



South Sudan

Secondary English 1

Student's Book

Secondary English Student's Book 1 has been written and developed by the Ministry of General Education and Instruction, Government of South Sudan in conjunction with subject experts. This course book provides a fun and practical approach to the subject of English, and at the same time imparts life long skills to students.

The book comprehensively covers the English Secondary 1 syllabus as developed by **Ministry of General Education and Instruction.**

Each year comprises of a **Student's Book** and a **Teacher's Guide.**

The **Student's Book** provides:

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



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

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South Sudan

SECONDARY

1

English

Student's Book 1

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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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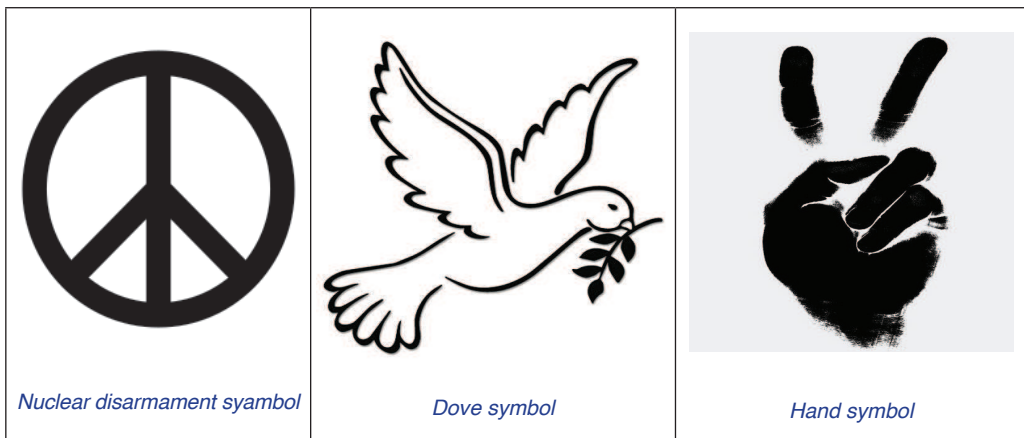
**Activity 1a: Pre-reading activities****As a class**

With the help of your teacher, discuss the following.

- a. What is peace?
- b. What is the most peaceful place you know of?
- c. What do you do to remain calm and tranquil?
- d. Discuss and explain the importance of peace.
- e. Identify the factors that hinder the attainment of peace.

**As a class**

1. Study the peace symbols below.



2. With reference to what you have learned in Social Studies and History:
- a. discuss the origin of the symbols above,
 - b. identify the groups or organisations that use them.



Activity 1b: Listen to speeches on the importance of peace



As a class

Read and discuss the questions below.

Key inquiry questions

1. What do some important world leaders say about peace?
2. What are the key messages that they give?
3. How do they make their speeches and writing persuasive?
4. What lessons do they have for us in South Sudan today?
5. How can we make a persuasive speech about peace ourselves?

In groups



1. Take turns to read the excerpts of the two speeches provided below.
2. Take turns and talk about the key messages conveyed by each leader. Write and present them to the rest of the class.

Background information of the speech 'I have a dream'

'I have a dream' is a public speech that was delivered by a Black American civil rights activist, Martin Luther King Jr. during a march in Washington for jobs and freedom on August 28, 1963 in which he calls for an end to racism in the United States and advocates for civil and economic rights.

'I have a dream' by Martin Luther King

I say to you today, my friends, so even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream. I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident; that all men are created equal." I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood. I have a dream that one day even

the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice. I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

And when this happens, and when we allow freedom ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual, "Free at last! Free at last! Thank God Almighty, we are free at last!"

Background information of the speech by the 14th Dalai Lama

The 14th Dalai Lama was awarded the Nobel Peace Prize in 1989 for his continued efforts to advocate for peace among the people of Tibet and China. He discouraged the use of violence and acts of hatred among the people of Tibet as they fought for independence from China. In his speech, the 14th Dalai Lama proposes peaceful solutions that will serve the interests of both China and Tibet.

The 14th Dalai Lama's Nobel lecture December 10, 1989

No matter what part of the world we come from, we are all basically the same human beings. We all seek happiness and try to avoid suffering. We have the same basic human needs and its concerns. All of us human beings want freedom and the right to determine our own destiny as individuals and as peoples. That is human nature. The great changes that are taking place everywhere in the world, from Eastern Europe to Africa are an indication of this. Our struggle has been a long struggle. We know our cause is just because violence can only breed more violence and suffering, our struggle must remain non-violent and free from hatred. We are trying to end the suffering of our people not to inflict suffering upon others. It is with this in mind I proposed negotiations between Tibet and China on numerous occasions. In 1987, I made specific proposals in a Five-point plan for the restoration of peace and human rights in Tibet. This include the conversion of the entire Tibetan plateau into a sanctuary of peace and non-violence where human beings and nature can live in peace and harmony.

I pray for all of us, oppressor and friend, that together we succeed in building a better world through human understanding and love, and that in doing so we may reduce the pain and suffering of all sentient beings.

Individually



Re-read the speeches in the group activity on pages 2-3 and answer the following questions.

1. What was the purpose of the speech 'I have a dream,' by Martin Luther King Jr.?
2. What does Martin Luther King mean by the phrase, '... a state sweltering with the heat of injustice... '?
3. Who are the people that Martin Luther King and Dalai Lama advocate for in their speeches?
4. Explain what the phrase '... all sentient beings' mean from Dalai Lama's Nobel lecture.
5. How do the two speakers campaign for peace?



In pairs

1. Read the words below. Identify words you are familiar with and explain their meaning.
 - a. Think of prominent people who use these words
 - b. Identify places where they are used regularly
 - c. Identify other words that are often used with the words given below.
- Peace, harmony, conflict, resolutions, agreement, understanding, equality, remorse, victim, perpetrator, forgive, justice and reconciliation.
2. Use your dictionary to find the meaning of the words with which you are not familiar.
 3. Construct sentences using each of the words. Write the sentences in your exercise books. Read the sentences to the rest of the class.



In pairs

1. Read the notes below on word pairing.
2. Discuss some of the common word pairs that are familiar to you.

Word Pairs

Nonreversible word pairs

These are words that are used concurrently in the same order. Certain words that go together are often used in speech to put emphasis on the subject matter. Non-reversible word pairs are commonly used as idioms or phrases when speaking or writing.

Look at the examples of non-reversible word pairs given below.

a. **Back and forth**

They went back and forth on the matter until they reached a unanimous decision.

The couple went back and forth on whether to have a garden wedding or not.

b. **Null and void**

The contract was rendered null and void, it does not have any binding power.

The election was declared null and void.

c. **Crime and punishment**

Crime and punishment is one of the main topics taught in Law School.

The novel Crime and Punishment by Dostoyevsky is one of my favourite books.

d. **Toss and turn**

I could not sleep last night I kept tossing and turning.

My mind tossed and turned in its uncertainty on whether I should move abroad or not.

e. **Dead or alive**

The criminal is wanted dead or alive.

They want their son back whether he is dead or alive.

Collocation

These are a combination of two or more words that are frequently used together. In word pairing using collocation, nouns are commonly paired with specific adjectives or verbs. Examples of collocations include: common expressions, verb collocations and adjective collocations.

Common expressions

These are short phrases that are used when someone is expressing how they feel about a situation. Collocations in this form can be used in the adjective form or as an emphatic expression when using an intensifier and a verb.

Here are some of the common collocation expressions:

- a. I **deeply regret** the loss of your father.
- b. Her parents had to **go to great lengths** to ensure she finished her education.
- c. Tom was in **utter fury** when he discovered that his home was broken into.

Verb collocations

These include verb+noun collocations that are commonly used in everyday situations. Here are some of the examples:

- a. You can **save time** if you use the free way to go to the city.
- b. They can **make progress** if they start preparing now.
- c. Please **come prepared** for the exams tomorrow.
- d. I **make my bed** every morning.

Business collocations

These include collocations that are used in the business and work settings. They are formed by pairing common business expressions with adjectives, verbs or nouns. Here are some examples of business collocations:

- a. You are required to **key in** your PIN to withdraw money at the ATM.
- b. The CEO **closed a deal** with the government.
- c. Steve is enjoying his **hard-earned money** after retirement.
- d. We will **write up a contract** to formalize the transaction.
- e. She is **depositing the check** today.
- f. The company **landed a deal** worth \$ 50 Million.

Individually



1. Read the words provided below.

Peace, Conflict, Agreement, Good, Resolution, Unity, Justice, Calm,
Will, Understanding, Tranquility, Forgive

2. Identify and form some of the common word pairs from the list provided. You can use words that are in the box and other words not provided. Refer to the notes on word pair provided in the previous activity for assistance.

For example: Good will, Come in peace, etc.



Activity 2: Read an article about forgiveness



As a class

Read the following article below.

Why we forgive by Archbishop Desmond Tutu

To forgive is not to be altruistic. It is the best form of self-interest. It is also the process that does not exclude hatred and anger. These emotions are part of being human. You should never hate yourself for hating others who do terrible things: the depth of your love is shown by the extent of your anger.

However when I talk of forgiveness I mean the belief that you can come out the other side a better person. A better person than the one being consumed by anger and hatred. Remaining in that state locks you in a state of victimhood, making you almost dependent on the perpetrator. If you can find it in yourself to forgive then you are no longer chained to the perpetrator. You can move on, and you can even help the perpetrator to become a better person.

But the process of forgiveness also requires acknowledgement on the part of the perpetrator that they have committed an offence. The traumas we have witnessed or experienced live in our memories. Even years later they can cause us fresh pain each time we recall them. And it is perfectly normal to want to hurt back when you have been hurt. But hurting back rarely satisfies. We think it will, but it doesn't. If I slap you after you slap me it does not lessen the sting I feel on my own face, nor does it diminish my sadness as to the fact you have struck me. Retaliation gives, at best, only momentary respite from our pain. The only way to experience healing and peace is to forgive. Until we can forgive we remain locked in our pain and locked out of the possibility of experiencing healing and freedom, locked out of the possibility of being at peace.

Without forgiveness we remain tethered to the person who harmed us. We are bound with chains of bitterness, tied together, trapped. Until we can forgive the person who harmed us, that person will hold the keys to our happiness; that person will be our jailor. When we forgive, we take back control of our own fate and our feelings. We become our own liberators. We don't forgive to help the other person. We don't forgive for others. We forgive for ourselves.

Individually



1. Read the article 'Why we forgive' and answer the following questions.
 - a. Why does the author say we should forgive for ourselves?
 - b. How does the art of forgiving promote peace?
 - c. By forgiving how do we liberate ourselves and our perpetrators?
 - d. What are some of the lessons that South Sudan can learn from Desmond Tutu?



As a class

Read and discuss the notes below

How to prepare for a class debate

Points to considered when preparing for a debate

1. Prior to a class debate, you must first organise yourselves in designated groups and decide if you will oppose or support the motion. Those who support the motion will be identified as supporters and their opponents will be the opposers.
2. Appoint a group leader for your team. The leader will make the final decisions about the points or arguments the group has agreed on presenting during the debate. Additionally, the team leader will decide on the final arguments in the event that group members disagree on certain arguments. He or she keeps track on time to ensure that the group preparations move swiftly and efficiently.
3. Analyse your topic of discussion. Individual members of a team are expected to study the debate topic and brainstorm on their ideas independently as you think of how to develop your team's arguments. For example if your

topic is, "Should abortion be legal?" start by thinking of both sides of the argument. Reflect on what experts have advised on the subject. Then embark on focusing on how your team will approach the matter and present convincing arguments that counter that of your opponents.

4. In your teams, take 15 minutes to discuss the points you have brainstormed on. Agree on arguments that you find to be strong for your team. Then decide on how you will interpret the debate topic and argue your general case to the class. At this point you are required to take note of the points you have agreed on and find research work that will make your arguments strong and valid.
5. The team leader should allocate time for each member of the group as they present an argument. The first two speakers of your team should introduce their arguments with engaging speeches which will capture the attention of the class.
6. During the debate presentation, the speakers must be audible, maintain eye contact with the audience and use appropriate body language.

Rules of a debate

1. Every member of a team has the right to debate. However the team member must first acquire permission to present their argument and must always address the audience while standing unless otherwise.
2. The arguments presented must be relevant to the topic.
3. Speakers must be cautious and must never attack other speakers.
4. The winner of the debate is selected based on the team that presented the strongest arguments in support of their arguments. As a class you can conduct a voting system whereby the class votes for the team that had the most convincing arguments. This is measured on which speakers communicated clearly and effectively countered the opponent's arguments.

In groups



1. Debate the motion 'To forgive or not to forgive.' Talk about why some people view/do not view forgiveness as a way of resolving conflict.
2. Refer to the notes on page 8 to assist you in preparing and conducting the debate.



Activity 3: Role of leaders in promoting peace



As a class

1. Read the interview below of Paride Taban as he spoke with Faith and Leadership Magazine of Duke Divinity School.
2. Discuss the values and principles that Paride Taban expresses.
3. Discuss how community leaders in your areas have promoted peace.

Paride Taban: Voice of the voiceless

Paride Taban had a sit down with the Divinity Magazine of Duke Divinity School, below is how the interview went.

The Sudanese bishop emeritus expresses hope that “the eyes of the government, the church and the international community can be brought to the dying people through the [Kuron] Peace Village.”

Interviewer: How did you come to start the Peace Village?

Bishop Taban: I was made a priest in 1964 when the missionaries were expelled from the Southern Sudan. There were very few priests left in Southern Sudan. I lived in Sudan for about two decades of war. Many in the Sudan were persecuting the church; many people had to escape to Uganda, to Kenya and to Central Africa.

I founded the Peace Village because of the human suffering I saw in those years from '64 to '83.

I could not bear the way people were segregated from each other. During the war, there were prisoners of war who were Islamic fundamentalists. I gave food to them as human beings. I saw a lot of reaction against Islam, against different tribes. I say, “I have to make Sudan a nation where people live as brothers and sisters, different religions living as people of God.” I say, “Why not start a Peace Village where people accept each other?”

During this period I went to Jerusalem twice and discovered a cooperative Peace Village called Neve Shalom where Christian, Muslim and Jewish people live together. They had a big hall with a mosque in the corner where the Muslim could pray. The Jews would gather for synagogue on the corner.

They lived as one body. I said, "Wow." I said, "I will retire from the administration of the diocese and start the Peace Village as soon as the peace is signed."

Interviewer: How many people live in the village now?

Bishop Taban: We started with 81 families. Now we have over 3,000 people, but not all as members of the village. They came because of the services we brought to the area where before there were no services at all.

People also came from the borders of Ethiopia, Kenya and Uganda, where people raid cattle and call each other enemies. These people call each other brothers now. There was a hospital in one nearby region that was on the route between Kenya and Juba; people could not go there for medical treatment because of cattle raiding. It was difficult for people from one tribe to cross that area. The other tribe would take them from the vehicle and kill them. Now that has ended. We collected the cattle raiders, the youth. They play football together; they have workshops together.

Now the people can go even on foot 75 kilometers to the nearby hospital. We made the place so peaceful. In that small Peace Village we have people from different denominations; Christian, Muslim, Catholic and Pentecostal. We have Seventh Day Adventists. That is what I started in that area.

Interviewer: Do you have Muslim families and religious traditionalist families at the village?

Bishop Taban: We have many traditional people, because they come for the services we provide. During the war this part of Sudan was a safe haven where many people took refuge because the government didn't know the area. It was not on their map. We brought a school to this area, and everybody wanted to come. One day when I came to visit the school some women made a statement saying, "At last we are human beings." They didn't know that they were human beings. We started a school; we started a health center, hygiene and sanitation in the area.

We also teach them how to plant new crops. They were living mostly on milk and blood from the animals. The women were the ones cultivating. The women were the ones building houses made out of bushes and grass. Very simple, done by women while the men go after cattle. The men are warriors; they keep their strength for defending. Those are the traditional people. People from different tribes come here. We have teachers

who are Kenyan, Ugandan and some Sudanese. My daily occupation is to teach, pray and give conferences. I hardly stay long in the peace village. I go to Juba, to Torit and Rwanda. We have a literacy campaign. We have gotten vaccinations to the people. We teach them how they can keep close to one another.

Pope Paul VI said that development is peace. We are literally building bridges. During the war we built 10 bridges in the area because the roads were all broken. That makes the government in Southern Sudan respect the church. The president of Southern Sudan is in church every Sunday.

Interviewer: I understand that you get up very early, you exercise and you eat vegetarian. In what ways are your personal practices important to your role as a leader?

Bishop Taban: I don't eat meat because people in the area raid cattle. When I went to visit, the people would kill a goat for me. I said, "No, I don't eat this meat because I don't know whether it is raided or not." Also sometimes I would go to visit a poor family. Because I am Bishop, they would kill their only goat or their one chicken for me. I said, "No, I eat what you eat." They have green vegetables; they have beans. Their goat is very precious. Why should they kill it because of me?

I don't take sugar; I sometimes take honey because you can get honey even in the bush, in the forest. I miss nothing, and I live happy.

Interviewer: Do you hope to serve as an example to others in your personal habits?

Bishop Taban: No, I don't. I just want to live my life for God and for people. When I studied Latin in school, I read *de gustibus non est disputandum*: Don't dispute the tastes of another person.

Interviewer: So you don't judge the meat eaters.

Bishop Taban: No, no, no. I like them. When you come I kill a chicken, cook meat, bring beer for you. Anything, tea, coffee you will find on the table. I have my porridge every morning made out of sorghum or millet, and honey and vegetables, but the visitor must have everything that the visitor needs.

Interviewer: You mentioned that you travel outside the village a great deal. While you're gone, who takes over the leadership?

Bishop Taban: We have a board. We have council members. The parish priest is also the member of the board. The bishop is also involved. We are not cut away from the diocese. I am a church person. The village is registered as a nonprofit church

organisation. It is not my own, it is for the people. People live there like a cooperative, looking at the project as their own.

Interviewer: Your village is called Holy Trinity. Do you ever worry that the name might make people suspicious because they fear that it's evangelising -- in a Muslim area, for example, would people be afraid of this?

Bishop Taban: When we look at Trinity, it is the unity we see. In Africa we have a stove. You put three stones at the bottom. These stones are all equal and the pot can rest on them. When you remove one, that pot cannot stand. It will fall. But when the three are in the three corners equally, the same level, and you put the pot there; it remains steady. That's the meaning of the Trinity, equally supporting one thing, Unity. The unity is equality, respect for one another and love for one another. That is what we stress in our belief in the Trinity.

Interviewer: Have other peace villages been created?

Bishop Taban: There have been some ghost peace villages created, but not in practice. Many people get money in the name of creating a peace village, but in reality where is the money for that peace project going? I don't know. Peace conferences. They're holding one conference and all the money is used.

Interviewer: In some ways, a Peace Village is a tiny solution to a huge problem -- 20 years of war and millions dead and all the issues that you face in Sudan. Why choose a small village project as opposed to a broader project?

Bishop Taban: God made a very small start; you see that start everywhere. It is even living there, in the sheep. In the morning star. I read a book, which says small is beautiful. Once you start something very small, it can hold practice that is solid. People can see it. How small is that moon? But the light is spread all over. Many people are still angry with me. They say, "You should be bishop over the whole Southern Sudan." I say, "If I make myself like that I also create enmity. I don't like such posts, which are really ambitious and so why don't I start with something humble."

Interviewer: It sounds like your village has had influence within your area.

Bishop Taban: It is not only for that area; it has impact even for Ethiopia. The people who come from Ethiopia use that route to go to Juba, to other parts of Sudan. The people in my region use that route to go to Kenya. We had a conference with people from Uganda, Kenya and other parts. We look like a small place, but the concept has gone beyond that small place.

In the wilderness they go on the Internet and send emails. They say, "Bishop, we are broke here. Have you anything?" I've got my satellite telephone. The village brings communication to more people.

Interviewer: Is there anything that I haven't asked you about that you would like to address?

Bishop Taban: At the Kuron Peace Village we want to build more bridges through relationships. That's how Jesus got his disciples: "Come and see." Financially, even this year, people are dying there from hunger. I went there a few days ago in a small plane somebody chartered for me. People ran to me. People were suffering in the whole area. "Bishop, if you are here we shall not die. We want food; we want food. Please go out and ask." I sat weeping with them.

We need people who can see that the Peace Village is a hope for the dying people. The eyes of the government, the church and the international community can be brought to the people through the Peace Village.

During the war I went all over knocking on the doors of the governments, lobbying for peace in Sudan. I went out to New Zealand. In Washington I went about many times, knocking on offices.

Now through the Peace Village I knock on the doors of the world, especially now that election is going to happen in the Southern Sudan. Now they are going to think of self-determination. We have been looking for a modern federation since 1947. We would not like this to be abandoned.

In the past, Christians in Sudan had no contact with the world. The Islamic fundamentalist regime -- not the people, but the regime in Khartoum -- said, "Who are you? You are toothless barking wolves." Their teeth are the worldwide Islamic Fundamentalist Community. Since we had no one on our side supporting us, where were our teeth?

I'm sitting here; you are our teeth. Not in biting people, but you are our mouths. You are to speak out; you are the voice of the voiceless. We need to have more voices of the voiceless; our voice alone in the Sudan will not be enough for supporting the voiceless.

Retrieved from Faith and Leadership Divinity Magazine January 18, 2010

Individually



Re-read the interview of Bishop Taban on pages 9-14 and answer the following questions.

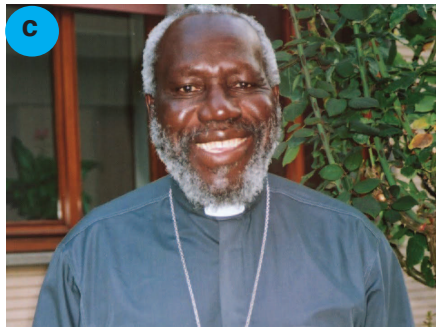
1. Which people live at the Peace Village?
2. What inspired Bishop Taban to start a peace village?
3. In the interview, Bishop Taban explains that he is a vegetarian. What made him become one?
4. How has the Peace Village contributed to peace in South Sudan?
5. Why does Bishop Taban say that, "... through the Peace Village I knock on the doors of the world..."

In pairs



1. Look at the pictures below.
2. Talk to your partner about the people you recognise from the pictures.
3. Discuss who among the leaders shown was the most influential. Why?
4. Match the pictures to the statements below.





Answer the questions below.

1. I am an African-American citizen. I was an activist for peace and conflict resolution by fighting against discrimination and racism. I encouraged the White and Black people in the United States to live together in peace and harmony. Who am I?
2. I am a monk from Tibet. I promoted peace between Tibet and China through acts of love, compassion and non-violence. I believe that peace is enhanced by the principle of equality, mutual benefit, respect and compassion. Who am I?
3. I am from South-Africa. I spearheaded conflict resolution programs by encouraging people to practise forgiveness. My motto is to promote peace through forgiving those who have wronged me and asking for forgiveness from those that I have wronged. Who am I?
4. I am a Bishop of the Catholic Church and was the first leader of the New Sudan Council of Churches. I won the 2018 Four freedoms Award Laureates. Who am I? How have I promoted peace in South Sudan?
5. I am a member of the board in South Sudan Women's Empowerment Network. I participate in promoting peace in my country by lobbying for national and international gender frameworks. Who am I? How has civic education promoted peace in South Sudan?



Activity 4: Persuasive writing and speeches



As a class

1. Read the notes below on persuasive techniques.
2. Discuss the technique and style used in speeches and writings to persuade an audience.

Persuasive techniques

The words and phrases used in persuasive writing focus on convincing others. In persuasive writing or speeches the writer or speaker use convincing words to encourage others to agree with their values, opinions and facts. Here are some ways on how we can use persuasive techniques.

a. Appeal

This involves appealing to the audience's emotions, fears, needs, desires and pride.

Example: In the speech of Martin Luther King, he appeals to the people through their desire to want to receive equal treatment.

"I have a dream that one day this nation will rise up and live out the true meaning of its creed: We hold these truths to be self-evident; that all men are created equal."

"The agreement will change Sudan forever! Sudan cannot and will never be the same again as this peace agreement will engulf the country in democratic and fundamental transformation instead of being engulfed in war as it has always been up to the present." Dr. John Garang.

b. Evidence

Using evidence is very persuasive since the audience views the speaker or author as being informed and knowledgeable. Through the evidence provided, the arguments presented by the speaker or author are logical and reliable. The evidence should consist of statistics, expert opinion, research findings or anecdotal evidence.

For example:

- i. Facts – are used as a powerful way to convince the audience. They can be gathered from research articles, observations or personal experience.

Example:

By the year 2016, 81 countries worldwide were identified as being peaceful due to their increasing peace indices.

- ii. Statistics – include numbers or amounts to provide concrete support to the claims presented. When using statistics, speakers use both logic and facts to support their arguments.

Example:

The impact of violence on the economy was at US\$13.6 trillion (Dh49.9 trillion) which made up 13.3 percent of the total world economy in the years 2015-2016.

- iii. Quotes – these are logical appeals from experts or authorities that can be used when supporting your position or claims.

Example:

According to a report by UNESCO 1965, “War as a means of resolution of conflict leads to economic and political pressures.”

c. Inclusive and exclusive language

Inclusive language such as ‘we’, ‘our’, ‘us’ and exclusive language such as ‘them’ can persuade by including the reader or by creating a sense of responsibility.

Example:

The famous slogan by former US president, Barack Obama. ‘Yes we can!’ The phrase is inclusive as it seeks to encourage everyone.

d. Rhetorical question

Rhetorical questions are questions that do not require an answer. They engage the audience and encourage them to consider the issue and accept the author’s answer.

Example: Do we want our children growing up in a world where they are threatened with violence on every street corner?

e. Connotations

This is the emotional meaning associated with the word. Persuasive authors often choose their words carefully so that the connotation suits their purpose.

Example: 'Kill' and 'slaughter' both mean the same thing, but the word 'slaughter' has a different connotation as it causes the audience to imagine that the act was particularly horrific.

f. Humour

Humour such as puns, irony, sarcasm, satire and jokes can be persuasive by dismissing opposing views, providing a more engaging and friendly tone and sway the audience.

For example:

"I'd kill for a Nobel Peace Prize." Steven Wright.

"Animals don't hate and we are supposed to be better than them." Elvis Presley

g. Repetition

By repeating words and phrases the author can reinforce an argument and ensure that the point of view being made stays in an audience's mind/is remembered by the audience. Leaders especially politicians often use phrases in a repetitive manner to attract the attention of their audience.

For example:

Abraham Lincoln slogan, "Government of the people, by the people for the people."

Churchill Winston's quote extracted from his speech, 'We shall fight on the beaches? "We shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills; we shall never surrender."

