



South Sudan

Secondary English 3

Student's Book

Secondary English Student's Book 3 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 3 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.

Secondary English 3

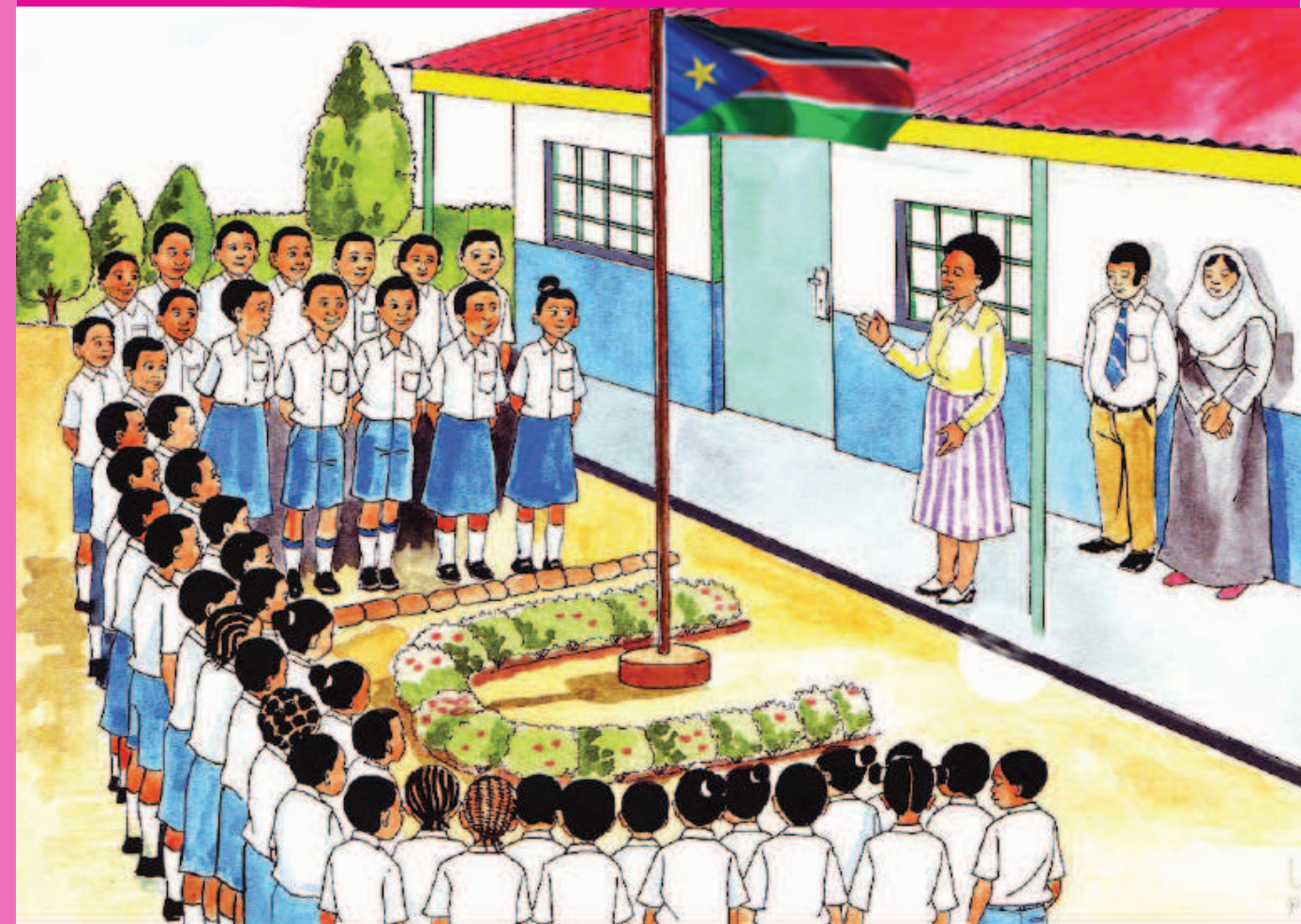
Student's Book



South Sudan

Secondary English 3

Student's Book



This Book is the Property of the Ministry of General Education and Instruction.

This Book is not for sale.

Any book found on sale, either in print or electronic form, will be confiscated and the seller prosecuted.

Funded by:



This Book is the Property of the Ministry of General Education and Instruction.

This Book is not for sale.

Funded by:



How to take care of your books.

Do's

- 1. Please cover with plastic or paper. (old newspaper or magazines)**
- 2. Please make sure you have clean hands before you use your book.**
- 3. Always use a book marker do not fold the pages.**
- 4. If the book is damaged please repair it as quickly as possible.**
- 5. Be careful who you lend your schoolbook to.**
- 6. Please keep the book in a dry place.**
- 7. When you lose your book please report it immediately to your teacher.**

Don'ts

- 1. Do not write on the book cover or inside pages.**
- 2. Do not cut pictures out of the book.**
- 3. Do not tear pages out of the book.**
- 4. Do not leave the book open and face down.**
- 5. Do not use pens, pencils or something thick as a book mark.**
- 6. Do not force your book into your schoolbag when it is full.**
- 7. Do not use your book as an umbrella for the sun or rain.**
- 8. Do not use your book as a seat.**

English

Student's Book 3

© 2018, THE REPUBLIC OF SOUTH SUDAN, MINISTRY OF GENERAL EDUCATION AND INSTRUCTION. All rights reserved. No part of this book may be reproduced by any means graphic, electronic, mechanical, photocopying, taping, storage and retrieval system without prior written permission of the Copyright Holder. Pictures, illustrations and links to third party websites are provided in good faith, for information and education purposes only



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

THIS BOOK IS NOT FOR SALE

Funded by:



GLOBAL
PARTNERSHIP
for EDUCATION

quality education for all children

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

Table of contents

Unit 1: Pollution	1
Activity 1: Definitions	1
Activity 2: Reading about the different types of pollution and their causes	3
Activity 3: Effects of pollution on the environment.....	8
Activity 4: Listening to an expert’s opinion on pollution	10
Activity 5: Researching on different types of pollution and their damaging effects	12
Activity 6: Campaigning against pollution	14
Activity 7: Reading extended fiction on pollution	15
Activity 8: Language practice.....	24
 Unit 2: Energy	 28
Activity 1: Definitions	28
Activity 2: Reading about energy use and its impact on the economy	29
Activity 3: Energy generation and use.....	31
Activity 4: Listening to an expert in energy	34
Activity 5: Research on different types of energy generation and their impact.....	37
Activity 6: Planning a campaign for energy conservation	38
Activity 7: Extended fiction reading on energy.....	40
Activity 8: Language practice.....	43
 Unit 3: Violence in Society	 47
Activity 1: Listen for key messages on violence.....	48
Activity 2: Reading about violence	48
Activity 3: Causes of violence.....	55
Activity 4: Why some people resort to violence.....	55
Activity 5: Conflict resolution	59

