Beloved Country	Grass will grow

Activity 11: Writing a story

In groups



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

How can they be solved?

Individually



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

Activity 12: Further learning

In groups



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

Activity 13: In Summary

In groups

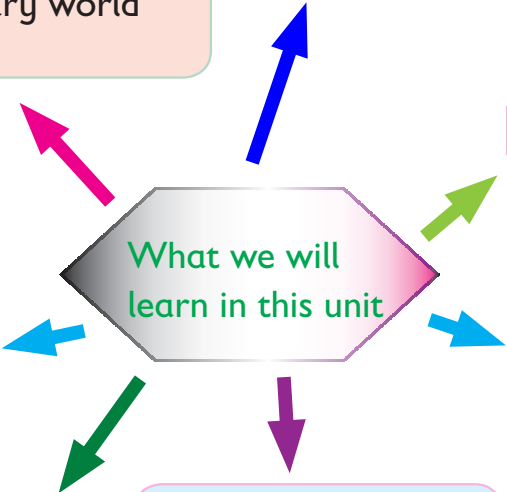


Find out about writers in South Sudan.

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

- Reading a range of some key modern literature from around the world
- Identifying key authors and themes of contemporary world literature

- Summarising a favourite book
- Listening to the reading of a piece of world literature



Writing stories

Comparing writing styles and themes

Discussing how authors achieve their effect through structure, pattern and language use

- Analysing the form and structure of different authors' writings
- Applying complex language elements to make your language clear and engaging

Writing some stories or poems of your own with one of the key themes from literature read

Activity 1: Identifying key writers of contemporary world literature

In pairs



Look at the pictures below:



(These are famous authors in the world)

NOTE

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

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

Activity 2: My favourite book

Individually



1. Observe the picture below and share your views.



2. Do you like reading in your spare time?

In groups



Discuss the following questions:

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

Present your experiences to the class.

Activity 3: Listening to a passage

As a class



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

In groups



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

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

As a class



Before reading

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

Individually



Read the following extract.

The English teacher

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

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

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

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

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

In pairs



Discuss the following questions.

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

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

Activity 5: Discussing comprehension questions

In groups



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

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

Activity 6: New words

In groups



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

Word	Meaning
unbearably dull	
loneliness	
detach	
reconciled	
contentment	

oppress	
ceased	
struggles	
battling	
stirring	

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

Activity 7: A poem by Rudyard Kipling (England)

As a class



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

Read the following poem:

If

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

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

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

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

(Rudyard Kipling)

In pairs



Discuss the main points of this poem.

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

Activity 8: Comparing passages from two authors

In groups



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

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

Activity 9: Reading contemporary world literature (South Africa)

As a class



Read the following extract:

Rabbit, run

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

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

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



The ball, rocketing off the crotch of the rim, leaps over the heads of the six and lands at the feet of the one. He catches it on the short bounce with a quickness that startles them. As they stare hushed he cites squinting through blue clouds of weed smoke, a suddenly dark silhouette like a smokestack against the afternoon spring sky, setting his feet with care, wiggling the

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

(*Rabbit, Run*-John Updike, 1960)

In pairs



Discuss the main points of this extract.

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

Activity 10: Writing a story

Individually



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

As a class



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

Activity 11: Researching about world literature

In groups



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

Activity 12: Further learning

In groups



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

Activity 13: In Summary

In pairs



Draw a picture.

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