The famous quote by Julius Ceasar, "I came I saw I conquered."

h. Imagery and figurative language

Use of figurative language, metaphor and simile can paint a word picture for the audience and appeals to emotions. They can also make the author appear sophisticated or well spoken.

The moon gazed at us at midnight as we walked through the forest.

We shivered like a frail twig on a tree.



Activity 5: Comparing persuasive writings and speeches

In pairs



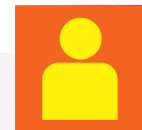
1. Read the speeches in Activity 1 on pages 2 and 3.
2. Compare the style and persuasive techniques used by the two speakers.
3. Write a summary of your comparisons and present them to the class.

In groups



1. Search for a speech by Paride Taban to the people of South Sudan on peace.
2. Discuss the persuasive techniques used by Paride Taban in the speech you have chosen.
3. Write a summary of the key points discussed in the speech and read them to other groups.

Individually



1. Write a speech on the importance of peace in South Sudan.
2. Use any or all the persuasive techniques studied in Activity 4.

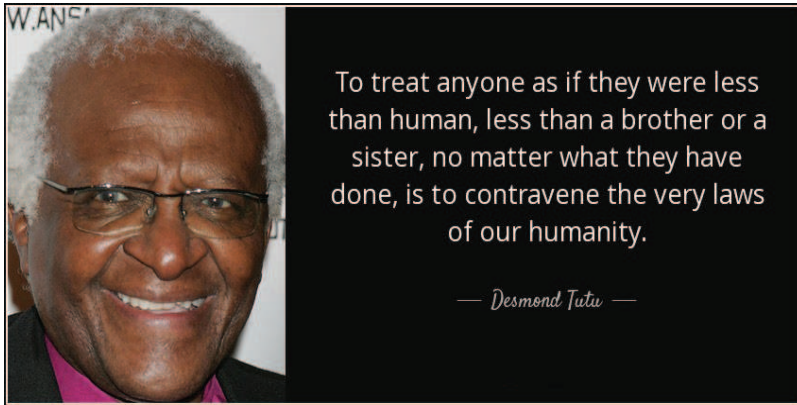


Activity 6: Peace in South Sudan

As a class



1. Read the quote below.
2. Discuss how issues of injustice and inequality experienced by people contribute to human conflict in South Sudan.



Read the article below

President Barack Obama's message to the people of South Sudan

In 2011, millions of South Sudanese voted to forge a new nation, founded on the promise of a more peaceful and prosperous future for all of South Sudan's people. In recent years, against great odds, South Sudan has made great progress toward breaking the cycle of violence that characterized much of its history.

Today, that future is at risk. South Sudan stands at the precipice. Recent fighting threatens to plunge South Sudan back into the dark days of its past.

But it doesn't have to be that way. South Sudan has a choice. Its leaders can end the violence and work to resolve tensions peacefully and democratically. Fighting to settle political scores or to destabilize the government must stop immediately. Inflammatory rhetoric and targeted violence must cease. All sides must listen to the wise counsel of their neighbors, commit to dialogue and take immediate steps to urge calm and support reconciliation. South Sudan's leaders must recognize that compromise with one's political enemy is difficult; but recovering from unchecked violence and unleashed hatred will prove much harder.

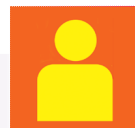
Too much blood has been spilled and too many lives have been lost to allow South Sudan's moment of hope and opportunity to slip from its grasp. Now is the time for South Sudan's leaders to show courage and leadership, to reaffirm their commitment to peace, to unity, and to a better future for their people. The United States will remain a steady partner of the South Sudanese people as they seek the security and prosperity they deserve.

In groups



1. Study the speech above and discuss the issues it addresses.
2. How do you think, as a country, South Sudan can overcome these issues?
3. What role can you play as a citizen in the attainment of peace in South Sudan?

Individually



1. Write ways in which we can use persuasive speech to promote peace:
 - a. at home,
 - b. in school,
 - c. in our community.



Activity 7: Language practice

Present simple tense

Practice exercise 1

1. **Student A:** Mr Musoni **sells** vegetables. He **buys** potatoes for 200 SSP a kilo. The selling price is 240 SSP. Does he make a profit or a loss?
Student B: He makes a _____ of _____ SSP.
2. **A:** Mr Musoni sells pineapples for _____ SSP each. Pineapples **cost** _____ SSP each. What profit does he make?
Student B: He makes a profit of _____ SSP.
3. **Student A:** Solange **sells** apples. She **buys** a kilo of apples for 250 SSP at the market. She sells at 230 SSP. The selling price is 275 SSP. Does she make a profit or a loss?
Student B: She makes a _____ of _____ SSP.

Practice exercise 2

In the 3 dialogues above, the words **sells**, **buys** and **makes** are in present simple tense. Using different scenarios, take turns with your partner to ask questions using the structure shown above.

Forms of present simple tense

	Singular	Plural
First person	I sleep.	We sleep.
Second person	You sleep.	You sleep.
Third person	He/ She/ It sleeps.	They sleep.

Note: In the simple present tense, the main verb takes an '-s' in the third person singular, that is:

He/ She/ It sleeps.

Uses of the present simple tense

- When expressing habits or repeated actions. For example:
 - She **does** her work thoroughly.
 - He **buys** milk at my shop.
 - Nakai **makes** big profits every year.
- When talking about the state of something. For example:
 - She **is** a shopkeeper.
 - It **seems** she is telling the truth
 - He **appears** sick.
- When talking about general truths of facts. For example:
 - The earth **rotates** on its axis.
 - Pepper **is** bitter.
 - It **snows** during winter.
- When talking about future events that one is certain will take place. For example:
 - He **leaves** for America tomorrow.
 - The Dettol advert **hits** the screens from next week.
 - My cousin **arrives** tomorrow at noon.
- When talking about situations that go on for a long time or are permanent. For example:
 - They **live** near the beach.
 - Achol **studies** Medicine at the university.
 - That business lady **markets** his goods online.

Practice exercise 3

Complete the following statements using the correct form of the brackets.

1. Keji _____ (shop) for clothes online.
2. My family _____ (spend) a lot of time visiting friends.
3. My sisters _____ (do) a lot of shopping.
4. I _____ (be) sick.
5. The earth _____ (be) spherical in shape.
6. The aeroplane _____ (land) at South Sudan International Airport at 3.30pm.
7. The mason _____ (feel) tired in the evening after a long day at work.
8. The clerk _____ (calculate) the days profit keenly.
9. Social media _____ (create) a wide market for business people.
10. Okongo _____ (owe) her 2000 SSP.

Glossary

Agreement	– act of agreeing using a settlement that is enforceable
Conflict	– a struggle between opposing forces.
Destabilise	– upset the stability of a region, cause unrest or instability.
Equality	– the state of being equal.
Forge	– make or shape a metal object by heating it in a fire or furnace and hammering it.
Forgive	– to cease to blame, or pardon, someone for a mistake.
Harmony	– to live in peace practicing cooperating, order or goodwill.
Inflammatory	– arousing or intended to arouse angry or violent feelings.
Justice	– the principle of fairness that like cases should be treated alike.
Peace	– the state existing during the absence of war.
Perpetrator	– someone who is responsible for a deception or crime.
Reconciliation	– make peace between two parties by re-establishing friendly relations.

- Remorse** – feel bad, guilt, anguish or regret about an act that was committed.
- Resolutions** – the act or instance of resolving a conflict.
- Understanding** – to know and comprehend the nature or meaning of something
- Victim** – a person or something that suffers harm or death.
- Precipice** – a very steep rock face or cliff, especially a tall one.
- Grasp** – seize and hold firmly.

Introduction

Human settlement refers to places or areas where people live. There are two main types of human settlement: urban and rural areas. Urban areas are places like cities and towns that are well developed. Rural areas refer to undeveloped regions such as places in the countryside.

Development in urban areas is as a result of the high rate of industrialisation in cities and towns. Industrialisation in major cities and towns has contributed to the high population growth in urban areas. People move from rural areas to urban areas in search of job opportunities, improved medical and education services. Rural areas are less developed due to reduced commercial and industrial activities. As a result there is less development in infrastructure and people lack access to improved services. However, the high rate of industrialisation in urban areas has led to pollution and congestion.



Activity 1a: Definitions

As a class



1. Read the introduction above and discuss the social and economic advantages and disadvantages in urban and rural areas.
2. Write down your answers in the table format given in your exercise book.

Advantages	
Rural areas	Urban areas

Disadvantages	
Rural areas	Urban areas

In pairs



1. Read the words below.

Human settlement, urban, rural, industrialisation, urbanisation, pollution, commercial, population, migration and development project.

2. Identify the words you are familiar with and define them to your friends.
3. Use a dictionary to find out the meaning of the other words that are not familiar to you.
4. Study how some of them have been used in the introduction on page 23.

Individually



1. Form your own sentences using the key vocabulary.
2. Read and share the sentences with the rest of the class.



Activity 1b: Use of descriptive and figurative language

As a class



Read and discuss the questions below.

Key inquiry questions

1. What are the key differences between urban and rural life?
2. How can we describe our own area to a stranger?

In groups



1. Read the notes below on descriptive and figurative language.
2. Discuss how descriptive and figurative language can be used to appeal to the readers or audience.

Descriptive language

Descriptive language is used in writing when the author is vividly describing a character, event or place. Authors use descriptive language to create a specific image in the reader's mind through the words that they use. Writers often use literary devices to capture every detail of the person or event they describe and make their work interesting and engaging to the readers.

Thus, descriptive language is used to create a mood and appeal to the reader's senses of sight, smell, taste, touch, and sound. To achieve this, the writer employs the use of imagery as a literary device, adjectives and adverbs.

a. Imagery

This is the use of figurative language to describe objects, ideas or actions in a manner that is appealing to the physical senses of a reader. Imagery is used to create a visual representation of the writer's text in the mind of the reader. Read the examples of imagery presented below.

Examples:

- i. Okongo, Nakai and Keji walked through the forest, by this time it was **dark** and **dim**. (The words "dark" and "dim" create a visual image in the mind of the reader. This way one is able to picture the time of day as being late in the evening.)
- ii. We found the children at Kuron Village **screaming** and **shouting** as they played. ("Screaming" and "shouting" are words used to appeal to the reader's sense of hearing. These two words make the reader imagine how the children played and moved around.)
- iii. The aired was **infused** by the **aroma** of freshly roasted goat meat. (The words "infused" and "aroma" evokes ones sense of smell. As you read this sentence you are inclined to remember or think of how roasted meat smells like.)
- iv. Achol's scarf is made of a red **soft** satin fabric. (The word "soft" appeals to the reader's sense of touch. One is able to reflect on how a satin cloth feels like when touched.)

- v. The mango juicy is **cold** and **sweet**. (The words “cold” and “sweet” evokes ones sense of taste. The words as associated with the mango fruit, makes one think of the taste of a chilled mango.)

b. Adjectives and Adverbs

Descriptive language uses adjectives (for describing nouns) or adverbs (for describing verbs). The author's purpose is to allow the readers to have an accurate interaction of what he/she is trying to express in their writing. By using words from the two types of speech (adjectives and adverbs) it adds emotion, purpose and aesthetic value to a text.

Example 1:

- i. The coastal towns are attractive due to the culture of the people.
- ii. She is a beautiful girl.

Example 2:

- i. They walked slowly as they observed their surroundings.
- ii. The baby slept soundly.

Note: In example one, the two sentences have used the adjectives '**attractive**' and '**beautiful**' to describe the nouns '**coastal town**' and '**girl**' respectively. The adjectives are used to provide the reader with more information about the noun.

In example two, the adverbs '**slowly**' and '**soundly**' describe how the actions '**walked**' and '**slept**' were performed.

Figurative language

Figurative language involves the use of words or phrases that are used for the purpose of imaginative comparison by the author. The author uses figures of speech such as similes, metaphors, idioms, personification, imagery, symbolism, onomatopoeia, sarcasm, irony and allusion to compare two unlike things. This way the author is able to provide his/her readers with new insights by using words or phrases that go beyond the literal meaning.

This activity will focus on some elements of figurative language, including; similes, metaphors, personification and imagery.

a. Metaphors

Metaphors are figures of speech that are used to make direct comparisons between two things that are unrelated but have common attributes. They are

used by writers to imply something and normally have a hidden meaning and are meant to evoke the mind of the reader.

Examples:

- i. **My mother is the sun.** (This implies that the mother is a source of joy and happiness. Thus she brings positive energy to her family and is compared to the sun which lights up the world).
- ii. **The children's dance is a great poem.** (This implies that the performance by the children was consistent and had a meaning. Thus the quality of the dance is compared to a quality poem.)
- iii. **My assignment was a walk in the park.** (This implies that the assignment was not difficult in any way. Thus the simplicity of the assignment is compared to a stroll at the park.)

b. Similes

Similes are figures of speech that make comparisons by showing the similarities between two different things. Similes are different from metaphors as they use words such as "like" or "as" to draw the resemblance between things. Some common examples of similes are listed below.

Examples:

- i. Wani hunted and killed the snake that was behind the house he was **as brave as a lion**. (Wani's courage is compared to that of a lion which is identified as a bold animal in the jungle and is feared by all other animals.)
- ii. During her wedding, **Juan walked slowly down the aisle like a snail**. (Juan's pace is compared to that of a snail which is the slowest creature on earth)
- iii. The dessert prepared by Riya last night was **sweet like honey**. (Honey is known for its sugary and sweet taste, thus the taste of the dessert is compared to that of honey.)
- iv. Mr. Lopuke works hard to provide for his family he is always **as busy as a bee**. (This implies that Mr. Lopuke does not have free time he is always working to ensure that his family is provided for, thus he is compared to bees which are always looking for food or building their honey comb.)

c. Personification

Personification is a figure of speech whereby things or animals are described using human attributes. Personification allows writers to describe non-human objects as those that possess human like behavior or characteristics.

Examples:

- i. On that dreadful day, **the sky wept for our nation**. (When we say “the sky wept,” we are assuming that it has emotional feelings and cried which are human qualities.)
- ii. As we walked on the beach, we could see the reflection of **the moon dancing on the ocean**. (In this sentence the moon has been personified, the movement of its reflection is described as a dance which is a human characteristic.)
- iii. I could not remember the answers during the test, **all the ideas and words fled my mind**. (Ideas and words are abstract objects which have been personified and given the human attribute of fleeing meaning that the speaker could not remember them during the test.)

In pairs



1. Read the poem ‘**Lion heart**’ by Amanda Chong on pages 29-30.
2. Identify the elements of descriptive and figurative language used.
3. Discuss the purpose of each element identified.

Overview of the poem ‘Lion heart’

‘Lion heart’ is a patriotic poem in which the poet, Amanda Chong, expresses her pride for Singapore. She celebrates Singapore’s achievements since its independence from the British to now becoming one of the most developed and influential city in Asia. In this poem, Amanda Chong adores Singapore’s development and appreciates its natural beauty, maritime heritage, economic and historical success.

Glossary for the poem

Dappled	– spotty.
Sinews	– the tissue connecting muscle and bone.
Runes	– a type of lettering from old Germanic languages.
Squall	– a sudden and violent gust of wind.
Pulmonary	– a vein that transports deoxygenated blood from the heart to the lungs.
Keris	– the curved sword from the Singaporean flag.

Lion heart by Amanda Chong (1989-)

You came out of the sea,
skin dappled scales of sunlight;
Riding crests, waves of fish in your fists.
Washed up, your gills snapped shut.
Water whipped the first breath of your lungs,
Your lips' bud teased by morning mists.

You conquered the shore, its ivory coast.
Your legs still rocked with the memory of waves.
Sinews of sand ran across your back-
Rising runes of your oceanic origins.
Your heart thumped- an animal skin drum
heralding the coming of a prince.

In the jungle, amid rasping branches,
trees loosened their shadows to shroud you.
The prince beheld you then, a golden sheen.
Your eyes, two flickers; emerald blaze
You settled back on fluent haunches;
The squall of a beast. Your roar, your call.

In crackling boats, seeds arrived, wind-blown,
You summoned their colours to the palm
of your hand, folded them snugly into loam,
watched saplings swaddled in green,
as they sunk roots, spawned shade,
and embraced the land that embraced them.

Centuries, by the sea's pulmonary,
 a vein throbbing humming bumboats –
 your trees rise as skyscrapers.
 Their ankles lost in swilling water,
 as they heave themselves higher
 above the mirrored surface.

Remember yourself: your raw lion heart,
 Each beat a stony echo that washes
 through ribbed vaults of buildings.

Remember your keris, iron lightning
 ripping through tentacles of waves,
 double-edged, curved to a point-
 flung high and caught unsheathed, scattering
 five stars in the red tapestry of your sky.



Activity 2: Differences between rural and urban life

In pairs



1. Study the pictures on page 34.
2. Match each picture with the appropriate human settlement.
 - a. Write one or two sentences explaining the answer you have provided for each picture.



In groups



1. Imagine you could step into Picture A and B, what would you see, hear and feel? Tell your group members.
2. What are the differences in the things you would see, hear and feel in the pictures? Refer to the notes in Activity 1b and use the literary devices learnt to write about your experiences in each of the pictures shown above.
3. Make a model of rural and urban settlement using local materials within your surroundings.

Individually



Read the passages below.

Adapted from No Longer at Ease by Chinua Achebe

But the Nigeria he returned to was in many ways different from the picture he had carried in his mind during those four years. There were many things he could no longer recognise, and others---like the slums of Lagos--- which he was seeing for the first time.

As a boy in the village of Umuofia he had heard his first stories about Lagos from a soldier home on leave from the war. Those soldiers were heroes who had seen the great world. They spoke of Abyssinia, Egypt, Palestine, Burma and so on. Some of them had been village ne'er-do-wells, but now they were heroes. They had bags and bags of money, and the villagers sat at their feet to listen to their stories. One of them went regularly to a market in the neighbouring village and helped himself to whatever he liked. He went in full uniform, breaking the earth with his boots, and no one dared touch him. It was said that if you touched a soldier, Government would deal with you. Besides, soldiers were as strong as lions because of the injections they were given in the army. It was from one of these soldiers that Obi had his first picture of Lagos. 'There is no darkness there,' he told his admiring listeners, 'because at night the electric shines like the sun, and people are always walking about, that is, those who want to walk. If you don't want to walk you only have to wave your hand and a pleasure car stops for you.' His audience made sounds of wonderment. Then by way of digression he said: 'If you see a white man, take off your hat for him. The only thing he cannot do is mould a human being.' For many years afterwards, Lagos was always associated with electric lights and motor-cars in Obi's mind. Even after he had at last visited the city and spent a few days there before flying to the United Kingdom his views did not change very much. Of course, he did not really see much of Lagos then. His mind was, as it were, on higher things. He spent the few days with his 'country-man', Joseph Okeke, a clerk in the Survey Department. Obi and Joseph had been class-mates at the Umuofia C.M.S. Central School. But Joseph had not gone on to a secondary school because he was too old and his parents were poor. He had joined the Education Corps of the 82nd Division and, when the war ended, the clerical service of the Nigerian Government.

Joseph was at Lagos Motor Park to meet his lucky friend who was passing through Lagos to the United Kingdom. He took him to his lodgings in Obalende.

It was only one room. A curtain of light-blue cloth ran the full breadth of the room separating the Holy of Holies (as he called his double spring bed) from the sitting area. His cooking utensils, boxes and other personal effects were hidden away under the Holy of Holies. The sitting area was taken up with two armchairs, a settee (otherwise called 'me and my girl') and a round table on which he displayed his photo album. At night, his houseboy moved away the round table and spread his mat on the floor. Joseph had so much to tell Obi on his first night in Lagos that it was past three when they slept. He told him about the cinema and the dance halls and about political meetings. 'Dancing is very important nowadays. No girl will look at you if you can't dance. I first met Joy at the dancing school.' 'Who is Joy?' asked Obi who was fascinated by what he was learning of this strange and sinful new world. 'She was my girlfriend for---let's see. ...' he counted off his fingers '... March, April, May, June, July---for five months. She made these pillow-cases for me.' Obi raised himself instinctively to look at the pillow he was lying on. He had taken particular notice of it earlier in the day. It had the strange word OSCULATE sewn on it, each letter in a different colour. 'She was a nice girl but sometimes very foolish. Sometimes, though, I wish we hadn't broken up. She was simply mad about me; and she was a virgin when I met her, which is very rare here.' Joseph talked and talked and finally became less and less coherent. Then without any pause at all his talk was transformed into a deep snore which continued until the morning. The very next day Obi found himself taking a compulsory walk down Lewis Street. Joseph had brought a woman home and it was quite clear that Obi's presence in the room was not desirable; so he went out to have a look round. The girl was one of Joseph's new finds, as he told him later. She was dark and tall with an enormous pneumatic bosom under a tight-fitting red and yellow dress. Her lips and long finger-nails were a brilliant red, and her eyebrows were fine black lines. She looked not unlike those wooden masks made in Ikot Ekpene. Altogether she left a nasty taste in Obi's mouth, like the multi-coloured word OSCULATE on the pillow-case.

Some years later as Obi, newly returned from England, stood beside his car at night in one of the less formidable of Lagos slum areas waiting for Clara to take yards of material to her seamstress, his mind went over his earlier impressions of the city. He had not thought places like this stood side by side with the cars, electric lights and brightly dressed girls. His car was parked close to a wide-open storm drain from which came a very strong smell of rotting flesh. It was the remains of a dog which had no doubt been run over by a taxi. Obi used to wonder why so many dogs were killed by cars in Lagos, until one day the driver he had engaged to teach him driving went out of his way to run over one. In shocked amazement Obi asked why he had done it. 'Na good

luck,' said the man. 'Dog bring good luck for new car. But duck be different. If you kill duck you go get accident or kill man.' Beyond the storm drain there was a meat-stall. It was quite empty of meat or meat-sellers. But a man was working a little machine on one of the tables. It looked like a sewing-machine except that it ground maize. A woman stood by watching the man turn the machine to grind her maize. On the other side of the road a little boy wrapped in a cloth was selling bean cakes or *akara* under a lamp-post. His bowl of *akara* was lying in the dust and he seemed half asleep. But he really wasn't, for as soon as the night-soil-man passed swinging his broom and hurricane lamp and trailing clouds of putrefaction the boy quickly sprang to his feet and began calling him names. The man made for him with his broom but the boy was already in flight, his bowl of *akara* on his head. The man grinding maize burst into laughter, and the woman joined in. The nightsoil- man smiled and went his way, having said something very rude about the boy's mother. Here was Lagos, thought Obi, the real Lagos he hadn't imagined existed until now. During his first winter in England he had written a callow, nostalgic poem about Nigeria. It wasn't about Lagos in particular, but Lagos was part of the Nigeria he had in mind.

'How sweet it is to lie beneath a tree
 At eventime and share the ecstasy
 Of jocund birds and flimsy butterflies;
 How sweet to leave our earthbound body in its mud,
 And rise towards the music of the spheres,
 Descending softly with the wind,
 And the tender glow of the fading sun.'

He recalled this poem and then turned and looked at the rotting dog in the storm drain and smiled. 'I have tasted putrid flesh in the spoon,' he said through clenched teeth. 'Far more apt.' At last Clara emerged from the side street and they drove away. They drove for a while in silence through narrow overcrowded streets. 'I can't understand why you should choose your dressmaker from the slums.' Clara did not reply. Instead she started humming '*Che sarà sarà.*' The streets were now quite noisy and crowded, which was to be expected on a Saturday night at nine o'clock. Every few yards one met bands of dancers often wearing identical dress

or ' *aso ebi* '. Gay temporary sheds were erected in front of derelict houses and lit with brilliant fluorescent tubes for the celebration of an engagement or marriage or birth or promotion or success in business or the death of an old relative. Obi slowed down as he approached three drummers and a large group of young women in damask and velvet swivelling their waists as effortlessly as oiled ballbearings. A taxi driver hooted impatiently and overtook him, leaning out at the same time to shout: ' *Ori oda* , your head no correct!' ' *Ori oda* ---bloody fool!' replied Obi. Almost immediately a cyclist crossed the road without looking back or giving any signal. Obi jammed on his brakes and his tyres screamed on the tarmac. Clara let out a little scream and gripped his right arm. The cyclist looked back once and rode away, his ambition written for all to see on his black bicyclebag---FUTURE MINISTER.

Re-read the extract from *No longer at ease* on pages 35-38 and answer the following questions

1. From this extract, Chinua Achebe describes the soldiers to be as strong as lions. Where is their strength believed to come from?
2. Why was Joseph not able to attend secondary school?
3. Where was Obi headed to as he passed through Lagos to meet with Joseph?
4. How had Nigeria changed according to Obi?
5. In your own words, write how Obi describes Nigeria in the poem he wrote.
6. Explain why Obi had to take a compulsory walk down Lewis Street on his second day in Lagos?
7. Identify and explain the types of figurative language used by the author in this extract.

The village goes to town by J. Vijaya-Tunga

From time immemorial peasant as well as nomad have had their fairs and bazaars, where they came to barter and exchange, buy and sell. These fairs and bazaars are still, happily, a feature of the oriental scene. In the mind of the villager, the town is a bazaar, only with a more permanent group of shops. He accepts the town as a matter of course, but as far as he is aware, its effect on him is no greater than the effect of the fortnight's holiday in August for the modern city-dweller.

Our village has one or two stores, one run by an uncle of mine, the headman, another, which is part Pharmacy, and part Grocery, run by the eldest son of the village millionaire who died some time ago. However, neither the topography of the village, nor the temperament of the village folk has hitherto encouraged the development of a cluster of shops. But a mile away where the road from our village to Galle town is intercepted by the Baildegama- Udugama Road (along which you reach the Vanduramba Temple) is a regular hive of shops. Bicycles made in Birmingham lean against the shop verandahs, pedal "Singer" sewing machines of American make are being industriously and rather spectacularly worked, piles of Java sarongs, Cheviot Tweeds, cheek by jowl with dried Maldive fish, Swadeshi salted fish, Japanese enamelled wash-basins, German aluminium pails, all these draw a constantly changing, vociferous, gesticulating, throng of buyers, and someday would-be buyers. Outside on the road are groups of men—the local headmen, smelling of toddy and arrack, looking important, their naked rotund bellies proudly exposed (the sarong being tied quite low on the waist) : around these headmen, the ubiquitous henchmen and satellites, smelling only of toddy (arrack being costlier), but with a proper meekness in the very smell, and a solitary policeman from either the Police station at Nagoda or Baddegama, in his blackish blue uniform and pill-box cap, very self-conscious, trying to look both as if he were 'His Majesty's Government' and 'His Majesty's Governed'. There are other groups—of the local Beau Brummels, slender, lithe men dressed in sarongs and half-sleeved Cameesa, comparing notes about their latest fancies, or maybe, planning for a cattle- lifting, or a night's debauch ; a group of mild-looking men, advertising by their chastened demeanour and lustre-less eyes, that wife and child and the accustomed hearth awaited them and that adventure and illicit pleasure were no longer for them ; there would be loud-voiced Tamils from the nearby tea plantations, and the Tamil women, nonchalantly walking hither and thither, calling to each other across the street in their loud sing-song voices . . . This is the nearest we have to a town.