Activity 6: Build your vocabulary.....	61
Activity 7: Researching on violence in your community.....	61
Activity 8: Campaigning against violence.....	62
Activity 9: Test your understanding.....	62
Activity 10: Apply your knowledge.....	63
Activity 11: Language practice.....	64
Unit 4: Farming	68
Activity 1: Picture headlines.....	68
Activity 2: Reading passage.....	69
Activity 3: Discuss and write about farming.....	71
Activity 4: Listening to an expert.....	72
Activity 5: Research on types of farming	72
Activity 6: Making comparisons	74
Activity 7: Improving farming in your home area	75
Activity 8: Read and review	77
Activity 9: Language practice.....	82
Unit 5: Wildlife Conservation	89
Activity 1: Definitions.....	89
Activity 2: Know your wildlife.....	90
Activity 3: Reading passage.....	90
Activity 4: Listening to an expert	96
Activity 5: Research and compare.....	96
Activity 6: Conserving wildlife	97
Activity 7: Read and review	99
Activity 8: Language practice.....	106
Unit 6: Patriotism	111
Activity 1: Definitions.....	111
Activity 2: Critical thinking.....	112
Activity 3: Leadership	113

Key vocabulary: pollution, environment, effects, impact, radioactive, ecosystem, global warming, carcinogenic gases, extinction

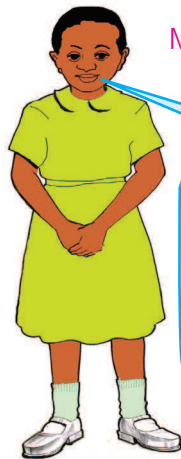


Activity 1: Definitions

In groups



1. The following are pictures of student leaders in different schools. They all received an invitation to attend a student leaders' workshop on pollution in South Sudan. The words in speech bubbles show what came into their minds when they heard about pollution. This is their definition of pollution. Whose definition is close to your understanding of pollution? Give reasons for your answer.



Munira

We are going to talk about the introduction of harmful materials such as toxic gases and heavy metals into the environment.



David

We are going to talk about the state of the contamination of the environment through poor use of the available resources.



Annet

We are going to talk about the contamination of our surroundings through poor disposal of waste products.



Tom

We are going to talk about anything that makes it uncomfortable for me to either see or breathe.



Dennis

We are going to talk about any process that leads to the interference of the environment whose causes are either natural or man-made and the effects are destructive.



Cynthia

We are going to talk about the introduction of something to the environment that alters the way the environment was before.

2. Using a dictionary, find out the meaning of pollution.
3. Whose idea was closer to the dictionary meaning of pollution?
4. Use the word 'pollution' to construct your own sentences.
5. Identify the punctuation marks used by your friends in their sentences.



Activity 2: Reading about the different types of pollution and their causes

In groups



Read the passage below then answer the questions that follow.

The Wump World

The Wump World was a small world, very much smaller than our world. There were no great oceans, lofty mountains, giant forests or broad sandy deserts. The Wump World was mostly grassy meadows and clumps of leafy green trees with a few winding rivers and lakes. But it was perfect for the Wumps, who were the only creatures living there. The Wumps were simple grass-eaters and spent most of their time grazing on the tall tender grass that grew in the meadows. In warm weather they cooled themselves in the crystal-clear rivers and lakes. And at night they slept in the shelter of the bumbershoot trees to keep the dew off their backs. Since the Wumps had no enemies, they wandered around just as they pleased with nothing whatsoever to worry about. However, the Wumps would have worried if they had known that someone a million miles away was watching their little world. One morning, the Wumps were awakened by a far-off humming sound. It seemed to be coming from somewhere above, and as the humming grew into a heavy roar, the sleepy-eyed Wumps crept through the trees for a peek at the sky.

Zooming straight for the earth came a great flock of pot-bellied monsters, with tails and fins, spitting fire and shooting out streaks of black smoke. As the monsters swooped down to land, huge legs sprang from their bulging sides, and like gaping mouths doors flew open, then ramps shot to the ground. And down the ramps came a

horde of tiny creatures swarming out onto the meadow. These were the Pollutians from the planet Pollutus. They had left their worn-out old planet to start a new life in a new world. After such a long journey, the Pollutians were overjoyed to find themselves on solid ground once more. They were all prattling with excitement as they followed their leader, the topmost Pollutian and World Chief, across the meadow. At the top of a hill the chief stopped for a long look at the surrounding countryside. Finally he said, "Looks good. We'll take it. Plant the flag, Sergeant, and let's get things going!" One shrill trumpet blast brought giant machines thundering out of the yawning spaceships, rolling down runways and out onto the meadow. The timid Wumps had been watching warily from the shelter of the trees, and at the sight of the giant machines they were horrified. "Wump! wump!" They cried, and in a wild-eyed panic they went through the trees and dived headlong into the nearest cave. Then down they tumbled head over heels through a twisting tunnel to end up huddled together in dark caverns, while the earth-shaking machines rumbled and roared high above. Once they got started, the monstrous machines moved at a furious pace, gobbling up trees and grinding them to bits. More giant machines flattened the ground, followed by great scoopers and scrapers and diggers and gigantic cranes. Soon the entire Wump World was overrun. The busy little Pollutians kept their mighty machines going full blast day and night without let-up, in a frenzy to improve their wonderful new world. Suddenly, great cities sprang up. Huge factory buildings with towering smokestacks, high-rise apartment buildings and tall office buildings, and above them all loomed the hundred-story skyscrapers. Along with the buildings came a tangle of streets and freeways with on ramps and off ramps, overpasses and underpasses, jammed with trucks and buses and cars of all sizes rushing pell-mell in every direction. It was one great turmoil of noise and confusion and there was still more to come.

Meanwhile, the poor Wumps remained underground wandering aimlessly through the caverns feeding on the fuzzy green moss growing on the ledges and the mushrooms clustered in the crannies and sipping the sweet water from pools fed by underground springs. But they were very unhappy. For all they knew, they might have to spend the rest of their days down there. The Wumps didn't dare venture up to the surface, not even for a peek. They were much too frightened by the endless rumbling, roaring and loud screeching coming from above. And it was growing noisier by the day. There was more and more noise and more of everything: more buildings with more smokestacks puffing more and more smoke: more freeways with more traffic shooting out more and more clouds of exhaust: more trash and more trash piles, with more and more waste gushing into the rivers and lakes. Soon after the cities were clouded by the factory smoke and the fumes from the freeways

the Pollutians could barely breathe. They went sneezing and wheezing about the streets, grouching and blaming one another for the awful mess they were in. One day an angry crowd gathered outside the World Tower Building demanding to see the World Chief. When the chief appeared on his balcony, all the Pollutians began shouting at once. "We can't breathe the air! We can't drink the water! And we can't stand the noise! We've had enough!"

"Ah-ah-ker-choo!" sneezed the chief. "I know just how you feel. And something will be done at once. I promise." With no time to lose, the chief called for a meeting with his three top outer spacemen. "Gentlemen," he said, "this world of ours has gone sour. We've got to get out of here quick. But first we must find a new world. A better one.