But this is more a rendezvous, and at best a place to buy luxuries. To sell—your coconuts, your areca-nuts, and your grain, you must go to Galle town. Galle, derived from Gala, - which means a resting place for cart bullocks, has always been the mart for the southern province. But nowadays Galle is not only a big mart of shops but it is also where the big people, and the White people, live, where the English schools are, where the hotels are, where the gaol is, where the "Lunatic Asylum" simply designated so by authority, is.

Thus the villager goes to town to buy, to sell, to take the train for a pilgrimage, and above all to litigate. Both -at Nagoda and at Baddegama there are Gansabhavas (Village Tribunals) presided over by an official magistrate. But the village folk

never seem to enjoy attendance at the Gansabhava with even half the zest they attend the courts at Galle. Whatever the reasons that take my village folk to Galle-, they never fail to buy. The town visitor not only buys for himself but for the stay-at-home.

The double bullock cart belonging to my headman -uncle, takes about two journeys a month to Galle, besides those journeys when it is hired specially to take a load of rubber. His carter is a squat, swarthy, muscular man from Vanduramba village. The cart starts about ten o'clock at night. All that evening the carter receives instructions from dozens of people. One housewife wants so much worth of jadee, or salted fish ; another wants one of those clay cooking pans made in Matara (a sea-side town south of Galle); a fastidious man repeats over and over the special weave of Sarong he wants; more than one want hanks of Jaffna tobacco; there are different requests from different houses for as many different kinds of sea-fish; my mother usually asks him to buy some Murunga, a long lean pithy vegetable called "Drumsticks" by White people, and some Beli. All the orders are given orally and noted down mentally.

More frequent and more popular than these cart journeys are the journeys of the villagers on foot. The distance to Galle is twelve miles, but by using certain short cuts this could be reduced to about ten. The usual method is to form a party. These parties start at early dawn before cock-crow. Generally they are mixed parties. He whose house is furthest wakes up earliest, and collects the rest of the party at those appointed houses on the way. People of those villages still further from ours start soon after midnight, so that by the time our village folk are afoot other parties are on the way. Generally "each group walks by itself but separated only by a bend of the road or by a distance no longer than a quarter of a mile. From midnight till dawn on the road to Galle is a most exhilarating experience. The air is as fresh as could be. The sun is, of course, anticipated, and there is an earnest of it ever so slight. Nothing, neither houses, nor hayricks, nor brick kilns, nor cattle in their sheds, nor fowls, nor people, nothing is quite awake yet, except the travellers. And yet nothing is quite asleep either.

Sometimes we leave the high road whose dew-sprayed dust is sweetly soft to the feet and take a short cut across the fields. These paths across fields are narrow ridges, so that everyone must walk in single file, but what is more, one must remember to keep strictly to the middle of the ridge. Halfway across the ridge you will find a stream gurgling through its sluice with half wakefulness. We plunge into the stream, raising our Sarongs above our knees, and wade through with unhastened steps, enjoying the feel of the water as it swirls around our legs.

Presently the short cut leaves the fields and goes through a steep jungle. Here are numerous small rocks, right in the middle of the path, but the path has been trodden so close to the rocks, that they seem so friendly. Even in the half light one could see that each rock was aware of your going past. When you know them, rocks can be very lively and friendly. A rock is really an eye of nature. A rock is all eye. It is limbless. Once you make it open its eye it keeps it open ever after. But only you who help it to open its eye by your friendliness know this.

We emerge from the jungle foot-path into the high road once more, but on either side of the road are strange tall trees, sentinel-wise, their identity lost in a shimmer of darkness and light. It is curious, but it is true, walking along that forest-edged road in the early dawn, each traveller falls into a silence, as it were in response to a command, or a suggestion of an affinity. After the chatter that kept us company crossing the field this sudden silence is almost a phenomenon, as distinct as the vibrating silence of the forest.

Each of us seems to forget the fuss and preparations of the journey, its purpose and errands. Those items, one, two, three, four, that are to constitute our purchases have receded into a limbo of their own. Thus walk on, the village going to town, walking through an ancient forest that was there when our ancestors first plunged through it going out to make for themselves a new village. Somewhere ahead of us a cock crows!

(Adapted from The Spectator Archive, March 1935)

Re-read the passage *The village goes to town* and answer the following questions

1. From the passage, why do you think the author titled it, The village goes to town?
2. Why are the short cuts across the fields narrow ridges?
3. What makes the walk down the road to Galle an exhilarating experience from midnight till dawn?
4. Write two reasons from the passage that make the villagers go to Galle every other month.
5. In a few words, describe the villagers journey to Galle.
6. Explain why the author describes the rocks in the steep jungle as, 'an eye of nature.'
7. Identify and explain the types of figurative language used by the author in this passage.

In groups



1. Summarise the key points from the two passages.
2. Compare and contrast the depiction of the city and village from the two stories.
3. How is it similar to the cities in South Sudan?

Individually



1. Re-read the two passages on pages 35-41.
2. Using illustrations from the two stories, write an essay discussing the characteristics of city dwellers through the eyes of the villagers.
3. Refer to the format provided below to guide you in writing your essay.

Here is a format on how to organise your essay

The introduction

The introduction is the first part of your essay and is supposed to be captivating and gain the interest of the reader. As the first part of the essay, the introduction should contain a thesis statement that provides the reader with an overview of what your essay is about. The thesis statement is one statement that shares the main idea of the essay.

The body

The body is the main part of the essay and contains at least three paragraphs. Each paragraph has a particular point or argument that is related to the thesis statement. There must be a main sentence in a paragraph that supports the arguments presented. Transition from one paragraph to the next as you connect the arguments in each paragraph together. A smooth transition of your ideas makes the essay flow in an interesting manner.

The conclusion

The conclusion summarises the main idea of an essay. In the conclusion you are expected to discuss your stand point from the entire essay. Conclude your essay by proofreading your work. Proofreading involves checking for spelling mistakes, grammar and sentence fluency.



Activity 3: Listen, engage and learn

Introduction

In this activity you are required to attentively listen to a community leader. The community leader will talk about the development projects in South Sudan and how they benefit the people of South Sudan. You will further prepare your own questionnaires and interview the community leader about the development projects they have spoken about.

In pairs



1. Read and discuss the notes below.
2. Discuss the sample of questionnaire provided after the notes.

Questionnaire design

Questionnaires act as a tool that assists students in writing a research paper and can be used to collect data and information for your topic of interest. A good questionnaire design aims at assisting the researcher to gain a better understanding of the subject or test specific hypotheses previously made about the subject. Questionnaires are divided into two types: open-ended and closed-ended.

i. Open ended questionnaires

Open-ended questions are designed to persuade the subject to provide the interviewer with full and meaningful insight of the topic being discussed according to their own knowledge. Therefore the subject is expected to fully express themselves according to the questions asked. Open-ended questions are in most instances statements which indirectly calls for an answer. Look at some of the open-ended questions provided below.

Examples:

1. Talk to me about what you love about your country.
2. Tell me about some of the government projects.
3. What are your thoughts about the water project in your village?

ii. Closed-ended questionnaires

These type of questionnaire design encourages the respondent to provide single worded answers. Unlike open-ended questions, closed-ended questions tend to

be less objective and more leading for the respondent. Below are some examples of closed-ended questions.

Examples:

1. Do you like the government projects?
2. Which is your favourite development project?
3. Where is the water project located in your village?

Here are some tips to have in mind when preparing a questionnaire design.

- a. The questions should be easy to answer and do not threaten the respondent's social, emotional or physical wellbeing. The first question is important since it introduces the respondent to the interview or discussion. If they find the first question difficult the subject may be discouraged to continue or lack interest with the discussion. On the other hand if they find the opening question easy, the respondent is eager to proceed with the discussion in a pleasant manner.
- b. The questions should follow some kind of systematic order which are supposed to naturally lead the subject to the next question. For instance, questions that reflect upon a specific topic should be grouped together. Otherwise the respondent may be confused if the interviewer keeps shifting from one topic to another.
- c. The questionnaire design should include a variety of questions based on their topic. Respondents may easily be bored or become restless if they are made to answer the same question over and over again. This way the interviewer is able to gather as much information from the respondent as possible. Including cards or pictures during this process, improves the responses from the subject since this can vary their pace and also stimulate their interest.

Here is a sample of a questionnaire

Upper division student survey

The Department of European Languages and Literatures is conducting a self-study in order to improve its program in South Sudan. This questionnaire is divided into two parts and focuses on gathering information from students.

Part I

Please circle a response for each question. If two responses apply, circle both. Once you are done please submit your complete questionnaires to the Language Department in your school.

Underline the European Languages and Literatures (ELL) you are currently taking.

(French, German, Italian, Modern Greek, Russian)

1. What is your class standing?
 - a) non-matriculated
 - b) Upper primary
 - c) Secondary 1-2
 - d) Secondary 3-4
 - e) Graduate
3. Do you take day or evening classes?
4. The time demands for the homework of a typical ELL course (French, German, Italian, Modern Greek, Russian) at the Secondary 1-2 or Secondary 3-4 level are
 - a) Less than 2 hours per week
 - b) Between 2 and 5 hours per week
 - c) Between 5 and 10 hours per week
 - d) Between 10 and 15 hours per week
5. The assignments in ELL classes (French, German, Italian, Modern Greek, Russian) are
 - a) Relevant to the objectives of the course
 - b) Help me grow intellectually
 - c) Not relevant to the objectives of the course
 - d) There are no assignments
 - e) Excessive

Part 2

This part requires you to express yourself appropriately in reference to the question asked.

1. Why were you interested in taking an ELL class?

2. In what way are foreign ELL teachers helpful?

3. How would you evaluate the quality of ELL courses?

4. Taking an ELL class is seen as an opportunity to expand ones career in Europe. How is this applicable to you?

As a class



1. Listen to a community leader as he or she talks about the developments taking place in their areas.
2. Prepare a questionnaire about the development projects the community leader spoke to you about.
3. Ask the community leader the questions you prepared about the development projects.
4. Summarise the issues faced by rural and urban communities mentioned by the community leader.

In groups



1. Refer to the notes above on preparing questions and prepare a questionnaire that will assist you to find out some of the issues surrounding rural and urban areas in South Sudan.
2. Use the questionnaire you have prepared and interview members of your community. In your interview include your school mates, teachers, parents and neighbours. This will assist you to gather as much information as possible.
3. Write an essay discussing the issues you have identified from your research.



Activity 4: Writing an informal letter

Individually



1. Read the sample of an informal letter provided below.
2. Follow the format used and write a letter to your friend abroad describing your home. In your letter tell your friend about some of the rural or urban features found within your neighbourhood.

Guidelines on writing an informal letter

1. An informal letter is one that you write to your friend or relative.
2. In an informal letter you only include your address, the date of when you are writing the letter and salutations like 'Dear Mary'.
3. In an informal letter you address the recipient with their first name.
4. The contents of your letter do not have to be official. For example, words can be abbreviated, you can use pet names, slang or one's local language.
5. End your letter by signing off with your signature and name.

Sample of an informal letter

Dear Opi,

How are you? I am in Juba! I am still in awe of how different it is compared to the village. My siblings and I always dreamt about seeing this nice city. We currently reside at the Thong Ping Junction.

There are a lot of busy market places and beautiful diplomatic buildings here. Apart from Juba town, there is Malakia. It is a busy commercial area, where baba has started trading. We have already visited Malakia. It has a number of shops and NGO offices. This is so different compared to the small markets we are used to back at the village. By the way Juba University is close to Malakia and baba is always urging us to work hard in school so as to go to university.

We are really excited to be living here now. I will write back to you once I start school next week and tell you all about it.

Best wishes,

Narot.



Activity 5: Development in your country



As a class

1. Read the article below.
2. Discuss some of the ways in which people from your community have used the available resources and issues affecting them to develop their social and economic wellbeing.

Linking Peace with Development in South Sudan's Lakes Region

The article below highlights the role the Local Governance and Service Delivery (LGSDP) has played in promoting development projects in South Sudan.

Story highlights

- The Local Governance and Service Delivery Project is reducing violence and loss of life by promoting conflict resolution.
- The project encourages community participation in local government planning and implementation.
- Using a community development approach, the project helps people identify their priorities for security and development.

Rumbek Town, South Sudan, August 07, 2017—In 2016, when his brother was killed, Stephen Makoi's reaction was not what people expected it might be. Makoi went to the killer's house, asked for a glass of water, and had a chat with him, something that he continued to do for several more days. His actions confused and frustrated not only his grieving family, which wanted revenge, but also the killer's clan, which grew suspicious of his intentions.

Makoi hails from Amongpiny Payam, one of the areas of South Sudan where inter-communal conflict has resulted in thousands of deaths and much suffering. His response to his brother's murder was his way of restraining his own clan from retaliating, thus preventing further bloodshed. It also facilitated the suspect's eventual detention by law enforcement agents, allowing a normal judicial process to take place. "I did this because I wanted to teach my people we can handle such things differently," Makoi explains.

"It was not easy," he adds.

Makoi credits the nature of his intervention to his involvement with the World Bank Group Local Governance and Service Delivery Project (LGSDP), which was designed to strengthen local governance. By using a Community-Driven Development (CDD) approach, the project integrates governance, service delivery, and peacebuilding and community participation.

Makoi admits that, at first, his decision not to seek revenge made it hard for him to be taken seriously in his capacity as elected chair of his Payam (community) for Rumbek Central County.

However, Jonas Njelango, the Project Manager with ACROSS, the bank's partner in this project, has observed the transforming effect the project has had on the dynamics of conflict. Njelango believes perceptions and behavior are gradually shifting away from conflict as participation in local development grows. "The fact that this issue did not escalate into conflict is, in itself, a big deal," he says.

Peaceful planning

Launched in 2013, the LGSDP is implemented in seven of ten of the original states of South Sudan. In the former Lakes State, it operates in what was Rumbek East, Yirol West, Wulu, and Rumbek Central counties.

The local governance and service delivery project means communities take part in planning at Payam and Boma (county) levels. This allows committees to identify their priorities in terms of the development projects they want, which are mainly small infrastructure projects funded through Payam Grants and subsequently integrated into county development plans and budgets.

But the process also serves to support conflict resolution.

"What we have learned is that the way people prioritise their needs cannot just be done at random," says Makoi. "People must debate and vote for what they want. This formula has helped our communities deal with many issues in a peaceful and constructive way."

The LGSDP program typically kicks-off with events where communities analyse the roots of their conflicts, and identify their local resources, before prioritising their development needs. The recurrence of communal conflict in South Sudan makes conflict mapping essential to local government planning.

"When we carry out conflict analysis, we start by asking them about the issues that affect their community," says John Malou, Rumbek Project Officer for the

LGSDP with ACROSS. “They respond by initially listing many problems driving conflict, such as livestock thefts, the elopement of girls, and armed robberies. After this, we take them through deeper analysis, where they isolate key drivers of conflict and suggest ways of addressing them.”

Security priorities that emerged from the LGSDP methodology were presented to policymakers at the Joint Governor’s Forum in November 2016.

In keeping with community demands for the reduction in guns, the forum resolved to encourage the voluntary disarmament of civilians. “The voices for disarmament have come from communities themselves,” Malou says.

Pamba Emmanuel, the Lakes Project’s State Coordinator, says many people are no longer armed. Community engagement is also promoting interdependency and interaction, says Pamba, who sees perceptions shifting from the violence and revenge killings that had uprooted many families.

“We strongly link our development activities to the need for a peaceful environment,” he says. “With community engagement, some communities got to interact with each other for the first time. This has allowed them to have a unanimous voice with respect to the type of services they want.”

James Biith, a local development committee chairperson in Jiir Payam, says that before LGSDP, three Payams—Amongpiny, Jiir, and Matangai—were constantly fighting. “For a long time, we could not come together and sit next to each other like this,” he explains. “You could not even sit for 15 minutes without hearing gunshots. The project talked to all of us equally and eventually brought us together.”

(Adapted from, The World Bank - Feature Story August 7, 2017)

In pairs

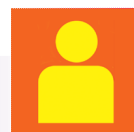


1. Use the internet, magazines, journals or watch videos on past and present development projects in South Sudan. You can also gather more information from a resource person in your area.
2. Prepare questionnaires to assist you interview your teacher, parents or guardians to tell you how the development projects have benefitted South Sudan.
3. List down your findings and compare them.



Activity 6: Report writing

Individually



1. Use the research you carried out in Activity 5 to write a report.
2. The report should appear in the style of a project proposal.
3. Use the format given page 48-49 to write your report.

Guidelines on writing a report

1. **Title page** – includes the subject of the report, who you are writing the report for, your name and submission date.
2. **Abstract** - an abstract should include:
 - a. why you are writing the report i.e. the question you are answering or the problem you seek to solve,
 - b. how you carried out the study,
 - c. your findings,
 - d. the importance of your findings,
 - e. Be specific to give the reader a good understanding of the key points. The abstract should be on a separate page.
3. **Table of contents** - it should be on a separate page. It aids in finding specific information and shows the organisation of the information and the topics tackled.
4. **Introduction** - has three major points.
 - a. The background information describes events leading up to the existing situation. What projects have already been done and why the project or study is necessary.
 - b. Purpose of the study defines what the project aims to attain.
 - c. Scope covers limitations encountered such as cost and time.
5. **Body** - is the report's major section. Arrange your information in the order of importance. Build up your arguments using a series of logical arguments. This way you capture the attention of the reader as you capture their attention leading them most important point.
6. **Conclusion** - links the rest of the report, highlight the most important parts of your report and draw the main points.
7. **Recommendations** - are what the government or other stakeholders need to do in order to make the proposed project successful.

Here is a sample of a report

Title Page

Project Title: Solar panel development project and how it will improve the rural lives.

Name of project director: Kiden Okongo

Submission date: 12 January, 2017

Tables of contents

Abstract	1
Introduction	2
Body	3
Proposed goal	3
Target population and implementation plan	3
Conclusion	4
Recommendations	5

Abstract

The purpose of this report is to present the solar development project which aims at solving electricity problems in the rural areas of South Sudan. The study was carried out by giving out questionnaires that were filled by volunteer respondents. The process was conducted by interviewing some of the residents of the rural areas in South Sudan.

The research findings indicated shortage of electricity supply in the rural areas. These findings led creation of this development project which will spearhead the installation of solar panels in the rural areas.

Introduction

Currently, most residents of the rural and even some in urban areas lack electricity supply. This has led to the birth of this idea so as to fill the gap by supplying solar generated electricity to various homes.

2

Body

Proposed goal and objectives

The project will require several pieces of land in various regions to setup the solar panels. 1000 solar panels will be purchased alongside other cables required for the connection of electricity to various homes. This is to ensure connection of as many homes as possible to electricity.

The shopping centres will also be lit and this will ensure business operate for longer hours. Lighting of dispensaries and schools will improve medical services and improve education respectively.

Target population and implementation plan

The installation of electricity will reduce crime rates in rural areas as there will be streetlights and security lights in homes to prevent theft. The project faces several challenges such as lack of adequate funds to purchase the solar panels, lack of enough skilled manpower to set up the panels and challenges in identifying reliable cable suppliers required for the establishment of the project.

3

Conclusion

The solar development project will be of great benefit to the citizens of South Sudan as it will provide solar generated electricity to several homes that have no access to electricity.

1000 solar panels will be purchased and installed in order to supply electricity. Availability of electricity might lead to development of more businesses and other self-employment opportunities.

4

Recommendations

The government of South Sudan should support and even sponsor other projects aimed at improving the lives of its citizens. This will reduce rural-urban migration.

5



Activity 7: Writing a formal letter

A formal letter is one that you write to an official person, the government, a business or an organisation.

Individually



1. Read the sample of the formal letter provided on page 52.
2. Follow the format used and write a formal letter to the government.
3. In your letter give reasons for your chosen project and the benefits it would bring to the country.

Guidelines for writing a formal letter

1. In a formal letter you include both your address and that of the person you are writing to, the leadership position held by the recipient, the date of when you are writing the letter and salutations like 'Dear sir/madam' using their surname. If the recipient of your letter is unknown, 'To whom it may concern' can be used as the appropriate salutation.
2. If you know the name of the recipient you can address them as 'Dear Mr/Ms/Mrs'
3. The contents of your letter have to be official. Use official language without mixing terms, be polite with a professional tone. For instance, you cannot use slang, mother tongue or local language known to a few. The national language is most preferred. Additionally, bullets or numbered points can be used to make your points clearer. Moreover, a business letter should make it clear about what is being requested, or what action the writer would like the recipient to take.
4. End your letter by signing off with your signature and name.
5. If the letter begins with "Dear Sir," "Dear Madam," or "Dear Sir/Madam," or "To whom it may concern" the closing should be "Yours faithfully". If the letter begins with a personal name, e.g. "Dear Mr. Bol," "Dear Mrs. Akello," or "Dear Ms. Keji," it should be "Yours sincerely".
6. A formal letter must contain a subject. The subject informs the recipient beforehand about the contents of the letter and often begins with the abbreviation '**Re**' which stands for '**Reference**'. For example: Re: Application for the job vacancy at OCD.

Here is a sample of a formal letter

Taban Wani,
Magwi Secondary School,
P.O Box 735,
Juba, South Sudan.

19/11/2017

The Government of South Sudan,
Ministry of Housing and Physical Planning,
P.O Box 1725,
Juba, South Sudan.

Dear Sir/Madam

Re: Solar Panel development project

I would like to begin by thanking you for your support on all the crucial developments that have improved the lives of the citizens of this country.

I write to seek your support in the implementation of a development idea. The project will involve the bulk purchase and set up of solar panels which are aimed at providing electricity in the rural areas of South Sudan. As a result an estimate of 3000 homes will be able to access electricity supply. The project will also create job opportunities for a number of youths. I have carefully considered the idea and I am convinced that it will be of great benefit to the people of South Sudan.

Thank you for taking your time to read my letter. I look forward to the government's approval for the purchase and installation of 400 solar panels.

Yours faithfully,

Signature
Taban Wani.



Activity 8: Creative writing

Individually



1. Re-read the story 'The village goes to town' in Activity 2, page 38-41.
2. Write a story about someone from rural area who came to live in the urban area or someone from urban area who moved to rural area. You can capture the following points:
 - i. Who is the person? Describe their character and their appearance.
 - ii. Where did the person move from?
 - iii. Where did the person move to?
 - iv. Why did the person move?
 - v. What was the experience like?
 - vi. What is your conclusion on their migration? How did the person feel about moving? Did their re-location change their lives either positively or negatively?



Activity 9: Identify the mistakes

Individually



1. Identify the grammatical and factual mistakes in the paragraph on page 57.
2. What changes do you have to make to correct the paragraph?
3. Re-write the paragraph after correcting the mistakes.
4. Present your answers to your class.

Read the paragraph below

There are more job opportunities in the rural areas due to industrialisation. The good facilities in the urban areas are as a result of the low population. Most people live in the urban areas due to the ease of access to health care, quality education and availability of job opportunities due the urbanisation. Rural areas are unsuitable due to the presence of dumpsites, open sewages, pollution from the factories and motor vehicles. A lot of people move to the rural areas in search of job opportunities and market for their products. Industrialization has led to increased in pollution, leading to climate change and death of aquatic life.



Activity 10: Language practice

Present perfect continuous tense

We use the present perfect continuous tense to show that something started in the past and has continued up until now. “For seven minutes,” “for three weeks,” and “since Wednesday” are all durations which can be used with the present perfect continuous tense.

[has/have + been + present participle]

Examples:

- They **have been waiting** here for two hours.
- **Have** they **been waiting** here for two hours?
- They **have not been waiting** here for two hours.

Examples:

- They **have been talking** for the last hour.
- She **has been working** at that company for three years.
- What **have** you **been doing** for the last 30 minutes?
- Acholi **has been teaching** at the university since June.
- We **have been waiting** here for over two hours!
- Why **has** Nakai **not been taking** her medicine for the last three days?

Use of *recently* and *lately*

You can also use the present perfect continuous without a duration such as “for two weeks.” Without the duration, the tense has a more general meaning of “lately.” We often use the words “lately” or “recently” to emphasize this meaning.

Examples:

- Recently, I **have been feeling** really tired.
- She **has been watching** too much television lately.
- **Have** you **been exercising** lately?
- Narot **has been feeling** a little depressed.
- Taban **has not been practicing** his English.
- What **have** you **been doing**?

Practice exercise 1

Complete the conversation below by filling in the blanks

1. Kenyi: Oh, your favourite actor is on TV.
Wani: He is very talented. I think I _____ (see) all his films.
2. Mr. Duku: Sorry I'm late, Mrs. Janga. I hope you _____ (not wait) for a long time.
Mrs. Janga: No, that is all right. I _____ only just _____ (get) here.
3. Mama: John! You are dirty! What _____ (you/do)?
Odong: I _____ (play) football. I will go and take a bath.
4. Akumu: That is enough beer, Deng. You _____ (drink) since we got here.
Deng: You are exaggerating. I _____ only _____ (have) about six bottles.
5. Opi: Your new friend is really nice. When _____ you _____ (meet) her?
Narot: Well, we _____ (know) each other for ages but we only _____ (start) going to the same school.
6. Kiden: The service in this restaurant is really slow! We _____ (sit) here for thirty minutes.
Bol: I know, and look - the waiter is serving the people at that table, and I'm sure they _____ (come) in after us.
7. Nakai: _____ you _____ (finish) that book I lent you yet? You _____ (read) it for ages.
Keji: Yes, I _____ (finish) it last night. I will return it tomorrow.

Glossary

Commercial

- related to buying and selling of things.

Development project

- an activity planned with a specific goal in mind and accomplished in various steps.

Human settlement

- places or areas where people come to live.

Industrialisation

- a process of social and economic transformation to an industrial state.

Migration

- an instance of moving to another place for a while.

Pollution

- damage caused to the environment.

Population

- the people living within a political or geographical boundary.

Rural

- pertaining to non-urban areas, such as villages or towns in the countryside.

Urban

- characteristic of city life/related to the city.

Urbanisation

- the process of the formation and growth of cities.



Activity 1a: Definitions



As a class

1. Read and compare the descriptions given below of climate change.
2. Discuss your understanding of the term climate change using the definitions given.

- i. The changes that take place globally or regional due to the variations in weather patterns over a long period of time.
- ii. The long term changes that occur as a result of the increase in the average atmospheric pressure which influences the earth's climate.
- iii. The United Nations Framework Convention on Climate Change (UNFCCC) describes it as the changes in climate patterns that occur as a result of direct or indirect human activities which interfere with the composition of the global atmosphere.

In pairs



1. Read the words provided below.
2. Define the words that you are already familiar with to your partner.

Climate change, weather conditions, seasons, human activity, environment, atmosphere, global, region, global warming, greenhouse effect, drought, floods, hurricane and storms.

3. Use your dictionary to discuss the meaning of the words with which you are not familiar.
4. Construct sentences using each of the words. Write the sentences in your exercise books. Read the sentences with your partner and present them to the rest of the class.



Activity 1b: Key inquiry questions



As a class

Read and discuss the questions below.

Key inquiry questions

1. What is the evidence of climate change?
2. What are the probable causes of climate change?
3. What is being done around the world to prevent it?
4. What part can we play in combatting climate change?



Activity 2: Read about the evidence of climate change



In groups

1. Read the article below by Kate Ravilous.
2. Discuss the writer's views on global warming. Do you agree or disagree with the writer.

Climate change: The Fact by Kate Ravilous

The subject of global warming has become impossible to ignore. But what are its implications? And is mankind really to blame?

Twenty years ago global warming was a fringe subject - it seemed preposterous that we could be having an effect on the Earth's climate. Today global warming has become a political hot potato and the majority of scientists agree that it is a real phenomenon and here to stay.

What is global warming?

Extra carbon dioxide in the atmosphere enhances a natural process known as the greenhouse effect. Greenhouse gases, such as carbon dioxide, absorb heat and release it slowly. Without this process, Earth would be too cold for life to survive.

Over the past 200 years mankind has increased the proportion of greenhouse gases in the Earth's atmosphere, primarily by burning fossil fuels. The higher levels of greenhouse gases are causing our planet to warm - global warming.

Is global warming really caused by humans?

Since 1958 scientists at the Mauna Loa Observatory in Hawaii have taken continuous measurements of atmospheric carbon dioxide. The levels go up and down with the seasons, but overall they demonstrate an inexorable rise. In 1959 carbon dioxide concentrations were 316 parts per million by volume (ppmv). By 2000 they were 369ppmv - a 17% rise. Today they are around 385ppmv and show no sign of slowing.

Bubbles of gas from ice cores and the chemical composition of fossil shells provide us with a record of atmospheric carbon dioxide going back millions of years. There have been warm periods in the past where carbon dioxide was at levels similar to those seen today. However, the rate of change that we see today is exceptional: carbon dioxide levels have never risen so fast.

Accompanying this rapid increase in carbon dioxide we see a rise in average global temperatures. Warming in the past 100 years has caused about a 0.8C increase in global average temperature. Eleven of the 12 years in the period 1995-2006 rank among the top 12 warmest years since 1850.

There is little doubt that humanity is responsible for the rapid rise in carbon dioxide levels. The rise in temperatures that has accompanied our fossil fuel addiction seem too much of a coincidence to be just chance. Most people now agree that our actions are having an effect on Earth's climate.

How hot will it get?

Estimates from some of the world's best climate scientists - the Intergovernmental Panel on Climate Change (IPCC) - suggest that the average global temperature will have risen between 2.5C and 10.4C by 2100.

Whether it will be the lower or upper end of this estimate is unclear. Currently, oceans and trees are helping to mop up some of the heat by absorbing carbon dioxide, but eventually they will reach capacity and be unable to absorb

more. At this point the atmosphere will take the full load, potentially pushing temperatures sky high.

Is it just carbon dioxide we need to worry about?

No. Carbon dioxide is just one of a number of greenhouse gases, which include water vapour, methane, nitrous oxide and ozone. Livestock farming (farting cows) and rice paddy fields (rotting vegetation) have contributed to higher levels of methane in the atmosphere. Current levels of methane are about 1,774 parts per billion volume (ppbv) - a 150% increase since pre-industrial times.

What is more, methane has a nasty sting in its tail. Although it only hangs around in the atmosphere for about 10 years, it is far more potent as a greenhouse gas, trapping about 20 times as much heat as carbon dioxide.

(Adapted from The Guardian International Edition, 2008)

In pairs



1. Refer to the notes on Unit 2, Activity 1b page 27 and analyse the language used by Kate Ravilous in the article 'Climate change: The Facts.'
2. Discuss how the writer has effectively used language techniques in her article.

In pairs



1. *Read the passage below.*

Climate change has negative effects on the natural and physical environment. Climate change is commonly linked to the rapid increase in global temperature which is currently at 1.1° (Degrees Celsius). This is due to the increase in Carbon Dioxide emissions into the atmosphere and other gas emissions from industries or exhaust fume pipes from vehicles. Global warming is believed to have begun 35 years ago and has slowly progressed. The increase in global temperature has led to the warming of large water bodies such as oceans which are constantly absorbing the heat. Since 1969, 700 Metres of the oceans have heat up to 0.302 degree Fahrenheit. As a result, Greenland and Antarctic ice sheets have drastically decreased in mass leading to the loss of life of inhabitants like polar bears, seals, fish and penguins.

The glaciers around the world are disappearing as is evident on Mount Kilimanjaro snowcap. There has been increase in the sea level due to mass melting of ice. Emission of Carbon Dioxide and other harmful gases into the atmosphere, has led to the acidification of the ocean which contributes to the production of acid rain. Satellite observations show that the amount of spring snow cover in the Northern Hemisphere has decreased over the past five decades and the snow is melting. Climate change has also brought about some extreme events for example in the United States where there has been experience of intense rainfall events and also cases of storms.

According to the African Development Bank, the effects of climate change in Africa is 10% higher compared to Europe, Asia and America. The government of South Sudan together with international policy makers have identified climate change risks as a major issue that make the country vulnerable. Even though the country's activities have minimal impact on the weather patterns, its economic and environmental position expose it to the threats associated with climate change. Research reveals that global warming will be felt two and a half times more in South Sudan compared to other countries.

Despite the anticipated risks associated with climate change in South Sudan, the government continues to intensify its efforts in reducing the highlighted risks. In 2016, the government of South Sudan launched the National Adaptation Programmes of Action (NAPA) to Climate Change. The program aims at improving South Sudan's efforts in lessening the impacts of climate change in the country. The government is closely working with international agencies such as the UN, non-governmental organisations and national and regional donors. NAPA focuses on empowering vulnerable communities in South Sudan and empower them by funding community development programs. The development programs prepares the current and future generations in South Sudan for the risks associated with climate change.

Individually



1. Imagine you are living in a world whereby there are no policies fighting against activities that promote climate change.
2. Write a descriptive essay talking about how the future would look like in such a world.



Activity 3: Read and review

In pairs



1. Read the story below.
2. Discuss with your partner what the story is about, the writing style and approach of the writer on the issue being addressed.

Okonkwo did not have the start in life which many young men usually had. He did not inherit a barn from his father. There was no barn to inherit. The story was told in Umuofia, of how his father, Unoka, had gone to consult the Oracle of the Hills and the Caves to find out why he always had a miserable harvest. The Oracle was called Agbala, and people came from far and near to consult it. They came when misfortune dogged their steps or when they had a dispute with their neighbours. They came to discover what the future held for them or to consult the spirits of their departed fathers.

The way into the shrine was a round hole at the side of a hill, just a little bigger than the round opening into a henhouse. Worshippers and those who came to seek knowledge from the god crawled on their belly through the hole and found themselves in a dark, endless space in the presence of Agbala. No one had ever beheld Agbala, except his priestess. But no one who had ever crawled into his awful shrine had come out without the fear of his power. His priestess stood by the sacred fire which she built in the heart of the cave and proclaimed the will of the god. The fire did not burn with a flame. The glowing logs only served to light up vaguely the dark figure of the priestess.

Sometimes a man came to consult the spirit of his dead father or relative. It was said that when such a spirit appeared, the man saw it vaguely in the darkness, but never heard its voice. Some people even said that they had heard the spirits flying and flapping their wings against the roof of the cave.

Many years ago when Okonkwo was still a boy his father, Unoka, had gone to consult Agbala. The priestess in those days was a woman called Chika. She was full of the power of her god, and she was greatly feared. Unoka stood before her and began his story.

“Every year,” he said sadly, “before I put any crop in the earth, I sacrifice a

cock to Ani, the owner of all land. It is the law of our fathers. I also kill a cock at the shrine of Ifejioku, the god of yams. I clear the bush and set fire to it when it is dry. I sow the yams when the first rain has fallen, and stake them when the young tendrils appear. I weed --

I"; "Hold your peace!" screamed the priestess, her voice terrible as it echoed through the dark void. "You have offended neither the gods nor your fathers. And when a man is at peace with his gods and his ancestors, his harvest will be good or bad according to the strength of his arm. You, Unoka, are known in all the clan for the weakness of your machete and your hoe. When your neighbours go out with their axe to cut down virgin forests, you sow your yams on exhausted farms that take no labour to clear. They cross seven rivers to make their farms- you stay at home and offer sacrifices to a reluctant soil. Go home and work like a man."

Unoka was an ill-fated man. He had a bad chi or personal god, and evil fortune followed him to the grave, or rather to his death, for he had no grave. He died of the swelling which was an abomination to the earth goddess. When a man was afflicted with swelling in the stomach and the limbs he was not allowed to die in the house. He was carried to the Evil Forest and left there to die. There was the story of a very stubborn man who staggered back to his house and had to be carried again to the forest and tied to a tree. The sickness was an abomination to the earth, and so the victim could not be buried in her bowels. He died and rotted away above the earth, and was not given the first or the second burial. Such was Unoka's fate. When they carried him away, he took with him his flute.

With a father like Unoka, Okonkwo did not have the start in life which many young men had. He neither inherited a barn nor a title, nor even a young wife. But in spite of these disadvantages, he had begun even in his father's lifetime to lay the foundations of a prosperous future. It was slow and painful. But he threw himself into it like one possessed. And indeed he was possessed by the fear of his father's contemptible life and shameful death.

There was a wealthy man in Okonkwo's village who had three huge barns, nine wives and thirty children. His name was Nwakibie and he had taken the highest but one title which a man could take in the clan. It was for this man that Okonkwo worked to earn his first seed yams.

He took a pot of palm-wine and a cock to Nwakibie. Two elderly neighbours were sent for, and Nwakibie's two grown-up sons were also present in his obi. He presented a kola nut and an alligator pepper, which were passed round for all to see and then returned to him. He broke the nut saying: We shall all

live. We pray for life, children, a good harvest and happiness. You will have what is good for you and I will have what is good for me. Let the kite perch and let the eagle perch too. If one says no to the other, let his wing break.”

After the kola nut had been eaten Okonkwo brought his palm-wine from the corner of the hut where it had been placed and stood it in the centre of the group. He addressed Nwakibie, calling him “Our father.”

“Nna ayi,” he said. “I have brought you this little kola. As our people say, a man who pays respect to the great paves the way for his own greatness. I have come to pay you my respects and also to ask a favour. But let us drink the wine first.”

Everybody thanked Okonkwo and the neighbours brought out their drinking horns from the goatskin bags they carried. Nwakibie brought down his own horn, which was fastened to the rafters. The younger of his sons, who was also the youngest man in the group, moved to the centre, raised the pot on his left knee and began to pour out the wine.

The first cup went to Okonkwo, who must taste his wine before anyone else. Then the group drank, beginning with the eldest man. When everyone had drunk two or three horns, Nwakibie sent for his wives. Some of them were not at home and only four came in.

“Is Anasi not in?” he asked them. They said she was coming. Anasi was the first wife and the others could not drink before her, and so they stood waiting.

Anasi was a middle-aged woman, tall and strongly built. There was authority in her bearing and she looked every inch the ruler of the womenfolk in a large and prosperous family. She wore the anklet of her husband's titles, which the first wife alone could wear.

She walked up to her husband and accepted the horn from him. She then went down on one knee, drank a little and handed back the horn. She rose, called him by his name and went back to her hut. The other wives drank in the same way, in their proper order, and went away.

The men then continued their drinking and talking. Ogbuefi Idigo was talking about the palm-wine tapper, Obiako, who suddenly gave up his trade.

“There must be something behind it,” he said, wiping the foam of wine from his moustache with the back of his left hand. “There must be a reason for it. A toad does not run in the daytime for nothing.”

“Some people say the Oracle warned him that he would fall off a palm tree and kill himself,” said Akukalia.

“Obiako has always been a strange one,” said Nwakibie. “I have heard that many years ago, when his father had not been dead very long, he had gone to consult the Oracle. The Oracle said to him, ‘Your dead father wants you to sacrifice a goat to him.’”

Do you know what he told the Oracle? He said, ‘Ask my dead father if he ever had a fowl when he was alive.’ Everybody laughed heartily except Okonkwo, who laughed uneasily because, as the saying goes, an old woman is always uneasy when dry bones are mentioned in a proverb. Okonkwo remembered his own father.

At last the young man who was pouring out the wine held up half a horn of the thick, white dregs and said, “What we are eating is finished.”

“We have seen it,” the others replied. “Who will drink the dregs?” he asked.

“Whoever has a job in hand,” said Idigo, looking at Nwakibie’s elder son Igwelo with a malicious twinkle in his eye.

Everybody agreed that Igwelo should drink the dregs. He accepted the half-full horn from his brother and drank it. As Idigo had said, Igwelo had a job in hand because he had married his first wife a month or two before. The thick dregs of palm-wine were supposed to be good for men who were going in to their wives.

After the wine had been drunk Okonkwo laid his difficulties before Nwakibie.

“I have come to you for help,” he said. “Perhaps you can already guess what it is.

I have cleared a farm but have no yams to sow. I know what it is to ask a man to trust another with his yams, especially these days when young men are afraid of hard work. I am not afraid of work. The lizard that jumped from the high iroko tree to the ground said he would praise himself if no one else did. I began to fend for myself at an age when most people still suck at their mothers’ breasts. If you give me some yam seeds I shall not fail you.”

Nwakibie cleared his throat. “It pleases me to see a young man like you these days when our youth has gone so soft. Many young men have come to me to ask for yams but I have refused because I knew they would just dump them in the earth and leave them to be choked by weeds. When I say no to them they think I am hard hearted. But it is not so. Eneke the bird says that since men

have learned to shoot without missing, he has learned to fly without perching. I have learned to be stingy with my yams. But I can trust you. I know it as I look at you. As our fathers said, you can tell a ripe corn by its look. I shall give you twice four hundred yams. Go ahead and prepare your farm.”

Okonkwo thanked him again and again and went home feeling happy. He knew that Nwakibie would not refuse him, but he had not expected he would be so generous.

He had not hoped to get more than four hundred seeds. He would now have to make a bigger farm. He hoped to get another four hundred yams from one of his father's friends at Isiuzo.

Share-cropping was a very slow way of building up a barn of one's own. After all the toil one only got a third of the harvest. But for a young man whose father had no yams, there was no other way. And what made it worse in Okonkwo's case was that he had to support his mother and two sisters from his meagre harvest. And supporting his mother also meant supporting his father. She could not be expected to cook and eat while her husband starved. And so at a very early age when he was striving desperately to build a barn through share-cropping Okonkwo was also fending for his father's house. It was like pouring grains of corn into a bag full of holes. His mother and sisters worked hard enough, but they grew women's crops, like coco-yams, beans and cassava. Yam, the king of crops, was a man's crop.

The year that Okonkwo took eight hundred seed-yams from Nwakibie was the worst year in living memory. Nothing happened at its proper time, - it was either too early or too late. It seemed as if the world had gone mad. The first rains were late, and, when they came, lasted only a brief moment. The blazing sun returned, more fierce than it had ever been known, and scorched all the green that had appeared with the rains. The earth burned like hot coals and roasted all the yams that had been sown. Like all good farmers, Okonkwo had begun to sow with the first rains. He had sown four hundred seeds when the rains dried up and the heat returned. He watched the sky all day for signs of rain clouds and lay awake all night. In the morning he went back to his farm and saw the withering tendrils. He had tried to protect them from the smouldering earth by making rings of thick sisal leaves around them. But by the end of the day the sisal rings were burned dry and grey. He changed them every day, and prayed that the rain might fall in the night. But the drought continued for eight market weeks and the yams were killed.

Some farmers had not planted their yams yet. They were the lazy easy-going ones who always put off clearing their farms as long as they could. This year

they were the wise ones. They sympathised with their neighbours with much shaking of the head, but inwardly they were happy for what they took to be their own foresight.

Okonkwo planted what was left of his seed-yams when the rains finally returned. He had one consolation. The yams he had sown before the drought were his own, the harvest of the previous year. He still had the eight hundred from Nwakibie and the four hundred from his father's friend. So he would make a fresh start. But the year had gone mad. Rain fell as it had never fallen before. For days and nights together it poured down in violent torrents, and washed away the yam heaps. Trees were uprooted and deep gorges appeared everywhere. Then the rain became less violent. But it went from day to day without a pause. The spell of sunshine which always came in the middle of the wet season did not appear. The yams put on luxuriant green leaves, but every farmer knew that without sunshine the tubers would not grow.

That year the harvest was sad, like a funeral, and many farmers wept as they dug up the miserable and rotting yams. One man tied his cloth to a tree branch and hanged himself.

Okonkwo remembered that tragic year with a cold shiver throughout the rest of his life. It always surprised him when he thought of it later that he did not sink under the load of despair. He knew that he was a fierce fighter, but that year-had been enough to break the heart of a lion.

"Since I survived that year," he always said, "I shall survive anything." He put it down to his inflexible will.

His father, Unoka, who was then an ailing man, had said to him during that terrible harvest month: "Do not despair. I know you will not despair. You have a manly and a proud heart. A proud heart can survive a general failure because such failure does not prick its pride. It is more difficult and more bitter when a man fails alone." Unoka was like that in his last days. His love of talk had grown with age and sickness. It tried Okonkwo's patience beyond words.

(Adapted from *Things Fall Apart* by Chinua Achebe)

Individually



Re-read the extract from *Things fall apart* and answer the following questions

1. Why is Unoka considered as an ill-fated man by other people?
2. Write down the disadvantages that Okonkwo had to encounter because Unoka was his father.

3. According to the passage, what was the function of The Oracle?
4. Write a summary of the events that take place in the passage.
5. What reasons made Okonkwo visit Nwakibie?
6. Why does Nwakibie praise Okonkwo for being an exceptional youth?



As a class

1. In Unit 2 you learnt about some of the literary techniques used by writers. Below are additional literary devices that are commonly used by writers.
2. Read and discuss the literary techniques listed below.

a. Symbolism

Symbolism refers to the act of using words or objects to represent an abstract idea. A person, action, place, animal or phrase can be used in speaking or writing to convey a symbolic meaning. Writers often use symbolism as an aspect of writing to suggest or evoke a specific mood or emotion from their audience. Look at the examples of various aspects of symbolism provided below.

Examples

- i. The colour red- represents strong emotions such as love, anger or passion, danger or immoral behavior.
- ii. The colour black – represents evil, death or darkness
- iii. A chain – maybe a representation of imprisonment or union between two entities.
- iv. A white dove – represents peace and harmony.
- v. A broken mirror- may represent a broken bond.

b. Irony

This is a figure of speech whereby words are used in a way that the speaker's or writer's intended meaning is different from the actual meaning of the words. In other circumstances, irony is evident when the turn of events in a situation is different than the way it was anticipated.

Examples

- i. Wow! How amazing, you just broke my favourite vase. In this statement the speaker exclaims in a contradicting manner than expected. Naturally he or she would have exclaimed with an angry or disappointing tone but the use of the word 'amazing' in this context reveals the aspect of irony.

- ii. This bread is as soft as a slab of dried concrete. In this statement comparing the 'softness' of bread to slab does not necessarily mean that the bread is soft but rather hard.
- iii. He walked away from being hit by a bicycle only to be run over by an oncoming truck. In this situation, the irony is that the subject escaped from an injury only to encounter an even greater injury rather than being safe.

c. Tone

This refers to the author's attitude or perspective towards the subject or audience. The tone reveals to the reader how the writer feels about the subject they writing about. Tone can convey any emotion.

Examples

- i. Can someone tell me what in the world just happened? The tone in this statement is aggressive.
- ii. You will do well in the coming exams. The tone here is optimistic.
- iii. Move away, fool, before, I throw water on you. The tone here is angry.

Individually



1. Read the format and example of writing a book review provided below.
2. Read and write a review of the excerpt from 'Things Fall Apart' on pages 65-70 following the steps shown below.
3. In the review, evaluate the techniques used by the writer. Explain their effectiveness in communicating the key message in the story. Discuss whether the writer is successful in using literary techniques to emotionally involve his readers.

Reviewing a book

Writing a review requires reading, evaluating and summarising an article or a book.

Format of writing a book review

Introduction – this part includes the title, name of author and publisher of the story, article or book you are reviewing.

Critique – this part requires one to discuss the weaknesses and strengths of the language and writing style of the author. It is in this section that the author's point of view and how convincing it is, the setting, characters and construction of sentences is analysed.

Conclusion - This is a short paragraph detailing your overall view on the piece of writing. Provide a stand point by discussing whether the weaknesses or strengths of the text dominate and discuss why. This forms your views of its overall merit.

Here is a sample of a book review

A review of the short story 'On the market day' by Kyalo Mativo

Introduction

The short story, 'On the market day' was written by a Kenyan author, Kyalo Mativo. The short story was published by Heinemann Publishers in 1992.

Critique

Kyalo Mativo uses simple language to show the effects of climate change during the post-colonial era. The author captures the natural setting of rural village in Africa which suffers as a result of drought "... It was a long while before the man picked up his property the stick, the torch the wrapper up blanket and walked away." Kyalo Mativo explains to his readers that after the man losses his last. He brings out the state of poverty that claims the lives of the people. His writing is effective since he clearly discusses the effects of drought.

However, the author solely focuses on addressing people who mainly rely on cattle keeping. He does not discuss the effects of climate change on various people who depend on other sources of income apart from agriculture. Moreover, the author only warns his audience on the impacts of climate change but fails to provide solutions to combat climate change.

Conclusion

Kyalo Mativo's work is a good representation of how climate change continues to affect rural areas in Africa. He is able to use the character in his story to make the readers understand what is climate change and its impacts.



Activity 4: Researching on climate change

In groups



1. Use the questionnaires below to find out more about climate change in South Sudan. Interview your classmate, teachers, parents neighbour and professionals in the field to acquire conclusive feedback.

The aim of this questionnaire is to:

- a. Collect information on the extent of awareness concerning climate change in South Sudan.
 - b. To assess the evidence of climate change in South Sudan.
 - c. To compile potential measures and strategies that focus on helping the people of South Sudan to combat the impacts of climate change.
1. What is the evidence of climate change in South Sudan?
 - a. Unpredictable weather patterns.
 - b. Extensive periods of drought.
 - c. Lack of enough food for animals and people.
 - d. Lack of sufficient water resources.
 - c. All of the above.
 2. Briefly explain the impacts of climate change on the society, economy and health on the people of South Sudan.

3. What have the people of South Sudan done to combat climate change?
 - a. The government has introduced policies that prevent human activities which promote climate change.
 - b. Community leaders sensitise on the importance of conserving the environment through civic education.
 - c. Policy makers promote environmental conservation measures.
 - d. All of the above.
4. The following table lists a number of potential adaptation measures. Please indicate (x) which of these are planned or have been implemented in your community as a response to climate change concerns, and which of these you deem necessary and/or effective in addressing climate change-related problems indicate with (✓). Please add additional measures if necessary.

Adaptation measure	Implemented	Planned	Effective/ necessary (but not planned yet)	Not relevant/ necessary
Flood protection				
Technical flood protection (e.g. raise dykes, enlarge reservoirs, upgrade drainage systems.)				
Natural retention of flood water (e.g. floodplain restoration, change of land use)				
Restriction of settlement/ building development in risk areas				
Standards for building development (e.g. permeable surfaces, greening roofs)				
Improving forecasting and information				
Improving insurance schemes against flood damage				
Others, please specify:				

Drought/low flow protection				
Technical measures to increase supply (e.g. reservoir volumes, water transfers, desalinization)				
Increasing efficiency of water use (e.g. leakage reduction, use of grey water, more efficient irrigation)				
Economic instruments (e.g. water pricing)				
Restriction of water uses				
Landscape planning measures to improve water balance (e.g. change of land use, reforestation, reduced sealing of areas)				
Improving forecasting, monitoring, information				
Improving insurance schemes against drought damage				

Others, please specify:				
Coastal zones				
Reinforce or heighten existing coastal protection infrastructure				
Retreat strategies, e.g. managed realignment of dams				
Others, please specify:				
General adaptation measures				
Policy – including new/revised legislation, bills, Acts of Parliament, etc.				
Economic incentives and financial mechanisms				
Awareness-raising or information campaigns				
Others, please specify:				

1. Refer to the techniques you learnt in Unit 2 and the ones discussed above.
2. Record your findings and present them to the rest of the class.



Activity 5: Causes of climate change

In pairs



1. Look at the pictures below.
2. How can you prevent the effects and causes of climate change such as the ones depicted in the pictures below .
3. Write your description about the pictures and present to the class.



In groups



1. Which of the pictures above can you relate to? Why?
2. How can you prevent the effects and causes of climate change such as the ones depicted in the pictures above?
3. Imagine the kind of smell coming from Picture d above. Write a brief description of the smell.



Activity 6: Efforts to prevent climate change around the world

In pairs



1. Read the excerpts below then answer the questions that follow. Each excerpt is part of a speech spoken by a national leader or an advocate of environmental conservation aimed at ending climate change.
2. In each excerpt identify and discuss the key message that the speaker is passing on to their audience.



I came to understand that when the environment is destroyed, plundered or mismanaged, we undermine our quality of life and that of the future generations. Tree planting became a natural choice to address some of the initial basic needs identified by women. Also, tree planting is simple, attainable and guarantees quick, successful results within a reasonable amount of time.

This sustains interest and commitment. So, together, we have planted over 30 million trees that provide fuel, food, shelter, and income to support their children's education and household needs. The activity also creates employment and improves soil and watersheds. In order to assist communities to understand the linkages, we developed a citizen education program, during which people identify their problems, the causes and possible solutions. On the environment front, they are exposed to many human activities that are devastating to the environment and societies. These include widespread destruction of ecosystems, especially through deforestation, climatic instability, and contamination in the soils and waters that all contribute to excruciating poverty. In the process, participants discover that they must be part of the solutions. They realize their hidden power and are empowered to overcome inertia and take action. They come to recognize that they are the primary custodians and beneficiaries of the environment that sustains them.

Adapted from Wangari Maathai - Nobel lecture, 2014.