"That's your right, Chief!" barked the men, and within fifteen minutes they were at the spaceport aboard their spaceships. Then Zer-r-roosh! Zer-r-roosh! Zer-r-roosh! The men took off in three directions, and in seconds they were zooming about in outer space at eleven thousand kilometers an hour.

Days passed with no word from the outer-spacemen. After waiting for a week, the World Chief flew into a rage, "Blast it all," he bellowed, "what's keeping those blithering bubble heads?" Then one Monday morning, out of the dark smudgy sky swooshed one of the spaceships. As the ship touched down, the man hopped out shouting, "I've done it! I've done it! I've found a new world! A bigger and better world!"

"Nice going, lad!" cried the World Chief, and the crowd gathered at the spaceport gave their hero one great rousing cheer which ended in a fit of sneezing. In no time the great news was sent flashing around the world over radio and TV warning all Pollutians to be packed and ready to go within twenty-four hours. At dawn the next day, the entire population swarmed into the space centre and crowded the giant spaceships. After double-checking to make sure all Pollutians were accounted for, the World Chief gave the signal for blast-off. With a thunderous roar the giant ships shot off the ground, Ka Zoom! up and away through the smoke-blackened sky and were gone. At last peace and silence settled over the Wump World. The sudden silence came as a shock to the Wumps. They could hardly believe their ears. Still, they wanted to take no chances and so they remained in their caverns with ears cocked for the slightest sound. After a long, long silence, they decided it was time to go, and, led by the biggest Wump, they crept up the tunnel to the cave entrance to find it covered by a crust of cement. With one powerful push of his snout, the biggest Wump bumped his way through.

Then one by one the Wumps waddled out onto a freeway and gaped in wide-eyed amazement. They had feared something awful was happening to their world, but this was much more than they could have imagined. They were shocked by the size of the huge buildings with walls and walls of windows looming up on every side, and the broad layers of hard crust covering the earth which felt strangely cold to their feet. There was no sign of any tree or tuft of grass. Even the sky was gone. And the Wumps wondered if there was anything left for them. At least they must find out. They wandered the freeways for miles only to find more and more buildings with endless heaps of wreckage and rubble. For all they could see, their world was completely ruined. Footsore and weary, the Wumps were about to give up and head back for their cave when the biggest Wump let out a joyful "Wump!" Just ahead of them was a grassy meadow with a clump of bumbershoot trees, all that was left of their lovely world. "Wump-wumping" for joy, the Wumps went bounding off the freeway out onto the meadow. In a short while, the hungry Wumps were munching away on the tall tender grass. Now there was new hope for the Wumps. In time the murky skies would clear up and the rains would wash the scum from the rivers and lakes. The tall buildings would come tumbling down and the freeways would crumble away. And in time the green growth would wind its way up through the rubble. But the Wump World would never be quite the same.

(Adapted from 'The Wump World' by Bill Peet accessed via <http://gyanpedia.in/Portals/0/Toys%20from%20Trash/Resources/books/wump.pdf> on)

Answer the following questions.

1. Describe how the lives of the Wumps were affected by the invasion of the Pollutians.
2. The Pollutians destroyed their planet. Identify evidence from the story that show how they destroyed their planet.
3. Compare the Wump World with your country today. What similarities and differences do you identify?
4. What could the Pollutians have done to save their planet instead of looking for new planets?
5. Describe the activities that led to the situation in the World of Wumps and the effects of these activities.



In pairs

1. What type of a story is *The Wump World*?
2. Suppose the World Chief was a real person leading a real country today, what do you think he would feel after reading this story written about him?
3. What is the effect of using such a story instead of writing about real happenings?
4. Come up with ideas on how to write a similar story to counter the effects of pollution in your country. Identify what you will write in each paragraph.



Individually

Using the notes generated in Question 4 above, write the story individually then share it with your partner.

Use of stylistic devices in *The Wump World*

To make their work interesting and relate it to what the reader knows, authors use different stylistic devices in their writing. These usually have different effects on the reader. Some of the stylistic devices that authors use include the following:

1. **Personification:** This involves giving human traits to non-human characters such as animals, trees and objects. For example:
"...the monstrous machines moved at a furious pace, gobbling up trees..."
2. **Vivid description:** This involves describing things clearly, mostly referring to different senses, with a view to creating a clear mental picture in the reader. For example:
Zooming straight for the earth came a great flock of pot-bellied monsters, with tails and fins, spitting fire and shooting out streaks of black smoke. As the monsters swooped down to land, huge legs sprang from their bulging sides, and like gaping mouths doors flew open, then ramps shot to the ground. And down the ramps came a horde of tiny creatures swarming out onto the meadow. These were the Pollutians from the planet Pollutus.
3. **Onomatopoeia:** It involves using words to express certain sounds. The pronunciation of these words usually sound like the sound being made. This not only helps the reader capture the sound made clearly but also creates an interesting sound pattern which makes the reading interesting.

For example:

“Wump! Wump!” They cried, and in a wild-eyed panic they went through the trees and dived headlong into the nearest cave.



In groups

Identify other two instances where each of these stylistic devices has been used in the story *The Wump World.da*



Activity 3: Effects of pollution on the environment



In groups

1. Identify the different types of pollution shown in the pictures below.



2. Explain the effects of each type of pollution shown above.

Individually

Read the story *The Wump World* again. Write an essay on the effects of pollution to both the Wumps and the Pollutians. Cite sentences from the passage to support your statements. Suggest possible ways of doing away with these effects of pollution. Just to remind you of the steps in writing an essay as learnt in Secondary 1 and 2, read the notes below before writing your essay.

Guidance on writing an essay

When writing an essay, follow these steps:

1. Identify the main idea or purpose of your essay. Sometimes this will be given to you. If it is not, pick an idea you are conversant with or one that you are passionate about.
2. Choose a title for your essay. Think of a title that will make people want to read your essay. This can be done at the beginning and improved after writing the essay.
3. Carry out a research by reading widely on your topic. Make notes as you read.
4. Write your introduction. This should be a paragraph that states your main idea and introduces your topic.
5. Write the body of the essay. This is the part where you give the main information that the essay is supposed to communicate. This information is derived from your main points generated from your research. These points are expounded through:
 - a. Giving explanations
 - b. Giving examples
 - c. Comparing and contrasting things, people or events
 - d. Giving positives and negatives of what you are arguing for, showing how the positives are stronger.
6. Write a conclusion to your essay. This is usually the last paragraph of your essay. It should relate to the introduction of the essay. It can be in form of a popular saying or a quote that supports your main idea, a general support for your topic or a summary on how the main points support your main idea.



Activity 4: Listening to an expert's opinion on pollution



As a class

Listen to your teacher read the article below on the effects of air pollution from experts on heart diseases.

Whether you live in a city where smog forecasts are routine or in a less populated place, tiny pollution particles in the air can lead to big problems for your heart.

Pollution can come from traffic, factories, power generation, wildfires or even cooking with a wood stove. One of the most common indoor sources is smoking — a danger to the person lighting up and to those nearby.

“There are a wide variety of things in the air. Some are natural, some are manmade,” said Russell Luepker, M.D., a cardiologist and the Mayo professor in the School of Health at the University of Minnesota. “We are all exposed, to a certain degree.”