During the launch of South Sudan's National Adaptation Programmes of Action (NAPA) to Climate Change the government acknowledged that the threat of climate change in South Sudan exists. Heat waves and prolonged drought were identified as two of the main features of climate change affecting the people of South Sudan. The Minister of Livestock and Fisheries, Mr. James Janga Duku, confirmed that climate change has led to the loss of pastures for communities that rear cattle. He said that, "communities need to be educated on the adverse effects of natural and man-made activities towards climate. They should know that unnecessary felling of trees is reducing the sustainability of rainfall in their areas. Communities must explore alternative ways of extracting energy from the trees. Climate change accelerates poverty as it affects the livelihood of people. 90% of the people of South Sudan rely on natural resources which is negatively affected by climate change. It is important to prepare local communities on ways in which they can deal with climate change and diversify their source of income to become resilient and overcome the adverse effects of floods or drought."

Adapted from Republic of South Sudan, National Adaptation Programmes of Action (NAPA) to Climate Change, 2016.



Some people say that the earth is so big that we cannot possibly have a lasting impact on it. This was true at one time but not now because the most vulnerable parts of the earth's ecological system is the atmosphere. It is so thin that we are capable of constantly changing its composition. Sun's radiation comes in the form of light waves and passes through the atmosphere, heats up the earth and then some of the radiation that is absorbed and warms the earth is reradiated back into space in the form of infrared radiation some of the outgoing infrared radiation is trapped by a layer of atmosphere and held inside the atmosphere and that is a good thing because it keeps the temperature of the earth relatively constant. The problem is, this thin layer of atmosphere is being thickened by all of the global warming pollution. This thickens the layer of atmosphere and more of the outgoing infrared is trapped and this heats up the atmosphere. That is global warming.

Adapted from An Inconvenient truth, a documentary by Al Gore

Answer the questions below.

1. Compare and contrast the message being conveyed by each speaker.
2. According to your understanding, identify a powerful phrase spoken by each speaker and the persuasive speech technique used. Present your answers to the rest of the class.
3. Select one speech from the ones given above. Write a summary of it in your own words for young children in a primary school. Ensure that your choice of words adapts to the language needs of your audience.



Activity 7: Our role in combatting climate change



As a class

1. Study the pictures below.
2. Use the sentences provided below the pictures to describe the activities taking place in each picture.





- a. Community leaders can combat climate change by educating others on the importance of environmental conservation. They can also create awareness by speaking on the effects of pollution.
- b. Waste management is a form of environmental conservation. How does this combat climate change?
- c. Spraying agricultural products with chemicals is harmful to the environment. How does it contribute to climate change?
- d. As a student I can conserve the environment through tree planting. How does this combat climate change?
- e. We are warned against releasing oil and waste products into water bodies. Why?



As a class

1. Discuss the guidelines provided below on how to write a case study.
2. Read and discuss the example of a case study.

Guidelines on how to write a case study

1. Read the case thoroughly and keenly. Take notes and highlight relevant facts. You can also underline the key problems.
2. Give a focus to your analysis by identifying more than two key problems, reasons why these problems exist, how they impact on the case and the person or factor responsible for them.
3. Suggest the possible solutions.
4. Select the best solution and give strong supporting evidence, outside research and personal experience.
5. Give recommendations and a conclusion.

Here is an example of a case study

A case study on the development of education

Introduction

Schools must meet the expected standard of learning to ensure that learners acquire the necessary skills and knowledge to take them through life. For the learners to be competitive in the world, they should have access to all the necessary facilities and exposure to stay informed on the global trends. School is an example of a strong institution that is mandated with instilling the learners with knowledge and also enlightening them on civilized behaviors on interaction with people and the environment. It is the foundation for the carving of the people of any nation into law-abiding and productive citizens.

Background

The idea of schools and education began in the 16th century and picked up pace from the 19th century. This idea came about with the understanding that childhood was supposed to be a time for learning. In the traditional African society, children were taught the customs, traditions and roles within the society. Boys followed the elder men in the society to train in hunting and looking after the livestock while girls stayed home to take care of the home by cooking, cleaning and looking after the general welfare of the family, lessons which they picked from the elder women in the society, mostly the women.

The teaching in the traditional society came in stages, depending on the age of the children. The bigger boys and girls were taught their roles in the family, in preparation for marriage. Overtime, this changed with the coming of the missionaries and the colonialists who introduced formal education, leading to the birth of reading and writing.

Most communities were not very receptive to the idea of formal school. Even those that accepted the idea sent the boys to school but keep the girls at home. This led to the lagging behind of girls in the society which is still a challenge that most African nations are trying to overcome.

Most girls fail to go to school or drop out of school due to teen pregnancies, early marriages and poverty. Poor families would rather keep the girls at home and send the boys to school. Their argument is that girls will get married and leave the family hence they will be less useful.

The phrase '*if you educate a boy, you educate an individual, if you educate a girl, you educate the whole community*' was adopted world wide to encourage girl child education. These campaigns have seen increase in the number of school going girls.

Despite the establishment of the school institutions, the level of illiteracy is still high.

Proposed solution

To reduce the levels of dropouts and illiteracy, schools and teachers should be increased. Education should be made more affordable to the families so that many children will be able to have access to education. This solution is suitable because reduced education cost will be of benefit to all families, even the poor families. In Kenya, for example the implementation of free primary education in January 2003, saw an increase of the number of school going children by about 18% from 6,063,000 pupils in 2002 to 7,160,000 pupils in 2003. This shows that reduction in the cost of education will be an incentive that encourages more families to take their children to school.

Recommendation

To combat the problem of illiteracy, education can be made more accessible by building as many schools as possible across countries. Teachers training institutions should be increased and increase deployment of enough teachers to all schools. Security across the countries can also be improved to ensure that children do not fail to go to school due to insecurity issues. There should be adequate supply of sanitary towels for the girls in schools because a large number of school going girls miss school every month due to lack of sanitary towels.

Conclusion

School has been a success story all over the world. Educated people have a higher chance of landing an employment or even starting lucrative businesses that create jobs for others. An educated nation is able to hold its leaders accountable, thereby ensuring that the nation is run smoothly and the national funds are put to good use.

In groups



1. Read the extract below.
2. Discuss how the project is aimed at combatting climate change in South Sudan.
3. Write a case study about the project and how it will combat the adverse effects of climate change.

Combatting climate change in South Sudan

Because of the limited availability of climate data, no specific climate change scenario models have been found for South Sudan. However, if present rainfall trends continue, by 2025 the decreasing rainfall currently experienced mainly in the north-eastern parts of the country will spread south-westward. In addition, rainfall is likely to become increasingly erratic causing an increase in both floods and droughts. Temperatures are also likely to continue increasing, which will exacerbate the effects of droughts. Future climate change trends will have an adverse effect on the availability of water resources and consequently agricultural productivity. Most of South Sudan is covered by the Bahr el Ghazal, Nile and Sobat River catchments that join to form the White Nile. In contrast to the Nile, the Sobat River and the Bahr el Ghazal river catchments have a strong seasonal character. Research on these two catchments suggests that an increase of 2°C in temperature might cause the natural flow to fall to 50% of the current average. Rising temperatures and uncertain rainfall could also impact on the Sudd wetland, which is not only an important source of fish and products, but also a wetland of global biodiversity importance.

In addition to reducing water availability, future climate change will also accelerate environmental degradation and desertification. The increased frequency and severity of extreme climate events will have widespread negative socio-economic impacts on people in terms of food security, health and safety.

NAPA and its relationship to South Sudan's development frameworks

As a new country, South Sudan's policy and legislative framework continues to develop. The current basis of this framework is the Transitional Constitution of the Republic of South Sudan (2011). In the preamble of the Transitional Constitution, it states that the people of South Sudan are 'conscious of the need to manage our natural resources sustainably and efficiently for the benefit of the present and future generations and to eradicate poverty and attain the Millennium Development Goals'. Since the signing of the Comprehensive Peace Agreement in 2005, policies and legislation which were developed during the pre-independent period were gradually replaced and renewed. Currently, the majority of these policies are in the final consultation and approval phase and have draft status. Moving forward, the finalisation of these policies will support South Sudan to achieve the Sustainable Development Goals. In general, the draft South Sudan National Environment Policy calls for the development of a national strategy for climate change adaptation and mitigation; the formulation of a climate change policy for South Sudan; and

support to efforts to reduce community vulnerability to climate variability and change. South Sudan has not yet developed its climate change policy and strategies; however, adaptation strategies or plans have been incorporated in its development plans.

It is important that South Sudan's existing goals, strategies, institutions, policies, plans and treaties/agreements form the framework to support the Implementation of the NAPA. Indeed, potential synergies between identified Adaptation Project Options and national policies and MEAs was included as a project prioritisation criterion (see Section 4). The following important frameworks offer opportunities to assure integrated resource and environmental management, disaster risk preparedness and climate change adaptation, and were considered in the design and prioritisation of Adaptation Project Options.

The South Sudan Development Plan (SSDP) 2011–2016 is the main guiding document for the development of the country, which addresses conflict management, poverty reduction and economic development. The SSDP contributes towards achieving the vision for the country as set out in the South Sudan Vision 2040. The objectives of the SSDP include:

- i. Ensuring sustainable development through enforcing social and environmental impact assessments for all development programmes and projects;
- ii. Acceding to and ratifying applicable and beneficial multilateral environmental treaties, conventions and agreements;
- iii. Ensuring economic development is environmentally sustainable; and iv. Developing a national early warning system and enhancing environmental awareness to reduce risks of disasters.

The South Sudan National Environmental Policy has been drafted on the premise of protecting and managing the environment. The draft policy recognises that without adaptation and mitigation measures, climate change will likely have adverse effects on the environment and livelihoods of South Sudanese. In addition, the policy highlights the potential for climate change to “exacerbate food insecurity, biodiversity loss, water shortages and conflicts due to scarcity of water resources”. In response to the challenges posed by climate change, the policy proposes the development of a climate change policy and mechanisms for adaptation and mitigation. The Comprehensive Agriculture Master Plan (CAMP) was formulated in 2015 and details the Government of South Sudan's plan for expanding the agricultural sector.

The CAMP was developed to:

- i. address hunger and food insecurity;

- ii. improve rural livelihoods and generate income”
- iii. diversify the economy through an innovative and competitive agricultural sector.

Within the CAMP, over 110 indicative sub-sector project profiles have been developed to guide decision-makers in the crop, forestry, livestock and fisheries sub-sector. The actions required to increase agricultural production across all sub-sectors are detailed in these project profiles. In addition, the project profiles address various barriers to development in the relevant sub-sector including climate variability and change.

To achieve South Sudan's agricultural development objectives, it is necessary to make provision for and manage water resources. The Irrigation Development Master Plan (IDMP) has therefore been developed in support of the CAMP to achieve sustainable irrigated agriculture and other productive uses. Implementation of the IDMP would improve food security, reduce poverty and contribute to economic growth and development. The IDMP recognises the threat of climate change – and erratic rainfall in particular – on agriculture and consequently identifies opportunities for managing water. Irrigation scheme development programmes will identify means of reducing the risk and vulnerability of crops to seasonal and climate variability.

These schemes will assist in planning and implementing adaptation and mitigation measures to reduce the vulnerability of agriculture to the negative effects of climate change. Simultaneously, these schemes will also contribute to the national objectives of food security, job creation, poverty reduction, income growth and economic development.

The UNDAF 2014-2016 sets out the substantive contributions of the UN agencies funds and programmes to achieving the development goals set out in the SSDP. With reference to the specific objectives of the NAPA process and reducing the vulnerability of communities, the UN's focus – amongst others – on fostering inclusive and pro-poor growth and reducing food insecurity is of particular relevance.

This will be achieved through supporting:

- i. sustainable agriculture and livelihood diversification of small landholders;
- ii. sustainable land management, natural resources and environment;
- iii. the reduction of risks from natural disasters;
- iv. sustainable energy sources;
- v. enhanced private sector development;
- vi. the expansion of basic social infrastructure.

Rationale for development of the NAPA

At the Seventh Session of the Conference of the Parties (COP) to the UNFCCC, it was decided that the least-developed countries (LDCs) would be provided support to address urgent and immediate needs and concerns to adapt to the adverse effects of climate change.

The rationale for South Sudan's NAPA rests on the low adaptive capacity of the population, which renders them in need of immediate and urgent support to start adapting to current and projected adverse effects of climate change. Furthermore, through both the NAPA development and implementation process with the associated technical and institutional capacity development, the NAPA will lay the foundation for climate change adaptation in the medium to long term.

Objective of the NAPA

The overarching objective of the NAPA document is to communicate to the international community priority activities that will address South Sudan's urgent and immediate needs for adapting to the adverse impacts of climate change. Specifically, the NAPA process aimed to:

- i. identify a list of potential adaptation activities;
- ii. formulate priority adaptation project profiles;
- iii. build capacity for adapting to longerterm climate change and variability;
- iv. raise public awareness on the urgency to adapt to the adverse effects of climate change.

Potential barriers to NAPA implementation

A number of barriers may affect the implementation of urgent and immediate adaptation activities identified by the NAPA process. These include the following: internal conflict and security concerns, lack of a clear and transparent institutional framework for climate change adaptation. This leads to overlapping mandates and responsibilities, which can create conflicts of interests among stakeholders. In addition, there is a lack of environmental regulatory mechanisms. Limited coordination between newly formed ministries and line departments at both national and state level to maximise climate change adaptation gains from national initiatives – including action plans, policies, programmes and projects. Insufficient capacity – institutional and technical – at both national and state level to implement the proposed activities. There is a shortage of human resources and skills for the implementation of potential adaptation initiatives. Poor infrastructure, especially roads, making

it difficult to access rural areas. Economic challenges and limited budget for implementation of proposed activities to address environmental problems. Low level of environmental awareness among the general public. Low level of literacy. High level of poverty.

These barriers must be considered and addressed in the design of the projects identified through the NAPA process.

Identification of key adaptation needs

The predicted effects of climate change pose a serious challenge to food security and poverty reduction in South Sudan. Recent extreme weather events, exacerbated by ongoing conflict, have led to critical food shortages. Floods and natural disasters have contributed to the displacement of people, a situation that is compounded by conflict and extreme poverty. The NAPA process seeks to identify key adaptation activities that will meet the needs of the vulnerable communities in South Sudan.

The identification of adaptation needs involved wide consultation with various stakeholders in the public and private sector, including line ministries, academics, non-governmental organisations (NGOs) and civil society. Through these consultations, national stakeholders identified five key thematic areas in which immediate adaptation interventions are required: Environment, Water Resources, Agriculture, Disaster Risk Reduction; and Policy and Institutional Framework.

(Adapted from Republic of South Sudan's National Adaptation Programme of Actions (NAPA) to climate change)



Activity 8: Preparing campaign posters

In pairs



1. Read the excerpts in Activity 6 on page 79-80 again. Come up with your own vision statement on environmental sustainability. Your vision statement should aim at empowering others by encouraging and inspiring them to take part in activities that sustain and protect the environment.
2. Study the sample posters given below and comment on their message. Are they captivating and effective? Why?



3. Design a short poster that will educate those around you on environmental sustainability and climate change. The poster should contain information that is brief but persuasive and inspirational.



Activity 9: Language practice

The past simple tense

The past simple tense is used to express actions happened or were completed in the past. For example:

1. I lived in Juba when I was six.
2. She started school when she was five.

The form of the past simple tense is the same in all persons. For example:

I /We

You

lived in Butare in 1999.

He/She/It/They

to form their past tense. For example:

1. Pity - pitied
 2. Spy - spied
- d) Some irregular verbs have the same form both in the present and past tense. For example:
1. Cut - cut
 2. Set - set
- e) Other verbs can take both '-ed' and 't' in the past tense. For example:
1. Spell - spelt/ spelled
 2. Learn - learnt/ learned

Practice exercise 1

Complete the short descriptive passage below by filling in verbs of your own choice in the past simple tense.

Riya is a drug addict. She ____1____ drugs every day. The drugs ____2____ a lot of money. She ____3____ drugs to other children in order to raise more money. She ____4____ a lot of money from trafficking. She ____5____ bhang and ____6____ a needle to inject heroin into her veins. She ____7____ that the drugs ____8____ her to feel good. Everyone in our neighbourhood ____9____ that Riya ____10____ heroin. Her teachers tried to counsel her but Riya ____11____ not accept that she has a problem. She ____12____ at people who tried to help her. I felt very sad because Riya used to be my best friend.

Practice exercise 2

Complete the sentences below using the verbs in brackets in past simple tense.

1. He _____ (be) born on 28, September 1980.
2. He _____ (go) to school in a small village.
3. When he was 9, his father _____ (give) him a computer.
4. He _____ (take) his computer everywhere he went.
5. At 11, he _____ (write) his first software program.
6. When he was 15, he _____ (begin) his own computer company.
7. He _____ (leave) school at 16.
8. At 17, he _____ (make) his first £1 million.
9. At 19, he had _____ (have) £18.5 million.
10. At 20, he _____ (win) Young Entrepreneur of the Year.'
11. When was 21, he _____ (lose) everything.

Glossary

- Atmosphere** - the gaseous envelope surrounding the earth or any other celestial body.
- Climate** - the long-term prevalent weather conditions of an area, determined by latitude or altitude.
- Climate change** - the changes that take place globally or regionally due to the variations in weather patterns over a long period of time. Climate changes are also caused by effects of human pollution and interference with the environment such as cutting of trees and emission of harmful gas into the environment from factories.
- Drought** - a prolonged period of scanty rain.
- Environment** - our surroundings, including buildings, sceneries or conditions
- Floods** - over flowing of water to the extent of submerging the land.
- Global** - covering or relating to the whole world.
- Global warming** - an increase in the average temperature worldwide believed to be caused by the green house effect.
- Greenhouse effect** - this increases the carbon dioxide blanket hence trapping the heat from the earth. This leads to increased heat in the atmosphere leading to global warming.
- Human activity** - actions or movements performed by a person that lead to climate change. These activities include emission of harmful gasses that corrode the ozone layer, into the environment, cutting down of trees.
- Hurricane** - a severe and destructive storm especially a tropical cyclone.
- Region** - an area, country, district, division or locality.

Seasons

- one of the equal periods into which the year is divided into equinoxes and solstices. The equinox falls on the 20th March and 22nd December while the Solstice is on the 21st June and 21st December.

Storm

- a violent weather condition of strong winds, rain, hail, thunder, lightning, blowing sand or snow.

Weather

- the coldness or hotness of a place. Including dryness, sunshine, wind, rain, snow, mist or cloudy.

Introduction

Sports and games provide people with the opportunity to enhance their physical and mental performance. Through sports one remains active which keeps them fit and healthy. Life style diseases such as obesity, heart disease, diabetes, stress and high blood pressure can be avoided by staying active. Individuals who are professional athletes, acquire values such as determination, self-reliance, patriotism, discipline and commitment. Sports and games are positive recreational activities that children and adults can participate in during their leisure time. There are various sporting and gaming activities that people can take part in including: football, rugby, swimming, tennis, table tennis, chess, hockey, golf, running, jogging among others. Local sport activities in South Sudan include: Wrestling, Munsulia, Anyore among others.





Activity 1: Sports and games in our society



As a class

1. Read the introduction on page 95.
2. Name other sports that have not been mentioned in the introduction.

Read and discuss the questions below.

Key inquiry questions

1. How are sporting events reported in newspapers?
2. How do novelists and poets write about sports?
3. What is the importance of sports to the society?



In pairs

1. Read the vocabulary below.

Competition, foul, free kick, goal, coach, goal kick, race track, gold course, football pitch, swimming pool, tennis court, cricket ground, gym, squash court, world cup, supporter, spectator, referee, assistant referee, players, opponents and team captain.

2. Identify words that you are familiar with and define them to your friend.
3. Use your dictionary to find the meaning of the other words.
4. Construct sentences using the words. Write them and present to the class.



Activity 2: Comparing newspaper reports on sports and games



As a class

1. Discuss the key elements of a newspaper report given below.
2. Study the example of the newspaper report provided.

Key elements of a newspaper report

- a. **Headline** – is a short phrase that sums up the main ideas in a story. It mainly focuses on attracting the attention of the reader.
- b. **Byline** – this includes the name of the author and his/her specialty in writing, for example, sports, current events, investigative pieces or food and nutrition.
- c. **Placeline** – this is where the story begins.
- d. **Lead** – this is the opening part of a story. It provides the reader with the most relevant information while answering the 5Ws and one H in journalism. The 5Ws and one H are: who, what, why, when, where and how.
- e. **Body** – the body includes detailed information on the topic and may include facts and should be objective and important.
- f. **Quotations** – these are the actual words of the people the journalist has interviewed and should be in quotation marks.

Here is a sample of a newspaper report

Bank robbers caught trapped in a vault

Mike Smith, Staff reporter

Thursday 25th, February, 2015

Nairobi – Three bank robbers were this morning caught when they accidentally locked themselves in the vault of a bank they were attempting to steal from, police reported on Wednesday, morning.

SLM Bank Managers alerted police officers after a manager walked in on the three thieves who were stranded. On arrival the police officers were surprised to find the robbers armed with garbage bags, which they had piled money inside.

“The three robbers had locked themselves inside the vault and could not escape as planned,” Kenyan police said, adding that one of the thieves was an employee of the bank for 10 years.

In groups



1. Take turns to read the newspaper articles provided and answer the question that follow.
2. Study and discuss the techniques used by the writers to describe particular sports.

3. Write and present your notes on the writing techniques of each writer to the rest of the class.

New Straits Times

Meet Malaysia's fastest one-armed female swimmer.

By Ooi Tee Ching

August 10, 2016

KUALA LUMPUR: All eyes may be on Pandelega Rinong, and Cheong Jun Hoong at the Rio Olympics, but another star is also making waves closer to home.

Carmen Lim may only be 16, but has already smashed four national swimming records over three days at the ongoing Malaysia Paralympiad 2016 in Kuching.



Lim, who was born with one arm, this morning won the 50m breaststroke event with a time of 47.32s, shaving off five seconds from the previous record of 53.43s.

Soon after, she clocked 38.52s in the 50m freestyle event, breaking the Para Association of Southeast Asian Nations (ASEAN) record she had set last year.

Today's feat was a continuation of her domination in the pool. Two days ago, Lim set a new national record for the 100m freestyle when she clocked in at 1:29.93, slashing 31 seconds off her previous timing of 2:02.42.

She continued her momentum by setting another record of 1:44.91 in the 100m breaststroke, 15 seconds faster than the previous timing of 1:59.51.

The Malaysia Paralympiad 2016 is currently being held in Kuching, Sarawak. The five-day event ends today. A total of 15 teams participated across nine sports and disciplines.

In a telephone interview with the New Straits Times from Kuching today, Lim said she was tired but happy.

"I'm pleased that I broke my Para ASEAN record for 50m freestyle. Actually, I know I can do much better. For the past month, I have been training in the pool before and after school."

Lim spends much of her week training at her school as a member of the Sri KL Sharkies. She is currently swimming competitively under the National Sports Council programme via the Selangor Team banner.

A year ago, Lim burst into the international scene when she stunned the Singapore Aquatics Hub audience, clinching a gold medal for Malaysia at the Para Asean Games 2015.

As the youngest competitor in the 50m freestyle S8 category, she set an impressive 39.14s timing, an ASEAN record surpassing that of 45-year-old Thai veteran competitor Thongbai Chaisawas.

Lim's coach, Loke Chee Heng expressed pride over his charge's achievements.

"I'm so proud of her achievements. She has been training so hard since she got back from last year's Para ASEAN Games," Loke said.

"I hope the judges will take note that Carmen deserves to be awarded the overall champion for women swimmers, considering she has just smashed the Para ASEAN record for 50m freestyle category. This is really a big achievement for Malaysia," Loke added.

Loke revealed that Lim harbour a long-term goal of winning a medal for Malaysia at the 2020 Tokyo Paralympics.

"She has four years from now to improve her timings in international waters. At the rate she's going now, I have tremendous faith in Carmen's ability," he said.

Next month, Lim's teammates will be competing at the Rio de Janeiro Paralympic Games 2016.

Paralympic swimming is an adaptation of the sport of swimming for athletes with disabilities. The criteria for the Paralympic swim team is different. Swimmers in different classifications race each other and points are awarded for clocked in times.

The naming and categorisation of each competitor's impairment is in part a result of the games themselves. The freestyle, butterfly and backstroke events are classified 1 through 10 with an "S" before each number.

The S1 through S10 categories are for swimmers with a physical impairment. The S1 category is for the most severe physical disabilities and as the number increases to S10, the difficulty lessens.

Categories such as S11-13 (for swimmers with a visual impairment), are used in an effort to ensure a level playing field for athletes in each event.

Individually



Re-read the newspaper article *Meet Malaysia's fastest one armed swimmer* and answer the following questions.

1. Why does Carmen Lim stand out compared to other swimmers?
2. According to the newspaper article what is your understanding of Paralympic swimming?
3. Which swimming event made Carmen gain international recognition?
4. How are competitors in Paralympic swimming categorised and awarded?
5. What do you think can be done to promote Paralympic sports in South Sudan?

Sports for Peace in South Sudan

By Amelie Gottier

July 18, 2011

Amélie Gottier reflects on how sport may contribute to building this new nation.

South Sudan celebrated its independence by hosting two international sporting matches.

On 9 July 2011, the Republic of South Sudan became the world's newest nation state, formally proclaiming its independence from Sudan. As part of the independence celebrations, the aspiring nation held its first international sporting matches. The national football team faced off against Kenya on 10 July 2011, while the national basketball team played its first match against Uganda on 11 July 2011.

Among the many tasks, which are involved in building up a new nation, it may be astounding that forming two national sports teams and hosting two international sporting events would be among South Sudan's first actions. From a peace-building point of view, however, sport-related activities are recognised to be a valuable asset in post-conflict, nation-building processes.

Sports as a unifier

Ethnic and religious differences were at the core of the 50 year conflict with the north. It is estimated that about sixty different ethnic groups make up the new state of South Sudan. Bringing about a sense of unity and easing the deep divisions existent between some of the South's rivalling ethnic groups is a priority. Studies have shown that sports can successfully be used to foster social

integration due to the fact that sports are among the most accepted leisure activities. Sports are therefore a low entry point to initiate social change. Elite sports, in particular, are effective in building a national identity. It is thus hardly surprising that South Sudan's leaders turned to two of the most popular sports in the country in the hopes of furthering strong inter-group relations."

The key to using sports in peace-building is not so much the sport itself, but the way it is implemented. South Sudan's sporting matches, which were free of charge, gave its citizens a collective experience and consequently a first positive image of the nation. In a safe environment, South Sudanese citizens were able to come together and root for a common denominator. These aspects are key in conflict transforming processes, especially considering South Sudan's violent past.

First signs of solidarity could be observed in the enthusiastic crowds at the sporting matches: flags were waved, the new national anthem sung and teams cheered on.

Giving the nation hope

These two sporting events are the beginning of South Sudan's larger aim to promote these and other sports on an international level. "We want to show the world the South Sudan has joined the world of sport," Sports Minister Makuac Teny said. South Sudan is already working to qualify for the 2012 London Olympics and preparations are on the way to hand in registration applications with both the Fédération Internationale de Football Association (FIFA) and Fédération Internationale de Basketball (FIBA).

Preparing the teams for international competitions will be tough. The 3-1 defeat at the national football game reflects the amount of work awaiting the new national team. These challenges in the sporting community mirror the obstacles the new nation is confronted with. Yet one fan's remark illustrates the nation's positive outlook, "The beginning of anything is very difficult. But our hope is so great that very soon we will have a better nation." The national teams herewith carry the hopes and dreams of this new nation.

Involving civil society

Reactions like this show that South Sudanese are already embracing the goal of these sporting events. The sporting matches held in South Sudan were not primarily about winning. Giving citizens the opportunity to partake in this first international game is one step towards involving civil society in the peace-building process. Sports Minister Makuac Teny stressed, "We hope to use sport as a means to end conflict. It can help to get the young people to compete in matches instead of fighting." This would require taking sports down to grassroots level. A few South Sudanese sports stars, like Luol Deng, who plays for National

Basketball Association's Chicago Bulls, are already doing this. Deng runs a basketball camps for children in South Sudan. Support from South Sudanese players, who have excelled internationally, is important in giving the South Sudanese civil society hope for a better future.

Individually



Re-read the newspaper article *Sports for peace in South Sudan* and answer the following questions.

1. What is the main purpose of sports according to the article?
2. In your own words discuss how sports act as a unifier according to the article.
3. How are sports people in South Sudan using sports as a means to end conflict?
4. What would be the first step in using sports to bring peace in South Sudan?
5. Which groups does the government of South Sudan hope to bring together through sports?

In pairs



1. Talk about some of your favourite sports or games.
2. Select one sport or game that you enjoy the most. Make notes on why you enjoy the sport. Read the notes to your friend.

Individually



1. Using the notes you wrote with your friend about your favourite sport, write a report describing the sport.
2. Refer to the techniques used in the newspaper reports on pages 92-93 and use them to guide you in writing your own piece. Describe a match you have watched between two competitive teams or individuals.



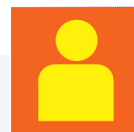
Activity 3: Writing reports about sports and games events

In groups



1. Talk about the sports and games events that take place in your school. These can be events such as inter-school competitions, in house matches or friendly games during physical education.
2. Make notes on the activities that take place during these sports and games events. Read the notes to other groups and the rest of the class. Use the questions below to guide you in writing your notes.
 - a) What is it like to be part of a team?
 - b) What is the best way to respond to victories and defeats?
 - c) How do spectators participate during sports and games events?

Individually



1. Refer to the notes you wrote in groups on the sports and games events that take place in your school.
2. Select one sports and games event and write a newspaper-style report on it using the style technique learnt in Activity 2 on page 87-89. Look at the example provided on page 90 to guide you.

Here is a sample of a newspaper report on a sport event

Jo Konta crashes out of Australian Open after suffering shock defeat to lucky loser Bernarda Pera

Neil McLeman Sports Writer

18th January 2018

Johanna Konta blamed a lack of co-ordination and match sharpness after her shock defeat to a lucky loser at the Australian Open.

World No.123 Bernarda Pera had never won a Grand Slam match before this week – and even lost in qualifying before getting another life after an injury withdrawal.

But the 23-year-old proved too hot for the out-of-sorts Konta on a scorching Melbourne day as she won 6-4 7-5.

Konta, who suffered a very different defeat to another American Serena Williams in the quarter-finals last year, slipped twice, slapped one service onto the baseline and shanked a second smash on the fifth match point.

"I do think I was a little uncoordinated today," she said. "I don't think I've fallen over on my own two feet since I was going through growth spurts.

"It's a bit frustrating, but I'm still taking good stuff from this. I don't feel, by any means, it's a massive catastrophe. I just didn't play great."

The world No.9 won only two matches after reaching the Wimbledon semi-finals last July and after five consecutive defeats, ended last season early because of an ankle injury. And the British No.1 then pulled out of the Brisbane International with a hip injury and then lost in the first round in Sydney.

And Konta admitted: "There is no substitute for winning matches. I think you obviously look to keep improving your game through training and your physicality through training.

"But being match fit and having that feel in points and feel in the way match flows and almost not thinking about belief in what you do in certain points, that comes with matches.

"That comes with volume of matches. And also coming through tough matches.

"I'm definitely looking forward to Fed Cup (in Estonia Feb 7-10). I'm actually looking forward to just continuing to play.

"I didn't play very much in the last six months of last year, so I think I'm where I'm meant to be right now in my level. I feel it is getting better with each match that I'm playing. I'm figuring things out and enjoying doing it."

Wimbledon champion Garbine Muguruza is also out after the No.3 seed lost 7-6 6-4 to Taiwan's Hsieh Su-Wei. World No.1 Simona Halep saw off Eugenie Bouchard 6-2 6-2.

And 2016 champion Angelique Kerber celebrated her 30th birthday by seeing off Donna Vekic 6-4 6-1 to set up a third-round blockbuster with Maria Sharapova.

The 2008 champion, back on Rod Laver Arena for the first time since her doping ban, gained revenge on Anastasija Sevastova for her defeat at the US Open by beating the No.14 seed from Latvia 6-1 7-6.



Activity 4: Read about a sportsperson

In groups



1. Take turns and read the story below.
2. Analyse and discuss the technique used by the writer to narrate the story.
3. Summarise the key points in the story. Read to other groups and present it to the class.

The Life Story of Muhammad Ali by Genevieve Jackson

Born Cassius Clay, in a span of eight years, Muhammad Ali won an Olympic gold medal, a Goldenx Gloves tournament and the world heavyweight championship. His life includes religious, political and health struggles. His boxing legacy involves boastful rhymes -- used to taunt his opponents with brazen predictions before fights. In later years, Ali became a philanthropist and humanitarian.

Childhood

In January 1942, Mohammad Ali was born Cassius Clay Jr. to parents Cassius and Odessa Clay. His mother worked as a domestic servant; while his father painted billboards. The family was a part of the Louisville, Kentucky, black middle class. In the book "Muhammad Ali," author Carrie Golus says Ali's interest in boxing occurred after getting his bike stolen at the age of 12. He reported the missing bicycle to police officer and boxing trainer Joe Martin. Subsequently, Joe offered Ali a chance to learn how to box.

Early boxing career

during his amateur career, Ali participated in 108 fights. He won 100 of the bouts including the 1960 light-heavyweight Olympic gold medal, 1959 Amateur Athletic Union light-heavyweight title and the 1959 Golden Gloves championship. The Official Muhammad Ali website notes his professional career began in 1960. After going professionally undefeated for four years, Ali defeated Sonny Liston to win world heavyweight championship in 1964.

Religion and politics

in 1964 Cassius Clay Jr. joined the Nation of Islam and changed his name to Muhammad Ali. He was also drafted into the military. Due to religious believes, Ali refused to serve in the military. The United States Department

of Justice rejected Ali's request for conscientious objector status. In 1967 he was ordered to show up for induction in the military. Ali did not cooperate and was subsequently stripped of his boxing rights. After 3 1/2 years he was allowed to return to the ring.

Late boxing career

Ali returned to the ring in 1970. He won his first match back after the three-year hiatus. In 1971, Ali fought Joe Frazier for the heavyweight championship. He lost in the 15th round. During the 1974 fight known as the "Rumble in the Jungle," against George Foreman, Ali regained the heavyweight championship title. The following year, Ali prevailed in the "Thrilla in Manilla" rematch against Joe Frazier. After winning the heavyweight title on three occasions, Ali retired in 1981 after a loss to Trevor Berbick.

Health

Three years after retirement, Ali was diagnosed with Parkinson's disease. According to MayoClinic.com, Parkinson's disease is a genetic condition, resulting in loss of motor skills, speech and dementia. In his autobiography "The Soul of a Butterfly: Reflections on Life's Journey" Ali discredits the myth that boxing caused his condition. In 1997, he opened the Muhammad Ali Parkinson Center at Barrow Neurological Institute in Phoenix, Arizona.

(Adapted from livingstrong.com)

After reading the life story of Muhammad Ali, write an essay describing Muhammad Ali's character.

In pairs



1. Re-read the story 'Jo Konta crushes out of Australian Open after suffering shock defeat to lucky loser Bernarda Pera.' on pages 103-107.
2. Tell your friend how you feel when you win or lose in your favourite sports during a competition.
3. Discuss the reaction of the spectators when the sportsperson they support win or lose in a competition.
4. Make notes on what you have discussed on the emotions of sportspeople and that of their supporters in victory or defeat. Present them to the rest of the class.

Individually



1. Write a short article of one paragraph that talks about the emotions of sportspeople during a loss or a win.
2. Write an article describing the excitement of the spectators when the sportspeople they support win.

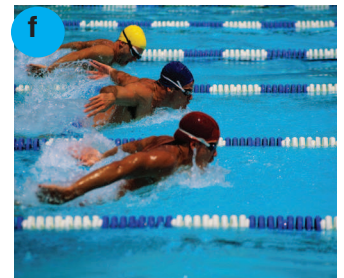


Activity 5: Importance of sports in the world

Individually



1. Study the pictures below.
2. Name the sports that are shown in each picture.





As a class

1. Take turns to read the poem below. Identify the sport being talked about in the poem. Which country is known for the sport.
2. Identify and discuss the key points in the poem.
3. Read the newspaper article, 'Sports for peace in South Sudan' in Activity 2 on pages 92-93 and compare how the writer and the poet below write about sports.

Passion & Risk

By Forrest Gander

Stood waiting for the 990 pound animal to fall
 But suddenly swiveled suddenly, suddenly,
 the bull's enormous enraged head swiveled,
 and the curving horn caught him.
 José Cubero known as Yijo, "little
 boy," at the last minute gored,
 as the sun was setting,
 as he delivered the estocada,
 his final sword thrust and the crowd rose as one,
 and twilight gasped.

This bull has killed me his best friend said,
 were his final words piercing him through the heart tip,
 of its left horn and standing him,
 straight up in the air.

Stocada - the thrust of the matador's sword used in the final stage of a bull fight to pass through the neck and kill by striking the aorta of the bull.



In groups

1. Research using the internet, magazine articles, newspapers, or textbooks on the importance of sports to the society. As part of your research you can ask your parents, guardians, teachers or community leaders to explain to you how the world has benefitted from sports and games.
2. Use the following questionnaires to conduct your research.
 - a. Do you think sports and games are important to our society? Yes/No
 Why? _____

- b. Which sports do you think have benefited the world? _____
(a. football b. handball c. wrestling d. all sports)
- c. Are sports inclusive? Are people free to join any sports they can perform in spite of their physical challenges? Yes/No _____

- d. In what ways do you think Paralympics influence the perspective of sportspeople and spectators towards support? _____

3. Write and discuss with your group members the information gathered during your research.

Individually



1. Use the notes you wrote in your groups on the benefits of sports and games to write about the importance of sports and games.
2. In your writing:
 - a. discuss the importance of sports to the global society,
 - b. discuss the ways in which sports and games events such as Paralympics influence the attitudes of people in our society,
 - c. talk about the different ways in which sportspeople and nations across the world benefit from sports and games.



Activity 6: Language practice

Comparatives

Read the conversation below with your partner.

Teacher: Who earns more between a nurse and a pilot?

Solange: A pilot earns **more than** a teacher.

Teacher: Who earns less between a nurse and a pilot?

Solange: A teacher earns **less than** a pilot.

In the conversations above, a comparison is made between a nurse and a pilot's salary. We use comparatives when we want to compare things. Note that we have used the word **than** because we are comparing.

When comparing things or people, we use comparatives. In most cases, we use adjectives and adverbs when forming comparatives.

There are different ways of forming comparatives.

1. Adjectives with one syllable form their comparatives by adding **-er**. For example:

Old - **Older**

Young - **Younger**

New - **Newer**

Bright - **Brighter**

Smart - **Smarter**

Note: Note: A few adjectives with two syllables also add -er to form comparatives. For example, pretty – prettier.

2. Adjectives that have two or more syllable for their comparative by adding **more** before the adjective. For example:

Intelligent - **More** intelligent

Beautiful - **More** beautiful

Outstanding - **More** outstanding

Sincere - **More** sincere

Truthful - **More** truthful

3. Some adjectives have irregular comparatives. For example:

Good - **Better**

Bad - **Worse**

Little - **Lesser/Less**

Much or Many - **More**

Note:

1. For adjectives ending with a consonant followed by **-y**, the **-y** changes to **-i** then we add **-er** to form their comparatives. For example:

Noisy - **Noisier**

Pretty - **Prettier**

Easy - **Easier**

Happy - **Happier**

Tasty - **Tastier**

2. Adverbs ending with **-ly** add **more** to form their comparatives. For example:

Slowly - **More** slowly

Quickly - **More** quickly

Loudly - **More** loudly

Angrily - **More** angrily

Practice exercise 1

Fill in each of the gaps in the following sentences with the correct form of the adjective.

1. She is _____ than children her age. (clever)
2. Lam is _____ than his sister. (slow)
3. The teacher is _____ than the students. (knowledgeable)
4. Our school is _____ than theirs. (tidy)
5. The orange was _____ than the mango. (sweet)
6. Cats are _____ than warthogs. (intelligent)
7. This knife is _____ than it was yesterday. (sharp)
8. Our teacher says pretenders are _____ (bad) than murderers.
9. The last question was _____ (little) challenging than the rest.
10. He is _____ (quick) in making decisions than her.

Glossary

- Assistant referee** – an official who watches a game or match closely to ensure that the rules are adhered to and (in some sports) to arbitrate on matters arising from the play.
- Coach** – a trainer or instructor.
- Competition** – a contest in which a winner is picked from among two or more entrants.
- Cricket ground** – a 22 yard pitch used by players to play cricket.
- Foul** – a violation of the rules.
- Free kick** – a place kick awarded for a foul or infringement.
- Goal** – a successful attempt at scoring.
- Goal kick** – a kick taken from the six-yard line by the defending team after the ball has been put out of play by an opposing player.
- Golf course** – an area of ground laid out for the playing of golf.
- Gymnasium** – a large room or hall equipped for physical training.
- Olympics** – international sporting contest held every four years in a selected country.
- Opponent** – a rival in a game or opposing team.
- Paralympics** – a sporting event modelled on the Olympic Games and is solely for disabled competitors.
- Pitch** – a marked area of ground that people use to play a sport.
- Players** – a sportsperson.
- Racetrack** – a circuit or course in which athletes compete or motor racing takes place.
- Referee** – the umpire or judge in any sport.
- Spectator** – a person viewing or watching anything.
- Squash court** – an enclosed area in which squash racket is played.
- Supporter** – a person who attends a particular sports team's matches and cheers them on.
- Swimming pool** – an artificial pool filled with water used for swimming
- Team captain** – a person who leads or heads a group of players.

Tennis court

- an enclosed rectangular area with a net cutting across the middle where tennis players compete.

World cup

- an international competition held between national teams in various sports especially in football.



Activity 1a: Definitions



As a class

Read the different definitions below of 'Education' as provided

Introduction

1. Education is the process of acquiring knowledge. It includes the knowledge of reading and writing among others. When one has acquired the knowledge of reading and writing, the person is said to be literate.
2. The process of receiving or giving systematic instructions, especially at a learning institution such as at school or university.
3. The act of imparting or acquiring particular knowledge or skills for a particular profession.

Pre-learning activity

Facts about education

Educated girls and women are less vulnerable to HIV infection, human trafficking and other forms of exploitation.

Children born to educated mothers are less likely to be malnourished.

Women who go for further studies see 10-20% increase in their wages.



As a class

1. Refer to the notes in Unit 1, Activity 2 on pages 8-9 on how to prepare for a class debate.
2. Organise yourselves in groups and debate: 'Education is the key to life'. In your arguments discuss how different forms of knowledge and skills improve the lives of people.



As a class

1. Read the introduction on page 114.
2. Define education in your own words. Write it and read to the rest of the class.



In pairs

1. Read the following words.

Education, learning, literate, knowledge, understand, formal, informal, profession and career.

2. Tell your partner the meanings of the words that are familiar to you.
3. Use a dictionary to find out the meaning of the words that are not familiar to you.
4. Construct sentences using the new words. Write them and present to the class.
5. Find as many words as possible from the table below

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



Activity 1b: Key inquiry questions

As a class



Read and discuss the questions below.

1. How have novelists have written about schools and education?
2. What are the different systems of education?
3. How do different pathways of education relate to career options?



Activity 2: History of education in South Sudan

In pairs



1. Read the passage below

History of education in South Sudan

The British, when colonizing Sudan did not put much effort in the establishment of schools. Catholic and Protestant missionaries provided limited schooling. The schools were taught in the local languages hence did not benefit the literacy of the children. After Sudan's independence, ineffective schools run by the church were shut down. New nationalized schools were created, and schools used Arabic instead of local languages. These new schools were however, inaccessible to most people and the education access became lesser when the civil war broke out.

However, South Sudan has made strong progress in improving its education sector. In just four years, the enrollment of children in primary school has doubled. Chances of children in South Sudan accessing education has increased greatly.

There is emphasis by leaders for consistent investment in classrooms, more schools in rural areas, more trained teachers and an efficient distribution of educational resources. All this will contribute to the improvement of the

education sector in South Sudan. There has been projects implemented aimed at benefiting both the students and teachers across the country. These improvements include construction and rehabilitation of primary schools and secondary schools.

In the past five years, over 9,000 disadvantaged girls who were previously not able to access education have been awarded scholarships. South Sudan Teacher Education Program is helping to improve teacher qualification through in-service training and the implementation of a curriculum and professional teaching standards.

The General Education Bill passed and provides compulsory and free education for all citizens of the country through primary level. This will enable many children from poor backgrounds to gain access to education. Moreover, organisations like USAID, UNICEF and the World Bank are working with the government of South Sudan to develop a stronger, self-sustaining education system.



As a class

1. From the passage, discuss the kind of education system that was there before independence.
2. Discuss the improvements that have taken place in the education sector since independence according to the passage.
3. Suggest some further improvements that will develop the education system in South Sudan.

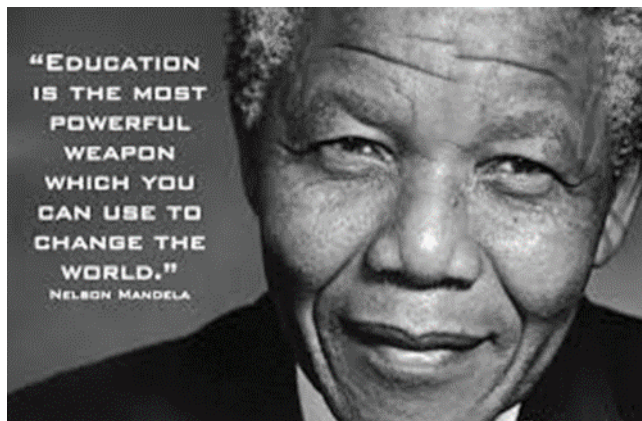


Activity 3: Importance of education

In pairs



1. Study the picture on page 106. Tell your partner what you think the quote on the picture means. Discuss the quote paying attention to the word 'weapon' and how Nelson Mandela has used it.



2. Discuss the importance of education according to your understanding.
3. How is education important to you and how is it going to change your life? Share your opinions with your friend.

In groups



1. Use magazines, newspapers, journals and internet to research on importance of education in the world. You can also conduct your research by asking your parents, guardians, teacher or community leaders to tell you about their opinion on the importance of education to the world.
2. Discuss your findings from the above activity and write them down in your exercise books.
3. From your findings, discuss how you can use education as a weapon to change South Sudan.
4. Select a member of your group to present your findings to the rest of the class.



Activity 4: Formal and non-formal education



As a class

1. Study the following pictures.
2. Identify the type of learning taking place.



In groups



1. Carry out a research using magazines, newspapers, internets, journals or any other available resource to find out about formal and non-formal education. Use the questionnaires below to ask the people around you about their understanding of formal and informal education.
 - a. Describe your understanding of formal education. _____
 - b. Describe your understanding of non-formal education. _____
 - c. What are the benefits of formal education? _____
 - d. What are the benefits of non-formal education? _____
2. Copy the table below in your exercise books and record your findings.

	Formal education	Informal education
Your understanding of:		
Benefits		

Other observations		
--------------------	--	--

In pairs 

1. Find out about informal education in South Sudan and discuss. Write your findings and present to the class.
2. Discuss the education systems given below. Define 8-4-4 and 2-6-3-3 as per the example given to complete the table.

7-4-2-3	8-4-4	2-6-3-3
This includes seven years of primary education, two years of lower secondary education (form1-4) two years of upper secondary education (upper secondary) and three years of university or college education.		

4. In your exercise books, write the advantages and disadvantages of the education systems above.



Activity 5: Finding your career path

In pairs



1. Discuss what career you would like to pursue after school and why you would like to pursue that particular career.
2. Carry out a research on the course you will be required to study so as to be a professional in your chosen career field.
3. Find out the universities or vocational centres that offer the course and the entry requirements.
4. Find out other career options that the course you study will help you pursue.
5. Write your findings and present to the class.

In groups



Share how you intent to use your career to bring positive change in South Sudan.



Activity 6: Read and evaluate

As a class



1. Talk about some of the literary techniques used by writers to pass their message?
2. Read and discuss the story below.

Augustina goes to school

Six years later, the same village experts said it was foolish for her father to consider sending a female child to secondary school. It was a waste of time; women did not need to know too much 'book'. Reverend Sister Xavier was outraged and came all the way to talk it out with Augustina's father.

'Good afternoon, Mr Mbamalu,' she began.

'Welcome,' he said, and offered her a seat.

The white woman sat and stared right into his eyes.

'I hear you're not allowing Ozoemena to attend secondary school.'

Ugorji, Augustina's elder brother, who had been assigned as interpreter for the day, repeated the woman's words in Igbo. It was not as if their father did not understand English, but when he received word that the headmistress was coming, he had panicked, fearing that his feeble grasp of the foreign language would not withstand the turbulence of the white woman's nasal accent and fast talking.

'I want her to learn how to cook and take care of a home,' Augustina's father replied. 'She has gone to primary school. She can read and write. That is enough.'

The white woman smiled and shook her head.

'I'm sorry to disagree with you, but I don't think it's enough. Ozoemena is such a smart girl. She can go a very long way.'

Ugorji did his thing. The white woman sped on.

'I've been living in Africa since the thirties. In all my over twenty years of missionary work here, I've come across very few young women as smart as your daughter.'

Sister Xavier sat upright, hands clasped as if she was in a constant state of preparedness for prayer.

'All over the world,' she continued, 'women are achieving great things. Some are doctors who treat all types of diseases, others have big positions with the government. You might be surprised to hear this, but in some countries, the person who rules over them is a woman.'

From her position behind the door, Augustina noticed that her brother did not give the correct interpretation for the word 'rules'. It was little things like this that made her the smart one.

'Mr Mbamalu, I would like you to reconsider your stand on this matter,' Sister Xavier concluded.

To date, nobody is sure if it was the sister's words, or the rapid way she fired her sentences, or simply the shock of a woman telling him what to do, but Augustina's father consented. She would attend secondary school with her brothers. Another five years of the white man's wisdom.

Augustina was thrilled. In the end, though, it did not matter that she had made the highest scores in her class during the final-year exams, or that she spoke English almost with the same speed as the reverend sisters themselves. After secondary school, the topic of formal education was officially closed and Augustina was sent as an apprentice to her father's

sister who was a successful tailor. Her aunty was married to a highly esteemed teacher. So highly esteemed, in fact, that everybody called him Teacher. That was how she left Isiukwuato and moved to Umuahia.

Augustina had been living with Teacher and Aunty for some months when news reached them that one of Teacher's friends was coming to visit. The friend had studied Engineering in the United Kingdom, was now working with the government in Enugu, and was returning to Umuahia for his annual leave. As soon as his letter arrived, Aunty went about broadcasting the news to all the neighbours. Most of them knew the expected guest from reputation. They said he was good-looking. They said he always wore shoes, even when he was just sitting inside the house reading. They said he behaved like a white man, that he spoke English through his nose and ate with a fork. Some even swore that they had never known him to fart. When Engineer turned up in his white Peugeot 403, Augustina, Aunty, Teacher, and the five children were dolled up in their Sunday best and waiting on the veranda. As soon as Augustina caught that first glimpse of him, she decided that even if Engineer's steps had not been leading to their courtyard, she would have crawled over broken glass, swum across seven oceans, and climbed seven mountains to see him that day. He was as handsome as paint. His back was straight, his hands stayed deep inside his pockets, and his steps were short and quick as if he had an urgent appointment at the end of the world. Anybody passing him on the way to the stream could have mistaken him for an emissary from the spirit world on special assignment to the land of mere mortals. After lunch, they all sat in the living room. Engineer crossed his right leg over his left knee and reeled out tales of the white man's land. 'There are times when the sun doesn't shine,' he said. 'The weather is so cold that even the plants are afraid to come out of the ground. That's why their skin is so white. Our own skin is much darker because the sun has smiled too long on us.' They opened their mouths and opened their eyes, and looked at themselves from one to the other. 'During those times, the clothes they wear are even thicker than the hairs on a sheep. And if they don't dress that way, the cold can even kill.'

They opened their mouths and opened their eyes, and looked at themselves from one to the other.

'The way their streets are, you can be walking about for miles and miles and you won't even see one speck of sand. In fact, you can even wear the same clothes for more than one week and they won't get dirty.' They opened their eyes and opened their mouths, and looked at themselves from one to the other. If anybody else had narrated these stories, they would have known immediately that he had spent far too much time in the palm wine tapper's company.

'That's why education is so important,' Engineer concluded. 'These people have learnt how to change their world to suit them. They know how to make it cold when the weather is too hot and they know how to make it hot when the weather is too cold.'

Adapted from I do not come to you by chance by Adaobi Tricia Obinne Nwaubani

Individually



1. Answer the questions below.
 - a. Why did the villagers believe that it was not practical to take girls to school?
 - b. What reasons did Reverend Sister Xavier give Mr. Mbamalu to convince him to let Augustina continue with her education?
 - c. What does the author mean when she says that Engineer, '... spoke English through his nose...'
 - d. In your own words, write how Engineer describes the White man's land.
 - e. According to Engineer, what is the importance of education?
2. Write a short story narrating about your first day in school. Employ the use of literary techniques you have studied so far.