“Acute short-term effects of air pollution tend to strike people who are elderly or already struggling with heart disease,” said Dr. Luepker, who is also an epidemiologist.

“For instance, someone with atherosclerosis, or build up of fatty deposits on the inner lining of the arteries, experiences immediate trouble when pollutants play a role in causing plaque in a blood vessel to rupture, triggering a heart attack.”

“This kind of heart attack pushes them over the cliff,” Dr. Luepker said.

“Studies have shown increases in deaths and hospitalisations when there are high concentrations of smog in Los Angeles and research indicates this happens in other countries, too,” Dr. Luepker said.

Pollution is also believed to have inflammatory effects on the heart, causing chronic cardiovascular problems.

Medical researchers are particularly concerned about pollution particles smaller than 2.5 microns, which are usually related to fuel combustion. Because they are so tiny, they aren't easily screened and more readily enter

the human body. They then begin to irritate the lungs and blood vessels around the heart. Data suggest that over time, pollutants aggravate or increase the process of disease in the arteries.

“Though anyone can be exposed, people who live near road intersections or factories or who direct traffic are particularly at risk,” Dr. Luepker said.

“Breathing in this stuff all the time, they seem to have increased problems,” he said.

Many factors contribute to heart disease, including your genes. But Dr. Luepker said growing medical evidence links air pollution and heart disease.

In 2004, the American Heart Association issued a scientific statement concluding that exposure to air pollution contributes to cardiovascular illness and mortality. A 2010 update elaborated on those risks.

Short-term exposure can increase the risk of heart attack, stroke, arrhythmia and heart failure in susceptible people, such as the elderly or those with pre-existing medical conditions, according to the statement.

The risk of death is greater from long-term exposure. Current science suggests air pollution facilitates atherosclerosis development and progression, said the scientific panel that worked on the statement. It may also play a role in high blood pressure, heart failure and diabetes.

(Adapted from http://www.heart.org/HEARTORG/Conditions/More/MyHeartandStrokeNews/Air-Pollution-and-Heart-Disease-Stroke_UCM_442923_Article.jsp#.WmlcQbUnLx4)

In groups



Answer these questions from the article.

1. Explain the effects of pollution on human health.
2. How can these effects be reduced?
3. How does this article relate to pollution in South Sudan?
4. What is being done in South Sudan to reduce air pollution?
5. Basing your answers on the points in the passage, describe the effects of pollution on the economy of South Sudan.
6. Identify the use of speech marks in this passage. Discuss the uses of opening and closing speech marks giving examples from the passage.



Activity 5: Researching on different types of pollution and their damaging effects

In groups



Carry out a research in your county to find out the different types of pollution prevalent in the county and their damaging effects. Follow the steps below.

1. Prepare a questionnaire that you will use to interview the residents on the damaging effects of pollution. Below is guidance on how to construct a questionnaire.

A questionnaire is a series of questions that are given to a respondent to answer as a way of conducting research. The answers to these questions serve as data for the researcher.

How to prepare a questionnaire

- (i) Identify the goal of your questionnaire. This will guide on the kind of information you will need to gather from your respondents.
- (ii) Choose the type of questions you need to use. You could use any of these types of questions:
 - a. Yes/No or I agree/I disagree type of questions: Respondents choose one of the two options given.
 - b. Open-ended questions: Respondents answer in their own words.
 - c. Multiple-choice questions: Respondents choose one out of many options given.
 - d. Rank-order scale questions: Respondents are asked to rank items or choose items in a particular order.
 - e. Rating scale questions: Respondents assess a particular issue based on a given dimension. You can provide a scale that gives an equal number of positive and negative choices, for example, ranging from “strongly agree” to “strongly disagree”.
- (iii) Develop questions for the questionnaire. They should be clear, brief and direct. Do not use difficult, technical or complex terminologies that can confuse the respondents.

Good questionnaire questions are:

- (a) Simple: They do not use difficult vocabulary or technical terms or complex words that can confuse the respondents.
- (b) Clear: They show the respondent exactly the kind of answer to give.

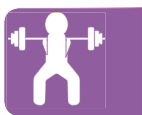
- (c) Concise: they are brief and ask only one thing at a time and not multiple things in one question.
 - (iii) Put the questions asking for the most important information at the beginning. Do not ask for personal or sensitive details from the respondents unless it is part of the information you need.
 - (iv) Identify your target audience. This could be in terms of gender, age, occupation or geographical location. This will determine how you will distribute your questionnaires.
2. Visit the county and observe any visible evidence of pollution. Record your observations.
 3. Ask the residents whether they experience any other form of pollution. Record their responses.
 4. Give out the questionnaires to selected residents. Let them fill then return the questionnaires to you.
 5. Find out what both the county administration and the national government are doing to stop the pollution.
 6. Go back to school and compile the findings of your research. Share your findings with the class.

Individually



Using your group findings on the types of pollution and their damaging effects, select one type of pollution and write an essay on it using the following guidelines:

1. Causes of the type of pollution
2. Effects it has on the people
3. Effects it has on the economy
4. What the government is doing to control the pollution
5. Your recommendations to the government



Activity 6: Campaigning against pollution

As a class



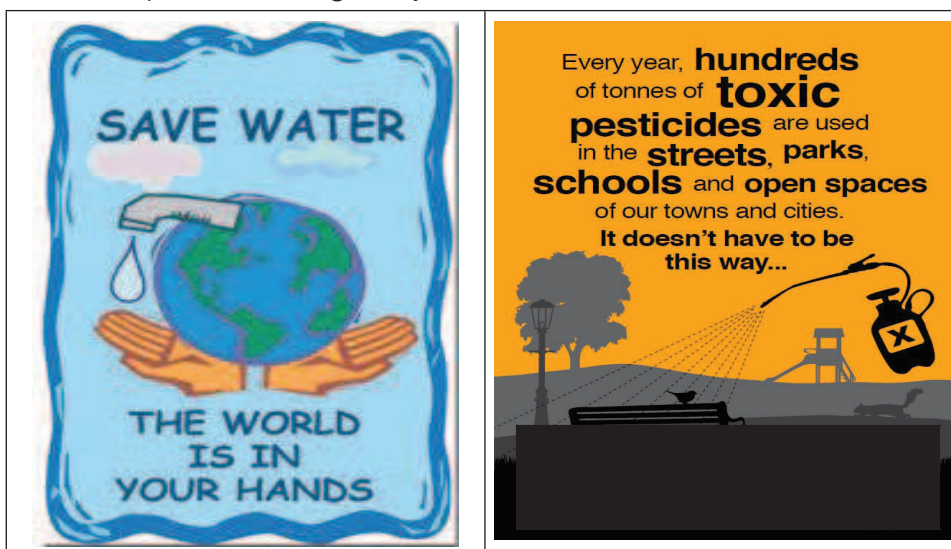
Brainstorm on the ways you can be involved in controlling pollution in your county.