As a class

1. Read the notes below.
2. Discuss the themes found in some of your favourites stories or novels.

Themes

A theme is the main idea or meaning of a literary work which is revealed in a writer's work directly or indirectly. Themes are divided into two categories; major and minor themes. A major theme is the idea that an author repeats throughout his or her literary work, it is the most significant idea in a poem, story or novel as conveyed by the writer. On the other hand, a minor theme is the idea that the author briefly addresses in their literary works. For example, in the novel 'I do not come to you by chance' by Adaobi Tricia Obinne Nwaubani the major themes discussed by the author include; Education, Love, Culture and Responsibility. The minor themes in the novel include; Money and Globalism.

In pairs

Read the poem below that was recited by Nyalang James Agner during the National Girls' Education Day launch at Gudele East Primary School.

A poem of hope

I am a girl proud of being me,
 I have big dreams of flying high
 But wonder how to fly higher without knowing ABC
 Yes I am capable of creating a poverty-free nation
 But wonder how, when all I know is domestic work and baby-sitting
 But how, when elders value me for marriage and not my future
 My dear parents, elders and teachers, see me not as property for sale.
 Listen to my cry for education, the best hope for the future.
 Direct me not to shattered hope but to prosperity.

In groups

1. What are some of the language techniques that can be used by the poet to pass the message about the importance of education? Explain your answer.
2. How do you think these mechanisms are effective when writing a poem? Discuss and present to the rest of the class.
3. Write and discuss the theme of the poem.

Individually

1. Write a poem or a fictional story on the importance of education.
2. Use some of the techniques you identified and explained in the group activity above.

In pairs

Analyse your partner's work and identify the techniques they used in passing their message.



Activity 7: Express yourself

In groups



1. Share how you feel about school, if it has made your life better and how.
2. What particular moment in your school life is so important to you? Why?

Individually



1. Write an essay about the most important moments of your school life and how those moments made you feel.

In pairs



1. Read the essay you have written.
2. Make correction where necessary. Check for spelling mistakes, punctuation marks and other grammatical errors.

As a class



1. Read the notes below and discuss them.
2. Look at the example of the play provided after the notes and identify some of the features mentioned in the notes.

Features of a play

A play is an aspect of literature that is authored by a playwright and consists of dialogue between different characters. Thus a play can be read or performed for theatrical performance. Features of a play include:

- a. **A title** – this is the name of the play and tells the reader or audience what the play is about.
- b. **Setting** – the locale or period in which the play is based on, may include the scenery and other stage setting properties that are used in dramatic performance.
- c. **Acts** – these are the different sections that a play is divided into, which is considered as the chapters of a play.
- d. **Scene** – is a subdivision of an act in a play in which the time is continuous and the setting fixed and does not involve a change of characters. A scene changes when the playwright introduces a new setting in the play.
- e. **Characters** – these are the people taking part in the play. The character's name are normally written on the left side of the page and have a colon after them.
- f. **Role playing** – refers to the part a person assumes in a play. For example, in the role of a child, the character is expected to talk, dress and behave like a child.
- g. **Dialogue** – these are the conversations between the characters in the play. After the name of the character words that are spoken by them follow. While writing the dialogue the playwright can use capital letters, italics, bold or ellipsis to emphasise on the actions or emotions of the character speaking. Dialogue should never be in speech marks.
- h. **Stage direction** – this include body movement, action or facial expression of the characters. The stage direction include detailed information that clearly tell the character what they should be doing. Stage directions are always written in present tense and are put in brackets.
- i. **Props** – a portable object other than furniture or costumes used on the set of a play or film. Props also add to the dramatic elements of a play as they allow the actors to connect with the audience.

Here is an extract of the play, 'Romeo and Juliet' by William

Shakespeare

Romeo and Juliet

ACT 1

SCENE I

Verona. A public place. *[Enter SAMPSON and GREGORY, of the house of CAPULET, armed with swords and bucklers]*

Sampson: Gregory, o' my word, we'll not carry coals.

- Gregory: No, for then we should be colliers.
- Sampson: I mean, an we be in choler, we'll draw.
- Gregory: Ay, while you live, draw your neck out o' the collar.
- Sampson: I strike quickly, being moved.
- Gregory: But thou art not quickly moved to strike.
- Sampson: A dog of the house of Montague moves me.
- Gregory: To move is to stir; and to be valiant is to stand: therefore, if thou art moved, thou runn'st away.
- Sampson: A dog of that house shall move me to stand:
I will take the wall of any man or maid of Montague's.
- Gregory: That shows thee a weak slave; for the weakest goes to the wall.
- Sampson: True; and therefore women, being the weaker vessels, are ever thrust to the wall: therefore I will push Montague's men from the wall, and thrust his maids to the wall.
- Gregory: The quarrel is between our masters and us their men.
- Sampson: 'Tis all one, I will show myself a tyrant: when I have fought with the men, I will be cruel with the maids, and cut off their heads.
- Gregory: The heads of the maids?
- Sampson: Ay, the heads of the maids, or their maidenheads; take it in what sense thou wilt.
- Gregory: They must take it in sense that feel it.
- Sampson: Me they shall feel while I am able to stand and 'tis known I am a pretty piece of flesh.
- Gregory: 'Tis well thou art not fish; if thou hadst, thou hadst been poor John. Draw thy tool! here comes two of the house of the Montagues.
- Sampson: My naked weapon is out: quarrel, I will back thee.
- Gregory: How! turn thy back and run?
- Sampson: Fear me not.
- Gregory: No, marry; I fear thee!
- Sampson: Let us take the law of our sides; let them begin.

- Gregory: I will frown as I pass by, and let them take it as they list.
- Sampson: Nay, as they dare. I will bite my thumb at them; which is a disgrace to them, if they bear it.
[Enter ABRAHAM and BALTHASAR]
- Abraham: Do you bite your thumb at us, sir?
- Sampson: I do bite my thumb, sir.
- Abraham: Do you bite your thumb at us, sir?
- Sampson: [Aside to GREGORY] Is the law of our side, if I say ay?
- Gregory: No.
- Sampson: No, sir, I do not bite my thumb at you, sir, but I bite my thumb, sir.
- Gregory: Do you quarrel, sir?
- Abraham: Quarrel sir! no, sir.
- Sampson: If you do, sir, I am for you: I serve as good a man as you.
- Abraham: No better.
- Sampson: Well, sir.
- Gregory: Say "better": here comes one of my master's kinsmen.
- Sampson: Yes, better, sir.
- Abraham: You lie.
- Sampson: Draw, if you be men. Gregory, remember thy swashing blow.

Act 1

Scene 2

SCENE. A street.

(Enter Capulet, Paris, and Servant)

- Capulet: But Montague is bound as well as I,
In penalty alike; and 'tis not hard, I think,
For men so old as we to keep the peace.
- Paris: Of honourable reckoning are you both;
And pity 'tis you lived at odds so long.
But now, my lord, what say you to my suit?

Capulet: But saying o'er what I have said before:
 My child is yet a stranger in the world;
 She hath not seen the change of fourteen years,
 Let two more summers wither in their pride,
 Ere we may think her ripe to be a bride.

Paris: Younger than she are happy mothers made.

Capulet: And too soon marr'd are those so early made.
 The earth hath swallow'd all my hopes but she,
 She is the hopeful lady of my earth:
 But woo her, gentle Paris, get her heart,
 My will to her consent is but a part;
 An she agree, within her scope of choice
 Lies my consent and fair according voice.
 This night I hold an old accustom'd feast,
 Whereto I have invited many a guest,
 Such as I love; and you, among the store,
 One more, most welcome, makes my number more.
 At my poor house look to behold this night
 Earth-treading stars that make dark heaven light:
 Such comfort as do lusty young men feel
 When well-apparell'd April on the heel
 Of limping winter treads, even such delight
 Among fresh female buds shall you this night
 Inherit at my house; hear all, all see,
 And like her most whose merit most shall be:
 Which on more view, of many mine being one
 May stand in number, though in reckoning none,
 Come, go with me.

(To Servant, giving a paper)

Go, sirrah, trudge about
 Through fair Verona; find those persons out
 Whose names are written there, and to them say,
 My house and welcome on their pleasure stay.

(Exeunt Capulet and Paris)

Servant: Find them out whose names are written here! It is
 written, that the shoemaker should meddle with his
 yard, and the tailor with his last, the fisher with

his pencil, and the painter with his nets; but I am sent to find those persons whose names are here writ, and can never find what names the writing person hath here writ. I must to the learned.—In good time.

(Enter Benvolio and Romeo)

Benvolio: Tut, man, one fire burns out another's burning,
One pain is lessen'd by another's anguish;
Turn giddy, and be holp by backward turning;
One desperate grief cures with another's languish:
Take thou some new infection to thy eye,
And the rank poison of the old will die.

Romeo: Your plaintain-leaf is excellent for that.

Benvolio: For what, I pray thee?

Romeo: For your broken shin.

Benvolio: Why, Romeo, art thou mad?

Romeo: Not mad, but bound more than a mad-man is;
Shut up in prison, kept without my food,
Whipp'd and tormented and—God-den, good fellow.

Servant: God gi' god-den. I pray, sir, can you read?

Romeo: Ay, mine own fortune in my misery.

Servant: Perhaps you have learned it without book: but, I pray, can you read anything you see?

Romeo: Ay, if I know the letters and the language.

Servant: Ye say honestly: rest you merry!

Romeo: Stay, fellow; I can read.

(Reads)

'Signior Martino and his wife and daughters;
County Anselme and his beauteous sisters; the lady
widow of Vitravio; Signior Placentio and his lovely

nieces; Mercutio and his brother Valentine; mine uncle Capulet, his wife and daughters; my fair niece Rosaline; Livia; Signior Valentio and his cousin Tybalt, Lucio and the lively Helena.' A fair assembly: whither should they come?

Servant: Up.

ROMEO: Whither?

Servant: To supper; to our house.

Romeo: Whose house?

Servant: My master's.

Romeo: Indeed, I should have ask'd you that before.

Servant: Now I'll tell you without asking: my master is the great rich Capulet; and if you be not of the house of Montagues, I pray, come and crush a cup of wine. Rest you merry!

(Exit)

Benvolio: At this same ancient feast of Capulet's
Supps the fair Rosaline whom thou so lovest,
With all the admired beauties of Verona:
Go thither; and, with unattainted eye,
Compare her face with some that I shall show,
And I will make thee think thy swan a crow.

Romeo: When the devout religion of mine eye
Maintains such falsehood, then turn tears to fires;
And these, who often drown'd could never die,
Transparent heretics, be burnt for liars!
One fairer than my love! the all-seeing sun
Ne'er saw her match since first the world begun.

Benvolio: Tut, you saw her fair, none else being by,
Herself poised with herself in either eye:
But in that crystal scales let there be weigh'd
Your lady's love against some other maid
That I will show you shining at this feast,
And she shall scant show well that now shows best.

Romeo: I'll go along, no such sight to be shown,
But to rejoice in splendor of mine own.

(Adapted from Romeo and Juliet by William Shakespear)

In groups



Write a play in which a girl is telling her parents why they should let her go to school. Follow the format given above. As you write your play, include actions that the character is performing without speaking. Put them in brackets. You can also include the emotions of the character either revealed through the action or facial expression. Give the girl and her parents names of your choice. Ensure that in the end, the parents agree to take the girl to school.

Girl: Good morning mum and dad.

Parents: Good morning. *(Pleasantly smiling to the girl)*

Girl:

Mother:

Father:

Girl:

Father:



Activity 8: Language practice

i. Countable and uncountable nouns

1. Count the number of desks, windows and students in your class.
2. Try counting the hair in your head and the amount of light in your classroom.

From Activity 1 above, you have noticed that you can easily count desks, windows and students in your class. Nouns, such as these, which can be counted are called **countable nouns**. Countable nouns have a singular and plural form. For example:

Singular	Plural
1. One boy	Two boys
2. One chair	Three chairs
3. A glass	Six glasses

You also notice from Activity 2 above that it is not possible to count your hair or

the amount of light in your classroom. Nouns like 'hair' and 'light' which cannot be counted are called **uncountable nouns**. Uncountable nouns exist only in one form; they have no plural form. For example:

1. Milk
2. Water
3. Flour

Practice exercise 1

Classify the following nouns as either countable or uncountable.

- | | |
|--------------|----------------|
| 1. Advice | 6. Essay |
| 2. Cabbage | 7. Help |
| 3. City | 8. Homework |
| 4. Cup | 9. Information |
| 5. Equipment | 10. Carrot |

ii. Determiners of quantity: much, many, a little, little, a few, few

These are words that help us to express the quantity of both countable and uncountable nouns. Let us study how each one of them is used.

a. *Many* and *much*

Many is used with countable nouns to give the meaning 'a large number of'. For example:

1. We bought **many** cabbages from the market yesterday.
2. **Many** people do not eat a balanced diet.

Much is used with uncountable nouns to give the meaning 'a large amount of'. For example:

1. There isn't **much** flour left in the store.
2. Too **much** sugar is not good for your health.

Practice exercise 2

Use *much* or *many* to fill the gaps.

1. We slaughtered _____ goats during the wedding ceremony.
2. How _____ apples do you take in a day?
3. There isn't _____ salt in my *matoke*.
4. I have _____ friends from France.
5. My grandmother hasn't got _____ hair on her head.

6. She harvested _____ tins of honey.
7. She couldn't get _____ sleep when she was sick.
8. Too _____ spices make food unappetising to many people.

b. *Few and a few*

Both *few* and *a few* are used with countable nouns. *A few* is used to give the meaning 'a small number of' while *few* is used to emphasise how small a number of people or things is. For example:

1. We only bought **a few** chocolates for those celebrating their birthday this weekend.
2. Only **a few** people eat a balanced diet.
3. **Few** people in Africa eat salmon.
4. Very **few** foods contain calcium.

c. *Little and a little*

Both *little* and *a little* are used with uncountable nouns. *A little* is used to give the meaning 'a small amount of' while *little* is used to emphasise how small an amount is. For example:

1. We only know **a little** of what water actually does in our bodies.
2. You need only **a little** yeast to leaven the bread.
3. There is **little** sugar in my tea. It is just tasteless.
4. There was **little** food in the refrigerator.

Practice exercise 3

Use *much*, *many*, *a little*, *little*, *a few* or *few* to complete the following sentences.

1. There has been _____ demand for tea recently.
2. You've got to hurry up. There's _____ time to waste.
3. I have _____ milk to sell to the factory.
4. There wasn't that _____ coffee to buy at the auction.
5. There is _____ profit in farming as an economic activity.
6. He has so _____ money, he doesn't know what to do with it.
7. I need _____ sugar since I have many visitors coming.
8. They ordered _____ petroleum since they supply to many people.

iii. Comparatives: more and most

In Unit 4, we learnt that we use comparatives when comparing two or more things. However, some adjectives do not take '-er' and '-est' to form their comparatives. For such adjectives, we use 'more' when the comparison is

between two things and 'most' when the comparison is among three or more things. This happens with longer adjectives, usually those with three or more syllables. For example:60

<i>Positive</i>	<i>comparative</i>	<i>superlative</i>
Delicious	more delicious	most delicious
Difficult	more difficult	most difficult

Practice exercise 4

- Write down sentences comparing different types of food using "more" and "most". For example:
 - There is more salt in traditional vegetables compared to fish.
 - Most proteins are found in animal meat.
- Rewrite the word in the brackets in the correct form.
 - Awi is (clever) than Lagu.
 - Lopuke is (tall) boy in the whole class.
 - She wore the (expensive) clothes among the ladies.
 - Akumu is (pretty) than her sister.
 - She takes (most) water than her mother.
 - Akello has (little) interest in Mathematics than in Agriculture.
 - The (far) we went the (fast) he ran towards us.

Glossary

Career	- occupation chosen as one's life's work.
Education	- the act or process of acquiring knowledge.
Formal education	- learning delivered by trained teachers in a systematic, intentional way.
Informal education	- learning that can occur outside of a structured curriculum.
Knowledge	- the facts or experiences known by a person or a group of people.
Learning	- knowledge gained by study, or scholarship.
Literate	- one who is able to read and write.
Profession	- an occupation requiring special training.

Introduction

Harvesting is the act of gathering farm produce when they are ready for use. Most African communities have often upheld the harvesting seasons by holding ceremonies. Communities from South Sudan celebrate the Harvest Festivals with traditional dances and wrestling. Harvest season is a happy time for communities because of the abundance of food especially after the hard work of tilling the land, planting the crops, weeding and finally harvesting.



Activity 1a: Key inquiry questions

As a class



Read and discuss the questions below.

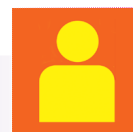
1. How do novelists write about harvest?
2. What crops are grown in this area and when are they harvested?
3. How does the community celebrate harvest?

As a class



Sing harvest songs from your respective communities. Explain the meaning of your song so that the performance is clear to the audience.

Individually

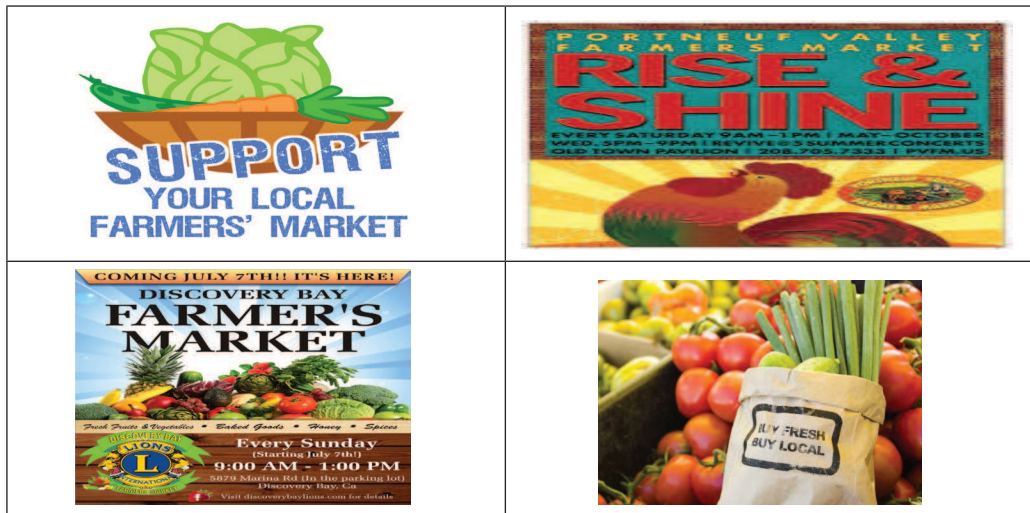


Read the notes below on preparing an advertisement.

Advertisement

An advertisement is a notice or announcement in a public medium promoting a product, service, or event or publicising a job vacancy. When writing an advertisement you must focus on capturing the attention of your audience. This can be achieved by using a catchy phrase, picture or both to promote the product

or event you are advertising. Look at the different advertisements shown below to guide you in creating your own.



Imagine you are a farmer. You have had a very good harvest and you want to sell your crops all over the country by advertising through a newspaper, radio, poster and television. Compose a brief text to market your products.



Activity 1b: Definitions

As a class



Read the introduction on page 123. Discuss what harvest season means for your community

In pairs

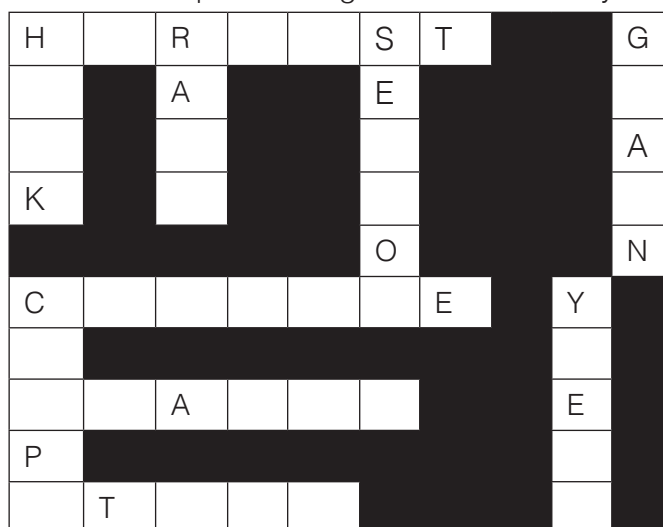


1. Read words below.

Harvest, harvest festival, season, cultivate, store, granary, keep, pick, selection, yield, crop, combine harvester, scythe, machete, husk, rice, orange

2. Define the words you already know to your friend. Use a dictionary to find out the meaning of the words that are not familiar to you.
3. Write sentences in your book using the words. Present to the rest of the class.

- (a) Solve the crossword puzzle using some of the words you have just read.



- (b) Come up with your own crosswords puzzle from the words above and let your friend solve it.



Activity 2: Reading a passage



As a class

Read the passage below. Discuss the key points in the passage.

After a long period of silent preparation Ezeulu finally revealed that he intended to hit Umuaro at its most vulnerable point—the Feast of the New Yam.

This feast was the end of the old year and the beginning of the new. Before it, a man might dig up a few yams around his house to ward off hunger in his family but no one would begin the harvesting of the big farms. And, in any case, no man of title would taste new yam from whatever source before the festival. It reminded the six villages of their coming together in ancient times and of their continuing debt to Ulu who saved them from the ravages of the Abam. At every New Yam feast the coming together of the villages was re-enacted and every grown man in Umuaro took a good-sized seed-yam to the shrine of Ulu and placed it in the heap from his village after circling it round his head; then he took the lump of chalk lying beside the heap and marked his face. It was from these heaps that the elders knew the number of men in each village. If there was an increase over the previous year a sacrifice of gratitude

was made to Ulu; but if the number had declined the reason was sought from diviners and a sacrifice of appeasement was ordered. It was also from these yams that Ezeulu selected thirteen with which to reckon the new year.

If the festival meant no more than this it would still be the most important ceremony in Umuaro. But it was also the day for all the minor deities in the six villages who did not have their own special feasts. On that day each of these gods was brought by its custodian and stood in a line outside the shrine of Ulu so that any man or woman who had received a favour from it could make a small present in return. This was the one public appearance these smaller gods were allowed in the year. They rode into the market place on the heads or shoulders of their custodians, danced round and then stood side by side at the entrance to the shrine of Ulu. Some of them would be very old, nearing the time when their power would be transferred to new carvings and they would be cast aside; and some would have been made only the other day. The very old ones carried face marks like the men who made them, in the days before Umuaro abandoned the custom. At last year's festival only three of these ancients were left.

Perhaps this year one or two more would disappear, following the men who made them in their own image and departed long ago. The festival thus brought gods and men together in one crowd. It was the only assembly in Umuaro in which a man might look to his right and find his neighbour and look to his left and see a god standing there—perhaps Agwu whose mother also gave birth to madness or Ngene, owner of a stream.

The feasting which followed lasted till sunset. There were pots of yam pottage, foofoo, bitter-leaf soup and egusi soup, two boiled legs of goat, two large bowls of cooked asa fish taken out whole from the soup and kegs of sweet wine tapped from the raffia palm. Whenever a particularly impressive item of food was set before the women their song-leader raised the old chant of thanks:

“Kwo-kwo-kwo-kwo-kwo!

Kwo-o-o-oh!

We are going to eat again as we are wont to do!

Who provides?

Who is it?

Who provides?

Who is it?

Obika Ezeulu he provides

Ayo-o-o-o-oh!”

Adapted from Arrow of God by Chinua Achebe

In groups

1. What techniques has the writer used in conveying the message?
2. Discuss the effectiveness of these techniques.
3. Support your answers using phrases, lines or statements from the passage.
4. Discuss the symbolic importance of harvest as given in these passages.
5. Write the answers in your exercise books and present to the class.

Individually

Re-read the passage on pages 139-140 and answer the following questions.

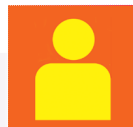
1. Which feast is being celebrated in the passage?
2. What is the importance of the feast you have mentioned above to the people in the passage?
3. In your own words write down the events that take place during the festival.
4. From the passage, the festival was believed to re-unite gods and men. What does this mean?
5. Why did women start to sing whenever food was served before them?

**Activity 3: The harvest season****In groups**

1. Carry out a research on the harvest season in your area. Use the questionnaires below to interview the farmers in your area.
 - a. What are the season experienced in your region? When are these seasons experienced? _____
 - b. What types of soil are found in your area and the neighbouring areas? _____
 - c. What crops are grown in your area? _____
 - d. When is the harvest season? _____
 - e. How do you tell when the harvest season is near? _____

- f. When do you know that the crops are ready for harvest? _____
- g. What activities do you do during the harvest season? _____
- h. What are the steps of the harvest process? _____
- i. Do you have celebrations to mark the harvest season? _____
- j. What kind of songs or performances are done to celebrate the harvest season? _____
- k. Which people in the community perform the dances or songs in honor of the harvest season? _____

Individually



1. Use the information you gathered during the research and write an essay explaining the harvest process.
2. In your piece of writing, include:
 - a. explain the harvesting season,
 - b. crops that are harvested during that season,
 - c. the harvesting process,
 - d. the harvest festivals done to mark the harvest season.

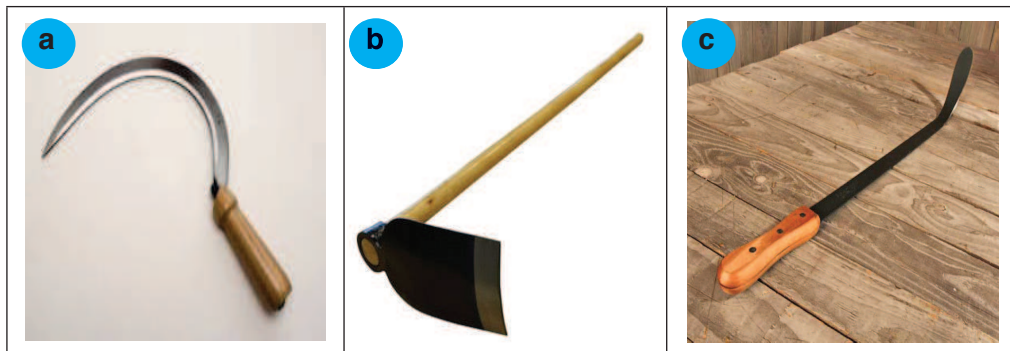


Activity 4: Tools used for harvesting and storing

In groups



1. Look at the pictures below.





2. Discuss how each tool is used in farming.
3. Write the points you have discussed in your exercise books and present to the rest of the class.
4. Carry out a debate on the motion 'Modern methods of farming are better than old methods'.