In groups



- One of the ways you can be involved in controlling pollution is through campaigning against pollution in your county. In your groups, come up with points you will use during such a campaign.
- Prepare some leaflets containing the information that residents of your county should be made aware of so that they can help in controlling pollution. Below are some guidelines on how to prepare a good leaflet.
 - Language:
 - use simple words that most of the people can understand.
 - use short statements (not many words) that will create an emotional response or encourage people to think about the issue in a new way or challenge them to take an action.
 - Visual effects:
 - use different colours to make it attractive.
 - use big fonts so that it can be read from far.
 - use font types that are easy to read.

Below are sample leaflets to guide you.



3. Prepare some posters that you will use during the campaign. Below are sample posters to guide you.



Activity 7: Reading extended fiction on pollution



As a class

Read the story below and discuss the key points of the story.

Two Words

She went by the name of Belisa Crepusculario, not because she had been baptised with that name or given by her mother, but because she herself had searched until she found the poetry of “beauty” and “twilight” and cloaked herself in it. She made her living selling words. She journeyed through the country from the high cold mountains to the burning coasts, stopping at fairs and in markets where she set up four poles covered by a canvas awning under which she took refuge from the sun and rain to minister to her customers.

She did not have to peddle her merchandise because from having wandered far and near, everyone knew who she was. Some people waited for her from one year to the next and when she appeared in the village with her bundle

beneath her arm, they would form a line in front of her stall. Her prices were fair. For five centavos she delivered verses from memory; for seven she improved the quality of dreams; for nine she wrote love letters; for twelve she invented insults for irreconcilable enemies. She also sold stories, not fantasies but long, true stories she recited at one telling, never skipping a word. This is how she carried news from one town to another. People paid her to add a line or two - our son was born; so-and-so died; our children got married; the crops burned in the field. Wherever she went a small crowd gathered around to listen as she began to speak, and that was how they learned about each other's doings, about distant relatives, about what was going on in the civil war. To anyone who paid her fifty centavos in trade, she gave the gift of a secret word to drive away melancholy. It was not the same word for everyone, naturally, because that would have been collective deceit. Each person received his or her own word, with the assurance that no one else would use it that way in this universe or beyond.

Belisa Crepusculario had been born into a family so poor that they did not even have names to give their children. She came into the world and grew up in an inhospitable land where some years the rains became avalanches of water that bore everything away before them and others when not a drop fell from the sky and the sun swelled to fill the horizon and the world became a desert. Until she was twelve, Belisa had no occupation or virtue other than having withstood hunger and the exhaustion of centuries. During one interminable drought, it fell to her to bury four younger brothers and sisters and when she realised that her turn was next, she decided to set out across the plains in the direction of the sea, in the hope that she might trick death along the way. The land was eroded, split with deep cracks, strewn with rocks, fossils of trees and thorny bushes, and skeletons of animals bleached by the sun. From time to time she ran into families who, like her, were heading south, following the mirage of water. Some had begun the march carrying their belongings on their back or in small carts, but they could barely move their own bones, and after a while they had to abandon their possessions. They dragged themselves along painfully, their skin turned to lizard hides and their eyes burned by the reverberating glare. Belisa greeted them with a wave as she passed, but she did not stop, because she had no strength to waste in acts of compassion. Many people fell by the wayside, but she was so stubborn that she survived to cross through that hell and at long last reach the first trickles of water, fine, almost invisible threads that fed spindly vegetation and farther down widened into small streams and marshes.

Belisa Crepusculario saved her life and in the process accidentally discovered writing. In a village near the coast, the wind blew a page of a newspaper

at her feet. She picked up the brittle yellow paper and stood a long while looking at it, unable to determine its purpose, until curiosity overcame her shyness. She walked over to a man who was washing his horse in the muddy pool where she had quenched her thirst.

“What is this?” she asked.

“The sports page of the newspaper,” the man replied, concealing his surprise at her ignorance.

The answer astounded the girl, but she did not want to seem rude, so she merely inquired about the significance of the fly tracks scattered across the page.

“Those are words, child. Here it says that Fulgencio Barba knocked out El Negro Tiznao in the third round.”

That was the day Belisa Crepusculario found out that words make their way in the world without a master and that anyone with a little cleverness can appropriate them and do business with them. She made a quick assessment of her situation and concluded that aside from becoming a prostitute or working as a servant in the kitchens of the rich, there were few occupations she was qualified for. It seemed to her that selling words would be an honourable alternative. From that moment on, she worked at that profession, and was never tempted by any other. At the beginning, she offered her merchandise unaware that words could be written outside of newspapers. When she learned otherwise, she calculated the infinite possibilities of her trade and with her savings paid a priest twenty pesos to teach her to read and write; with her three remaining coins she bought a dictionary. She poured over it from A to Z and then threw it into the sea, because it was not her intention to defraud her customers with packaged words.

One August morning several years later, Belisa Crepusculario was sitting in her tent in the middle of a plaza, surrounded by the uproar of a market day, selling legal arguments to an old man who had been trying for sixteen years to get his pension. Suddenly, she heard yelling and thudding hoofbeats. She looked up from her writing and saw, first, a cloud of dust, and then a band of horsemen come galloping into the plaza. They were the Colonel’s men, sent under orders of El Mulato, a giant known throughout the land for the speed of his knife and his loyalty to his chief. Both the Colonel and El Mulato had spent their lives fighting in the civil war and their names were ineradicably linked to devastation and calamity. The rebels swept into town like a stampeding herd, wrapped in noise, bathed in sweat, and leaving a hurricane of fear in

their trail. Chickens took wing, dogs ran for their lives, women and children scurried out of sight, until the only living soul left in the market was Belisa Crepusculario. She had never seen El Mulato and was surprised to see him walking towards her.

“I’m looking for you,” he shouted, pointing his coiled whip at her. Even before the words were out, two men rushed to her— knocking over her canopy and shattering her inkwell—bound her hands and foot, and threw her like a sea bag across the rump of El Mulato’s mount. Then they thundered off towards the hills.

Hours later, just as Belisa Crepusculario was near death, her heart ground to sand by the pounding of the horse, they stopped, and four strong hands set her down. She tried to stand on her feet and hold her head high, but her strength failed her and she slumped to the ground, sinking into a confused dream. She wake up several hours later to the murmur of night in the camp, but before she had time to sort out the sounds, she opened her eyes and found herself staring into the impatient glare of El Mulato, kneeling beside her.

“Well, woman, at last you’ve come to,” he said. To quicken her recovery, he offered her a sip of liquor laced with gunpowder.

She demanded to know the reason for such rough treatment and El Mulato explained that the Colonel needed her services. He allowed her to splash water on her face, and then led her to the far end of the camp where the most feared man in all the land was lazing in a hammock strung between two trees. She could not see his face, because he lay in the deceptive shadow of the leaves and the indelible shadow of all his years as a bandit, but she imagined from the way his gigantic aide addressed him with such humility that he must have a very menacing expression. She was surprised by the Colonel’s voice, as soft and well-modulated as a professor’s.

“Are you the woman who sells words?” he asked.

“At your service,” she stammered, peering into the dark and trying to see him better.

The Colonel stood up, and turned straight towards her. She saw the dark skin and the eyes of a ferocious puma, and she knew immediately that she was standing before the loneliest man in the world.

“I want to be President,” he announced.

The Colonel was weary of riding across that godforsaken land, waging useless wars and suffering defeats that no subterfuge could transform into victories. For years he had been sleeping in the open air, bitten by mosquitoes, eating iguanas and snake soup, but those minor inconveniences were not why he wanted to change his destiny. What truly troubled him was the terror he saw in people's eyes. He longed to ride into a town beneath a triumphal arch with bright flags and flowers everywhere; he wanted to be cheered, and be given newly-laid eggs and freshly-baked bread. Men fled at the sight of him, children trembled and women miscarried from fright; he had had enough, and so he had decided to become President. El Mulato had suggested that they ride to the capital, gallop up to the Palace, and take over the government, the way they had taken so many other things without anyone's permission. The Colonel, however, did not want to be just another tyrant; there had been enough of those before him and, besides, if he did that, he would never win people's hearts. It was his aspiration to win the popular vote in the December elections.

"To do that, I have to talk like a candidate. Can you sell me the words for a speech?" The Colonel asked Belisa Crepusculario.

She had accepted many assignments, but none like this. She did not dare refuse, fearing that El Mulato would shoot her between the eyes, or worse still, that the Colonel would burst into tears. There was more to it than that, however; she felt the urge to help him because she felt a throbbing warmth beneath her skin, a powerful desire to touch that man, to fondle him, to clasp him in her arms.

All night and a good part of the following day, Belisa Crepusculario searched her repertory for words adequate for a presidential speech, closely watched by El Mulato, who could not take his eyes from her firm wanderer's legs and virginal breasts. She discarded harsh, cold words, words that were too flowery, words worn from abuse, words that offered improbable promises, untruthful and confusing words, until all she had left were words sure to touch the minds of men and women's intuition. Calling upon the knowledge she had purchased from the priest for twenty pesos, she wrote the speech on a sheet of paper and then signaled El Mulato to untie the rope that bound her ankles to a tree. He led her once more to the Colonel, and again she felt the throbbing anxiety that had seized her when she first saw him. She handed him the paper and waited while he looked at it, holding it gingerly between thumbs and fingertips.

"What the shit does this say," he asked finally.

“Don’t you know how to read?”

“War’s what I know,” he replied.

She read the speech aloud. She read it three times, so her client could engrave it on his memory. When she finished, she saw the emotion in the faces of the soldiers who had gathered round to listen, and saw that the Colonel’s eyes glittered with enthusiasm, convinced that with those words the presidential chair would be his.

“If after they’ve heard it three times, the boys are still standing there with their mouths hanging open, it must mean the thing’s damn good, Colonel,” was El Mulato’s approval.

“All right, woman. How much do I owe you?” the leader asked.

“One peso, Colonel.” “That’s not much,” he said, opening the pouch he wore at his belt, heavy with proceeds from the last foray.

“The peso entitles you to a bonus. I’m going to give you two secret words,” said Belisa Crepusculario.

“What for?”

She explained that for every fifty centavos a client paid, she gave him the gift of a word for his exclusive use. The Colonel shrugged. He had no interest at all in her offer, but he did not want to be impolite to someone who had served him so well. She walked slowly to the leather stool where he was sitting, and bent down to give him her gift. The man smelled the scent of a mountain cat issuing from the woman, a fiery heat radiating from her hips, he heard the terrible whisper of her hair, and a breath of sweetmint murmured into his ear the two secret words that were his alone.

“They are yours, Colonel,” she said as she stepped back. “You may use them as much as you please.”

El Mulato accompanied Belisa to the roadside, his eyes as entreating as a stray dog’s, but when he reached out to touch her, he was stopped by an avalanche of words he had never heard before. Believing them to be an irrevocable curse, the flame of his desire was extinguished.

During the months of September, October and November the Colonel delivered his speech so many times that had it not been crafted from glowing and durable words it would have turned to ash as he spoke. He travelled

up and down and across the country, riding into cities with a triumphal air, stopping in even the most forgotten villages where only the dump heap betrayed a human presence, to convince his fellow citizens to vote for him. While he spoke from a platform erected in the middle of the plaza, El Mulato and his men handed out sweets and painted his name on all the walls in gold frost. No one paid the least attention to those advertising ploys; they were dazzled by the clarity of the Colonel's proposals and the poetic lucidity of his arguments, infected by his powerful wish to right the wrongs of history, happy for the first time in their lives. When the candidate had finished his speech, his soldiers would fire their pistols into the air and set off firecrackers, and when finally they rode off, they left behind a wake of hope that lingered for days on the air, like the splendid memory of a comet's tail. Soon the Colonel was the favourite. No one had ever witnessed such a phenomenon: a man who surfaced from the civil war, covered with scars and speaking like a professor, a man whose fame spread to every corner of the land and captured the nation's heart. The press focused their attention on him. Newspapermen came from far away to interview him and repeat his phrases, and the number of his followers and enemies continued to grow.

"We're doing great, Colonel," said El Mulato, after twelve successful weeks of campaigning.

But the candidate did not hear. He was repeating his secret words, as he did more and more obsessively. He said them when he was mellow with nostalgia; he murmured them in his sleep; he carried them with him on horseback; he thought them before delivering his famous speech; and he caught himself savouring them in his leisure time. And every time he thought of those two words, he thought of Belisa Crepusculario, and his senses were inflamed with the memory of her feral scent, her fiery heat, the whisper of her hair, and her sweetmint breath in his ear, until he began to go around like a sleepwalker, and his men realised that he might die before he ever sat in the presidential chair.

Saddened by watching his chief decline like a man with a death sentence on his head, El Mulato slung his rifle over his shoulder and set out to find Belisa Crepusculario. He followed her trail through all that vast country, until he found her in a village in the far south, sitting under her tent reciting her rosary of news. He planted himself, spraddle-legged, before her, weapon in hand.

"You! You're coming with me," he ordered.

She had been waiting. She picked up her inkwell, folded the canvas of her small stall, arranged her shawl around her shoulders, and without a word

took her place behind El Mulato's saddle. They did not exchange so much as a word in all the trip; El Mulato's desire for her had turned into rage and only his fear of her tongue prevented him from cutting her to shreds with his whip. Nor was he inclined to tell her that the Colonel was in a fog, and that a spell whispered into his ear had done what years of battle had not been able to do. Three days later they arrived at the encampment, and immediately, in view of all the troops, El Mulato led his prisoner before the candidate.

"I brought this witch here so you can give her back her words, Colonel," El Mulato said, pointing the barrel of his rifle at the woman's head. "And then she can give you back your manhood."

The Colonel and Belisa Crepusculario stared at each other, measuring one another from a distance. The men knew then that their leader would never undo the witchcraft of those accursed words, because the whole world could see the voracious-puma eyes soften as the woman walked to him and took his hand in hers.

(Adapted from 'Two Words' in The Stories of Eva Luna by Isabel Allende)

In pairs



1. a. Explain the differences in the climatic conditions of the following settings from the story.