Activity 5: How societies prepare for the harvest occasion



As a class

Harvest Folklore

Ever since the first farmers planted their crops over 10,000 years ago, they have had an anxious wait for summer. Will there be enough hot weather to ripen the corn? Will an unlucky wet spell rot the grain in the ears? Will the yield feed the community for the coming year or allow the farmer to pay his rent? If not, it will be another year before the next opportunity comes.

Until modern machinery redefined agriculture, corn was harvested by hand using sickles or scythes which systematically cut through the stems and laid it in swathes for binding. The action was difficult to master: if done incorrectly the stems would simply be knocked flat. Reaping gangs toured the local farms, and their leader, known as the Lord of the Harvest – the most skilled man present – arranged the scheme of work and the men's pay. The Lord opened the field and set the pace. Each man was expected to reap an acre a day, working in a line or 'flight' across the field.

The reapers were followed by women and boys who bound the corn into sheaves, ingeniously tied with wisps of straw. A good binder could tie for three reapers. The sheaves were then stood in pairs or 'shocked' (pronounced 'shook') to dry for several days before the 'shocks' or 'stooks' were taken to the barns.

The corn has to be cut as soon as it is ripe, or else the quality deteriorates and the grains shed from the ears, but it must also be dry else it will quickly spoil. A prolonged wet spell at the critical time could – and still can – cost an entire harvest. While the weather held, every able-bodied man, woman and child would be out in the fields. This is the reason for the six-week British school summer holiday today. Harvest has always provided a time of bonding between communities as everyone slogged together under broiling sun, glowering clouds, and driving rain to bring the harvest home.

On fine days, work could begin at 4am and continue well into the night. The Harvest Moon; the full moon falling closest to the Autumn equinox, rises unusually close to sunset and is so named because it provided harvesters with valuable extra light.

Children were employed in gleaning or leasing: picking up the stray ears of corn from the stubble. This was exhausting work involving hours bent down in the sun. The barley and beans went to the farmers for animal feed; wheat was kept by the gleaners and provided a vital part of the diet of poorer families.

Homemade cider, 'sharp enough to cut the throat of a graveyard ghost', was an expected perk and was included in harvest contracts. It was brought out to the fields at regular intervals during the day. A gallon [eight pints] was the standard daily allowance per man, although they could always have more if they needed it. Harvest teas are a tradition still maintained on some farms. The harvesters couldn't be allowed home for tea, losing valuable time, so the farmers' wives took lavish hampers of sandwiches, cold pies, and cakes to the fields for the workers.

The last sheaf of corn was always saved. This was believed to contain the corn spirit, which was gradually condensed as harvest progressed until it reached the final sheaf to be cut. Often the sheaf was scattered on the fields in spring, returning the spirit to the fields. In some areas it was hung up for the hungry birds to peck on New Year's Day; in others it was made into a corn dolly. This tradition exists across Europe and it is believed by many in the pagan tradition that this is a relic of the millennia-old belief in the Dying-and-Rising God or God of the Green, who dies in Autumn to be reborn the following Spring.

The Harvest Home, when the last wagon was on its way to the barn, was the

culmination of harvest. The horse and wagon were bedecked with flowers and ribbons, and everyone crammed on top to sing Harvest Home songs.

Up! Up! Up! A happy harvest home!
We have sowed, we have mowed,
We have carried our last load!

I've ripped my shirt and teared my skin,
To get my master's harvest in!

The wagon was met with ale and cakes and a Harvest Home supper was provided by the grateful farmer. Everyone crammed into the barn for boiled beef, bread, cheese, plum pudding, and the obligatory vast quantities of cider. Singing and dancing continued long into the night.

In the 1870s, harvest changed forever when the horse-drawn reaper-binder appeared. Two men could now cut and bind an acre of corn an hour. The harvest gangs were no longer needed, although the sheaves still had to be shaken, pitched into wagons and unloaded in the barns, and gleaners were still vital.

The tractor-drawn reaper-binder followed, then in the 1930s came the combine harvester which also threshed the grain from the ears, leaving the straw in the fields. What was once a community effort now involved only a handful of farm workers.

But there is still something magical about harvest, for farmers and non-farmers alike. There is something fascinating about a combine harvester rumbling across a field amidst a billowing dust cloud. The time which once made or broke communities, inspired prophets, defined religions, and ultimately made us who we are, still triggers something of its former magic, deep within our unconscious minds.

From: <http://folklorethursday.com/folsklife/lore-of-the-harvest/#sthash.3LkDvOJJ.pbSQ3wKp.dpbs>

1. Read the harvest folklore aloud.
2. Discuss and compare the themes in the 'Harvest Folklore' and 'The Feast of the New Yam'
3. Compare and contrast the use of language effects such as simile, imagery and metaphors in the Harvest Folklore and The feast of the New Yam.
4. Do the authors write in the present or past tense? Cite incidences as used in the passages.

5. Identify the verbs and adverbs used in the Harvest Folklore.
6. Identify new words used by the authors and discuss their meanings.

Individually



Re-read the passage '*Harvest folklore*' and answer the following questions.

1. Why are the farmers anxious about summer?
2. How has modern machinery redefined agriculture?
3. What was the function of the following people during the harvest season:
 - a. Men,
 - b. Women and boys,
 - c. Children.
4. Why was the last sheaf of corn always considered to be special and saved?

Name two harvest objects that brought positive impact to the harvest process in 1870s and 1930s respectively.

In pairs



1. Look at the pictures below. Talk about what is happening in the pictures.
2. Write sentences in your book describing the activities in the pictures.
3. Present the sentences to your class.



Individually

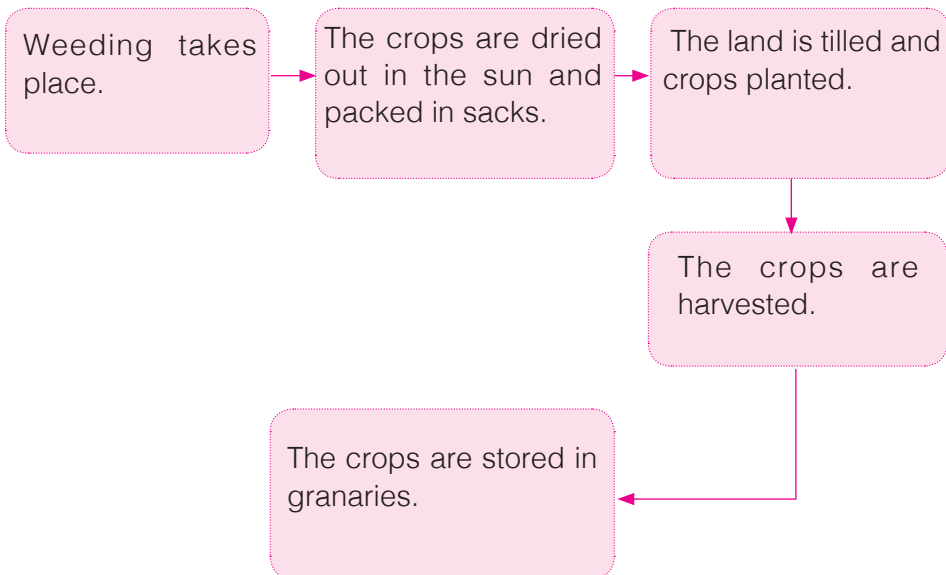


1. Identify dances or songs that are performed in your community during harvest.
2. Write about the performances:
 - a. the meaning of the song or dance,
 - b. the people that take part in the performance,
 - c. the tenses and vocabulary used in the songs.

In groups



Arrange the following activities in the order in which they occur.



Activity 6: Language practice

Adverbs of duration

We can talk about the things we did in the past and state for how long we did them. We use adverbs of duration to state for how long something happened.

Read the sentences below:

1. Maureen's family toured Volcanoes Park **for six days**.
2. They visited Iby Iuwe cultural village **for one day**.
3. They hiked on the volcanoes for **three days**.
4. They did the gorilla trekking **for two days**.

The words in bold are called adverbs of duration. They tell us for how long something happened. Adverbs of duration are usually used at the beginning, mid or end position of a sentence.

1. For two days, they were in the camp. (at the beginning)
2. They went hiking four a week in the forest. (in the middle)
3. They raced for six hours. (at the end)

Adverbs of duration use the preposition 'for' followed by words that describe time such as: seconds, minutes, hours, days, weeks, months, years, centuries etc.

1. That monument has been there for two centuries.
2. We lived in Europe for two years.
3. She can dive for two minutes.

Practice exercise 1

1. Identify the adverbs of duration in the passage below.

It has been a long journey. We have been in school for the last twelve years since 2006. I have been waiting for this moment all my life. Even though I will miss my friends, I'm sure we will keep in touch. Especially Juan my best friend with whom we have been close friends for four good years. That is since we joined Secondary one. I look forward to joining college even though I know we will stay at home for two years before we can receive any letters of admission. I can't believe I'm through with my four years of secondary learning.

2. Construct your own sentences using adverbs of duration. Ensure some sentences have adverbs at the beginning, others in the middle and others at the end of the sentence.

Practice exercise 2

1. Recount the things you did during your last holiday.
2. Construct sentences to explain them.
3. Use adverbs of duration to say how long they took.

Practice exercise 3

Use the adverbs of duration provided to correctly complete the sentences below.

since, from, till, next, already, anymore, for, last, yet, long, still

1. We didn't stay _____ at the meeting.
2. There was no news of him _____ a year.
3. It has been raining _____ morning.
4. The examinations will be held _____ March 10 to March 30.
5. There was no light in the whole city _____ 10 O'clock.
6. She _____ lives in London.
7. I couldn't stand his behaviour _____.
8. It isn't dark _____.
9. I am _____ aware of that problem.
10. I wanted the job, but I couldn't wait _____.

Glossary

- | | |
|-------------------|--|
| Cultivate | – to prepare and work on land in order to raise crops that will be harvested. |
| Granary | – a storage house used to keep grains. |
| Harvest | – the process or period of gathering crops. |
| Harvest festivals | – a celebration that is held by farmers to give thanks for a successful harvest. |
| Pick | – detach or remove crops from where they are growing. |
| Reap | – cut or gather crops. |
| Seasons | – divisions of the year marked by particular weather patterns. |
| Selection | – the process of separating produce from the farm. |
| Store | – keep or accumulate something for future use. |



Activity 1: Definitions

Read and discuss the questions below.

Key inquiry questions

1. What is the importance of tourism to a national economy?
2. What are the features that attract tourist to a country?



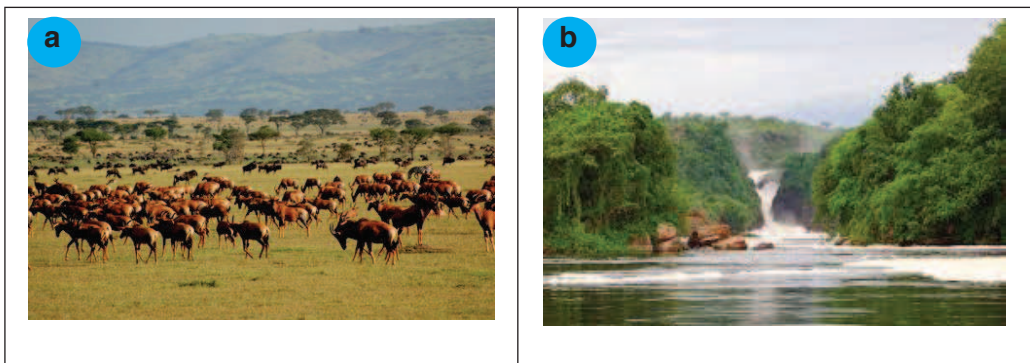
As a class

1. Read the definitions of the word tourism provided below.
2. Compare each of the definitions. Share with each other your own understanding of the word tourism.

What is tourism?

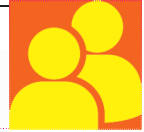
- i. Tourism refers to the act or practise of travelling to various places for leisure or pleasure.
- ii. Tourism is the commercial activity of providing services to people who are touring an area while on holiday.
- iii. Tourism is the act of visiting different destinations for fun.
- iv. Tourism is the idea of travelling and staying in a foreign place away from your region, home or country.

Look at the pictures below. Discuss the tourism features shown.





In pairs



1. Study the vocabulary below.

Travel, adventure, attraction sites, scenery, historic sites, archeological sites, art gallery, museum, national park, animal orphanage, trip, tour, camp, hotel, vacation, tourist, beach, luggage, explore and cruise.

2. Identify words you are familiar with and define it to your friend.
3. Use the dictionary to find the meaning of the words that are new to you.
4. Construct sentences using the words. Write them and present to the class.



Activity 2: Tourism in East Africa



In pairs

1. Read the text below.
2. Discuss and compare the tourist attraction sites in East Africa.
3. Write a summary of the key points in the text. Read them to other groups and present to the rest of the class.

Discovering East Africa

Having lived in South Sudan all my life I had never travelled outside my country. I have always had a passion to travel and discover new places while interacting with people from different cultural background. East Africa is often praised for its authentic, diverse wildlife and natural beauty, I am always left in awe of its magnificent views. In 2008, my friends and I from Juba University organised a back packing trip through East Africa. This was an opportunity that I had been looking forward to since I finished high school.

We embarked on our journey beginning with the expansive beaches found along the coastlines of Kenya and Zanzibar. As we walk through the sand, every trail disappeared as thoroughly as the wind blew the sand under the sun's scorching heat. We were amazed by the tropical weather, sea and sand along these coastlines, the air was so humid yet cooling as the breeze from the ocean hit our heated body. One of my friends suggested we go for snorkeling, which seemed to be a scary idea since none of us had ever dived deep into the ocean to explore the sea life which we only learnt through our textbooks in school. We did our first snorkelling attempt in Mombasa, Kenya which was terrifying but amazing due to the adrenaline rush that came with it. Diving into the ocean floor remains to be one of the most unforgettable experiences in my life. Whenever I think about it, I feel recharged again, the cool waters rushing through my body as I enjoyed the spectacular view of the marine life still amazes me.

As I mentioned earlier, snorkeling was something I had never imagined of doing – breathing underwater as you interact with the underwater scenery... sounds impossible but I did it. Snorkeling is like entering and exploring an unknown world. I enjoyed watching all the different fish, the colours, reefs and the whole marine life. After 45 minutes of snorkeling we headed back to the beach for lunch, each one of us chattering like empty tins about our unbelievable experience. The palm trees at the beach did not disappoint they proved to be of great company as we relaxed. We enjoyed the ocean breeze as we took in the beautiful view in front of us – a sky blue ocean with systematic waves that swayed back and fourth as if to create a rhythm for us to dance to. The palm tree branches filtered the light from the scorching sun

providing a shield between us and the direct heat from the sun.

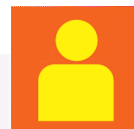
In the evening we were invited for the Diani Beach Festival, which is the annual cultural party held in the coastal beaches and towns of Mombasa to celebrate the traditional heritage of the people of Mombasa. This was yet another interactive experience that I looked forward to, with much anticipation and excitement. I have to admit, once you experience the hospitality of the Kenyan people at the coast you will relish it forever. Everyone in the festival was welcoming and accommodating for us. Some of the guests even offered to teach us the traditional dances that were performed that night. Swahili songs filled the air as men and women drowned in the music produced by the drum beats and guitars. We danced the night away as we learnt about the culture and heritage of our brothers and sisters in the neighboring country.

For the next 5 day we traveled to the Maasai Mara where we experienced the annual wildebeest migration from Kenya to Tanzania through the Maasai Mara to Serengeti National Park in Tanzania. To date I have never seen such a larger number of wild animals moving in unison and with focus from one destination to another. According to our tour guide around 1.5 million wildebeest migrate every year. I was amazed yet shocked at the same time. I captured every moment with my camera as I was determined to encourage my friends back home to travel and explore the beauty in our region. Once our trip was over I returned home a new person – baptized by the beauty of mother nature.

Answer the following questions.

1. What makes East Africa an authentic place to explore?
2. Identify and explain some figurative language used in this narrative.
3. What was amazing about snorkeling for the narrator?
4. Write a short paragraph explaining an adventure you would like to explore.
5. Explain what the narrator means by the phrase, ‘...baptized by the beauty of mother nature.’

Individually



1. Re-read the passage, ‘Discovering East Africa.’
2. Imagine that you have visited Boma National Park in South Sudan. Write a descriptive essay talking about the things, you saw and your experience. Adopt the use of imagery and other literary devices in your writing.



Activity 3: Features that attract tourists to a country

In groups



1. Study the tourist websites provided below.

a

b

c

d

2. For each website, look at the pictures provided. Identify the key interests for tourists from the pictures.
3. From the pictures discuss the activities that tourists can engage in when visiting the region shown.
4. Make notes on what you have discussed. Share with other groups and present to the rest of the class.

As a class



1. Identify features of South Sudan that would attract tourists.
2. Discuss the areas of South Sudan that have features which would attract tourists.



Activity 4: Analyse tourist leaflets and brochures

In groups



1. Study the tourist leaflets and brochures below.
2. Identify which tourist features or activities the leaflets and brochures advertise.
3. Discuss the key points to include on a tourist brochure or leaflet. Write and present your points to other groups and the rest of the class.

4. Take pictures of your favourite wildlife, scenery and sites and post them in your class.

Individually



1. Look at the leaflets and brochures on page 139. Analyse the techniques used such as slogans, bullets, special offers and the language used etc.
2. Read and use the notes you made in Activity 3 on the tourist features and activities in South Sudan to write your own leaflet or brochure.
3. The leaflet or brochure should follow the same style shown in the pictures above to publicise South Sudanese attraction sites.



Activity 5: Economic importance of tourism

In pairs



1. Take turns to read the article below.
2. Identify and discuss the key points in the passage.
3. Write an essay discussing ways in which tourism can be developed in South Sudan

Tourism in South Sudan

South Sudan: Huge potential in tourism sector requires peace-USAID

The USAID Mission Director in South Sudan says insecurity and continued instability in the country is discouraging investors from channeling their money into the tourism sector.

Mr. Bakken made the statement after visiting Buma Park on Friday. He says South Sudan tourism industry has unlimited potential to attract both tourists and investors. Mr. Bakken says that violence and political instability has discouraged tourists from visiting or investing since 2013.

He told Eye Radio the South Sudan tourism sector has the potential to employ thousands of people and spur development. "There is a great potential for attracting investment into this sector and creating employment, then the tourists will come. But you need peace first here and if you have peace that will happen," Bakken said. He said a lot of investors are inquiring whether its safe to support the tourism industry, but the facts on the ground stand out.

“There are people who are interested and were interested before December 2013, they keep asking, they came back and asked when we can come in and invest. So I think you know there is hope of developing a significant eco-tourism industry here in South Sudan,” he added.

Jeffery Bakken said a recently conducted survey found that there has been a decline in the population of the wildlife due to conflicts and poaching in South Sudan. A survey shows that South Sudan is home to the world's second-largest land mammal migration, such as elephant, giraffe, lion, and hippopotamus. Since 2008, USAID has supported wildlife conservation in South Sudan through the Wildlife Conservation Society, and working with South Sudan's National Wildlife Service.

(Adapted from APA News, South Sudan –Economy- Tourism)



Activity 6: Ways to promote wildlife conservation

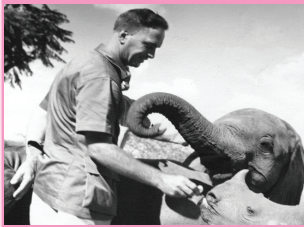
In groups



1. Read the article below.
2. Discuss some organisations in South Sudan that focus on protecting endangered species.

The David Sheldrick Wildlife Trust

Born from one family's passion for Kenya and its wilderness, the David Sheldrick Wildlife Trust is today the most successful orphan-elephant rescue and rehabilitation program in the world and one of the pioneering conservation organisations for wildlife and habitat protection in East Africa.



David Sheldrick



Daphne Sheldrick



The David Sheldrick Wildlife Trust

Founded in 1977 by **Dr. Dame Daphne Sheldrick D.B.E.**, in honour of the memory of her late husband, famous naturalist and founding Warden of Tsavo East National Park, **David Leslie William Sheldrick MBE**, the David Sheldrick Wildlife Trust (DSWT) claims a rich and deeply rooted family history in wildlife and conservation.

Mission statement

The David Sheldrick Wildlife Trust embraces all measures that compliment the conservation, preservation and protection of wildlife. These include anti-poaching, safe guarding the natural environment, enhancing community awareness, addressing animal welfare issues, providing veterinary assistance to animals in need, rescuing and hand rearing elephant and rhino orphans, along with other species that can ultimately enjoy a quality of life in wild terms when grown.

At the heart of the DSWT's conservation activities is the **Orphans' Project**, which has achieved world-wide acclaim through its hugely successful elephant and rhino rescue and rehabilitation program. The Orphans' Project exists to offer hope for the future of Kenya's threatened elephant and rhino populations as they struggle against the threat of poaching for their ivory and horn, and the loss of habitat due to human population pressures and conflict, deforestation and drought.

To date the David Sheldrick Wildlife Trust has successfully hand-raised over 150 infant elephants and has accomplished its long-term conservation priority by effectively reintegrating orphans back into the wild herds of Tsavo, claiming many healthy wild-born calves from former-orphaned elephants raised in our care.

The DSWT has remained true to its principles and ideals, remaining a sustainable and flexible organization. Guided by experienced and dedicated Trustees and assisted by an Advisory Committee of proactive naturalists with a lifetime of wildlife and environmental experience, the Trust takes effective

action and achieves long-lasting results.

Chaired by Daphne Sheldrick, the DSWT is run by Angela Sheldrick, the daughter of David and Daphne, who has been managing all of the Trust's activities for over a decade. Growing up in Tsavo and later in the Nairobi National Park, Angela has been part of the Trust's vision from the start, supported by her husband Robert Carr-Hartley and their two boys Taru and Roan, who are passionate about Kenya's wildlife and eager to ensure that David and Daphne's legacy continues.

In 2004 the DSWT was incorporated as a Charitable Company in the U.K. and granted charitable status by the Charities Commission, whilst during the same year the Trust has also attained US Charitable status enhancing its corporate funding capability under the guidance of the U.S. Friends of the David Sheldrick Wildlife Trust.

(Retrieved from: https://www.sheldrickwildlifetrust.org/about_us.asp).

Individually



1. Answer the following questions below.
 - a. What does the David Sheldrick Wildlife Trust (DSWT) specialise in?
 - b. Why did Dr. Dame Daphne Sheldrick found DSWT?
 - c. Which measures has the DWST taken to conserve and preserve the wildlife?
 - d. In a few words, discuss the function of the Orphan's Project by DWST?
 - e. When was the DWST incorporated as a charitable company in the UK? How do you think this has helped the organisation?
2. Imagine that you and your class want to create an organisation to protect an endangered species in South Sudan. Write an essay discussing the strategies you want to implement and how you are going to implement them.

In pairs



1. Research using the internet, magazines, newspaper articles, or textbooks on ways in which we can conserve our wildlife. Use the questionnaires

below to gather additional information from your teacher, peers, parents, guardians or community leaders.

- a. Why is it important to protect our wildlife? _____
 - b. What are you doing to conserve the wildlife in your region?

 - c. Which are some of the ways you can suggest to promote wildlife conservation in South Sudan? _____
 - d. As an individual in what ways do you promote wildlife conservation?

2. Write notes on your findings. Discuss with other pairs in the class.

In groups



1. Use the information you collected during your research.
2. Draw a piece on tourism advertising a tourist destination in South Sudan:
 - a. tells the people about the importance of conserving the environment and wildlife,
 - b. educate the people on the importance of tourism.
3. Refer to the notes on preparing an advertisement on unit 6 page 122 to assist you.



Activity 7: Language practice

Adverbs of manner

Adverbs of manner are words that explains how something is done. They include: bravely, foolishly, clearly, hard, carefully, well, fast, soundly, like, with, quickly, badly, slowly, sadly, safely, loudly, suddenly, secretly, openly, frankly, quietly, completely, so, thus.

Adverb of manner are adverbs that are derived from adjectives and end with -ly.

Examples:

1. The soldiers fought bravely. (How did they fight ?)
2. George behaved foolishly. (How did he behave ?)
3. Alice writes clearly. (How did she write?)
4. A good student works very hard. (How is a good student?)

5. A beginner must drive carefully. (How does a beginner drive?)

Practice exercise 1

Complete the sentences below with the correct adverb of manner.

Secretly, well, clearly, with, quietly, slowly, like, soundly, without,

1. The girl acted _____.
2. The traveler walked _____.
3. The baby is sleeping _____.
4. They went to the movie _____ asking.
5. Her son talks _____ his father.
6. His patient took the medicine _____ a spoon.
7. Her children _____ went out to play.
8. Their teacher _____ explained the concept.
9. They _____ had a conversation.
10. I _____ jumped from the car when I saw the snake.

Practice exercise 2

1. Construct your own sentences using adverbs of manner. Ensure some sentences have adverbs at the beginning, others in the middle and others at the end of the sentence.

Practice exercise 3

1. Imagine that you arrived from your long awaited trip to Uganda yesterday.

Research skills: Look for information on the various tourists' sites in Uganda, and choose ones that would interest you. With these sites in mind, do the following:

- i. List the people you went for the trip with.
 - ii. Write down the activities you engaged in the order they were carried out.
 - iii. Specify how long each activity took.
 - iv. State your experiences during the trip.
 - v. State how long the entire trip was.
2. From what you have written, write a composition about the trip, making use of adverbs of duration and manner.

Glossary

- Adventure** – an exciting or unexpected events.
- Animal orphanage** – shelter or charitable establishment where animals are kept and looked after.
- Archeological sites** – a place where physical remains of past human activities exist.
- Art gallery** – a building or room where works of art are displayed for sale.
- Attraction sites** – a place that people visit for pleasure and interest.
- Camp** – live for a time in a tent, especially while on holiday.
- Cruise** – a voyage on a ship or boat taken for pleasure or as a holiday.
- Explore** – travel through an unfamiliar place in order to learn about it.
- Historic sites** – a building where a person or an organisation of historical importance has lived or carried their functions or an idea where a significant historical event has occurred.
- Holiday** – an extended period of leisure and recreation, especially one spent away from home or in travelling.
- Hotel** – an establishment providing accommodation, meals and other services for travelers.
- Luggage** – suitcases or other bags in which to pack personal belongings for travelling.
- Museum** – a building in which objects of historical, scientific, cultural or artistic interest are exhibited.
- National park** – a protected area by the government where wildlife is preserved for the general public to enjoy seeing and learning about.
- Scenery** – a natural feature of a landscape considered in terms of their appearance.
- Tour** – a journey for pleasure in which several different places are visited.
- Tourist** – a person who is travelling or visiting a place for pleasure.
- Travel** – to move from one place to another or take a journey.
- Trip** – go on a short journey.
- Vacation** – take a holiday.

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