She came into the world and grew up in an inhospitable land where some years the rains became avalanches of water that bore everything away before them and others when not a drop fell from the sky and the sun swelled to fill the horizon and the world became a desert.

The land was eroded, split with deep cracks, strewn with rocks, fossils of trees and thorny bushes, and skeletons of animals bleached by the sun. From time to time she ran into families who, like her, were heading south, following the mirage of water.

- b. What is the role of pollution in bringing about these climatic conditions?

2. Identify the stylistic devices used by the author in the following lines.
 - a. Belisa Crepusculario had been born into a family so poor they did not even have names to give their children.
 - b. ... their skin turned to lizard hides...
 - c. ... and his senses were inflamed with ... the whisper of her hair...
 - d. ... he began to go around like a sleepwalker...

In groups



Discuss the following on the **Two Words** story then present your answers to the class.

1. The quality of the work
2. The techniques used to convey the message
3. The effect of these techniques

Individually



Write a critical review on the **Two Words** basing your writing on the areas given below. Support your views using specific phrases, sentences and any relevant information from the story.

1. The characters in the story
2. The themes of the story
3. The plot of the story
4. The point of view of the writer

Below is the structure of a critical review to guide you.

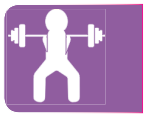
Structure of a critical review

1. **Introduction:** This section is made up of a paragraph that tells the reader the author(s) of the story/ book you are reviewing, the title of the story/ book and your general opinion about it.
2. **Summary:** In this section, write the main points and important ideas in your own words, citing relevant examples. You could also write the way the story/ book is organised.
3. **Critique:** In this section, write your critique on important elements of the story/ book. In this critical review, this section will include your critical analysis of:

- a. The characters (Are they well developed? Are they credible?)
- b. The plot (Are events flowing logically? Are there gaps in the storyline?)
- c. Themes (Are they well brought out? Are they issues that you relate with?)
- d. Point of view (Is it one that makes the story credible? Does it impose ideas or let the reader decide?)

Each of these can be written in a paragraph, giving a total of four paragraphs.

4. **Conclusion:** Restate your overall opinion of the story and give your recommendations on how the story can be improved, if any, or recommend it to other readers if you like it.



Activity 8: Language practice

Relative pronouns

A relative pronoun is a word which is used to refer to nouns mentioned previously in a sentence, whether they are people, places, things, animals or ideas. Relative pronouns can be used to join two sentences. Examples of relative pronouns are *who*, *which*, *that*, *whose*, *whoever*, *whomever* and *whom*. In some situations, the words *what*, *when*, and *where* can also function as relative pronouns.

Uses of relative pronouns

We use relative pronouns:

- a. **After** a noun, to **make it clear** which person or thing we are talking about. For example:
 1. the house **that** Juru built
 2. the man **who** discovered Penicillin
 3. a nine-year-old girl **who** attempted to catch the thief
- b. To tell us more about a person or thing. For example:
 1. My father, **who was born overseas**, has always been a great writer.
 2. The mayor, **who is 66 years**, has just retired.
 3. We ate sombe and ugali, **which is my favourite meal**.

Clauses that start with relative pronouns and are used to give more information about a noun are called **relative clauses**. The underlined parts of the three sentences above are all relative clauses.

Relative pronouns can take the following forms:

Subject	Object	Possessive
Who	Whom	Whose
Which	Which	Whose
That	That	

The following notes show how to use the different relative pronouns:

- 'Who'** is used when referring to people. It gives more information about a person who has been mentioned in a sentence. It shows the particular person we are talking about. For example:
 - People *who* do not eat meat are called vegetarians.
 - Children *who* lack proteins suffer from kwashiorkor.
- 'Which'** is used to refer to something or an idea that has already been mentioned. It shows the particular thing or idea we are talking about. For example:
 - Vegetables *which* are overcooked lack the necessary vitamins.
 - The carrots *which* we bought were very big.
- 'That'** can be used to refer to people, animals and things/ideas. It can be used in place of 'who' and 'which'. For example:
 - Fruits *that* are brightly coloured are said to be effective in fighting cancer.
 - Vitamins are foods *that* help our bodies to fight diseases.
- 'Whose'** is used to express ownership by a person who has already been mentioned. For example:
 - This is the boy *whose* mother is a green grocer.
 - That is the plant *whose* roots are used as blood cleanser.
- 'Whom'** is used to refer to a person. It is usually used together with the preposition 'to'. For example:
 - The lady to *whom* you delivered cabbages yesterday has given me a cheque.
 - The man *whom* we have spoken to is a fishmonger.

Practice exercise 1

Construct seven sentences from the table below.

Eating food	that	are injected with hormones in order to grow fast
Vegetables	which	are unhealthy for food.
People	whom	have been stored for long
Meals	who	lack vitamins.
The girl	whose	are rich in vitamins and proteins are good for convalescents.
The teacher		lack vitamin C suffer from scurvy.
Animals		we talked to is our health coach.
		is not enough can lead to malnutrition.
		father came here, is unwell.

Practice exercise 2

Complete the following sentences by choosing the correct relative pronoun from the choices given in brackets.

- I have found the pen, (which / that) I had lost.
- (What/which) kind of man is this, that even the wind and the sea obey him?
- The boy (who/whom) broke the window has been found.
- The school (where/which) the basketball tournament is going to be held is not known.
- It is still a mystery (who/ whom/) the baby was scared of.

Practice exercise 3

Choose the best answer to complete each sentence.

- The festival, _____ lasted all day, ended with a banquet.
a) That b) Who c) Which d) What
- I am looking for someone _____ can watch my dog while I go on vacation.
a) Which b) Who c) Whom d) Whoever
- The police needed details _____ could help identify the robber.
a) Who b) Whatever c) That d) What
- I'd like to take you to a café _____ serves excellent coffee.
a) What b) Whatever c) Which d) Whichever
- The clubhouse, in _____ the dance was held, housed about 200 people.
a) Which b) Where c) That d) Whom

6. You can choose one person, _____ you like, to share the cruise with you.
a) Whomever b) That c) Which d) Whom
7. I saw the shoes _____ you bought last week on sale for less this week.
a) When b) What c) That d) Whom
8. The winners, _____ known, will receive money and other prizes.
a) Whoever b) Who c) When d) That
9. This is the place _____ we met.
a) When b) Where c) Who d) That
10. The baby, _____ nap had been interrupted, wailed loudly.
a) Whoever b) Whomever c) Whom d) Whose

Practice exercise 4

Write ten sentences describing different types of pollution in your county. Make use of relative pronouns as learnt in this section.

Glossary

1. **Pollution:** the contamination of the environment by harmful substances.
2. **Environment:** the natural world as a whole or in a particular geographical area, especially as affected by human activity.
3. **Effects:** changes which are a result or consequence of an action.
4. **Impact:** a significant or strong influence or effect.
5. **Radioactive:** exhibiting spontaneous emission of ionizing radiation as a consequence of a nuclear reaction.
6. **Ecosystem:** a system formed by an ecological community and its environment that functions as a unit.
7. **Global warming:** a sustained increase in the average temperature of the earth, sufficient to cause climate change.
8. **Carcinogenic gases:** gases that have the ability to cause cancer.
9. **Extinction:** the action of making or becoming non-existent, especially for a plant or an animal.

Key vocabulary: energy, petroleum, biomass, geothermal, hydro-electricity, solar, wind turbine, nuclear, wind mill, biodegradable, nuclear and generator



Activity 1: Definitions

In groups



Read the following definitions of energy and apply this to the sources of energy listed thereafter to come up with a specific definition for each.

Power derived from the utilisation of physical or chemical resources, especially to provide light and heat or to work machines.

A source of power, such as fuel, used for driving machines, providing heat etc.

- a) Petroleum
- b) Sun (solar)
- c) Wind
- d) Biomass
- e) Hydroelectricity
- f) Geothermal
- g) Nuclear

Use these words to construct your own sentences.



As a class

Discuss the uses of the forms of energy below in South Sudan.

1. Wind energy



2. Solar energy



3. Petroleum



4. Electricity



Individually



Write down the points raised in the class discussion on energy generation and use.



Activity 2: Reading about energy use and its impact on the economy

In pairs



Read the passage below then answer the questions that follow.

The Yao story of creation

Eons ago, before the dawn of time, God existed only with animals. They lived in a vast expanse of land and water, and the sky and earth were ever close to each other.



Among the animals was the chameleon. The chameleon was a mythical creature, a fisherman casting his fish traps in the mystical waters.

One day the chameleon had set a fish trap in the vast sapphire waters. He went about his daily business, but when he later on returned to check the trap, he found that he had caught nothing. Since he was determined to get a catch, he set the trap again the following day. Later on, he went to check the trap and to his surprise, he had caught some very peculiar creatures, man and woman.

Man and woman were such tiny creatures, the first of their kind. The chameleon had never seen anything like them and he did not know what to do with them. Man and woman begged the chameleon that he should set them free. Confused about what to do, Chameleon decided to take them to God to seek advice as what to do with them.

God, having seen the tiny creatures, told the chameleon not to kill them. He told chameleon that he should set them free so that they should live to grow to their full maturity. God summoned all the animals of the skies above, the earth and water below to inform them about the creatures and this marked the first encounter of human beings and animals.



The human beings were smart and learned quickly. They started hunting other animals and the animals lived in fear. Soon the male creature started twirling sticks and smoke started to gather. This caused fear among the

animals and they warned man to be careful. Man, however, did not heed the warning and in the end fire was created. Man created an unstoppable inferno that reduced everything to ashes. The grass-thatched roof of God was set alight by the fire. The chameleon managed to climb a tree to avoid the fire. Since their god was very old and he could not run, the spider spun a web across trees to rescue him. From that moment, it is said that their god decided that when humans die, they shall join him in heaven and serve him as slaves.

Answer these questions

1. Explain how man invented fire according to this creation story.
2. How did the invention of fire affect the life of man and animals in this story?
3. Other than the negative effects what benefits do you think came out of man's invention?.
4. Man is still inventing new sources of energy.
 - a. What new forms of energy have been introduced in your country to replace the use of firewood in cooking?
 - b. What are the benefits of using these new energy forms?
5. Compare the energy uses in traditional Africa with energy uses today. Write a critical analysis of the two showing the changes that have taken place in energy use.
6. Suggest some good practices that should adopted in energy use in South Sudan today.



Activity 3: Energy generation and use

In pairs



Answer the following questions then present your answers to the class.

1. Discuss how energy is generated in South Sudan.
2. Explain how this energy is used.
3. Describe some good and bad practices in the generation and use of energy in South Sudan.

Individually



Using the points generated in the group activity above, write an essay describing how energy is generated and used in South Sudan. Describe some of the good practices in the generation and use of energy in South Sudan. State some improved ways in which energy can be generated.

Creating a logical flow of ideas in an essay

When writing an essay, it is important to ensure that there is a logical flow of ideas and smooth connection between sentences and paragraphs. To achieve this, use the following approaches.

1. Use of conjunctions (Refer to page 119 of the Learner's Book on different types of conjunctions and how they are used.
2. Use of related vocabulary. Use words and terminologies that relate to the topic you are writing about. However, be considerate of your audience. Where the reader is not an expert in the area you are writing on, avoid technical words and jargons.
3. Use of transitional words and phrases. They are used to link words, phrases or sentences. They show the connection between one idea and the next idea. In essays, they help to give the text a logical organisation and structure. Below are examples of transitional words and phrases categories according to their function.
 - a. Those that express agreement, similarity or addition

in the first place	not only ... but also	as a matter of fact
in like manner	in addition	coupled with
in the same fashion / way	first, second, third	in the light of
not to mention	equally important	again
and	also	then
equally	like	as
too	moreover	as well as
together with	likewise	similarly
furthermore	additionally	comparatively
 - b. Those that express contradiction, opposition or limitation

although this may be true	in contrast	of course ..., but
on the other hand	on the contrary	in spite of
even so / though	be that as it may	after all
but	unlike	while

- | | | |
|-------------|-----------------|-------------|
| albeit | besides | as much as |
| even though | although | whereas |
| despite | conversely | otherwise |
| however | nevertheless | nonetheless |
| regardless | notwithstanding | instead |
- c.** Those that express support, emphasis or give an example
- | | | |
|--------------------------|----------------------|------------------------|
| to put it differently | as an illustration | in this case |
| most compelling evidence | must be remembered | point often overlooked |
| to point out | on the positive side | on the negative side |
| with this in mind | namely | indeed |
| markedly | such as | especially |
| in fact | in particular | for example |
| for instance | to demonstrate | to emphasise |
- d.** Those that express space, location or place
- | | | |
|-------------------|-------------------|------------------|
| in the middle | to the left/right | in front of |
| on this side | in the distance | here and there |
| in the foreground | in the background | in the center of |
| adjacent to | opposite to | here |
| there | next to | over |
| near | further | beyond |
| beneath | beside | across |
- e.** Those that express time, chronology or sequence
- | | | |
|---------------------|-------------------|------------------------|
| at the present time | from time to time | up to the present time |
| to begin with | as soon as | in the meantime |
| all of a sudden | first, second | immediately |
| finally | after | later |
| whenever | eventually | meanwhile |
| further | prior to | forthwith |
| by the time | presently | occasionally |
- f.** Those that express effect, consequence or result
- | | | |
|-----------------|---------------------------|--------------|
| as a result | under those circumstances | in that case |
| for this reason | in effect | for |
| thus | because the | then |
| hence | consequently | therefore |
| forthwith | accordingly | henceforth |
- g.** Those that express summary, conclusion or restatement
- | | | |
|-------------------|-----------------------|-----------------------|
| as can be seen | in the final analysis | all things considered |
| in the long run | given these points | as has been noted |
| for the most part | in fact | in summary |
| in conclusion | in brief | in essence |

to summarise
to sum up
ultimately

overall
on the whole

by and large
all in all



Activity 4: Listening to an expert in energy



As a class

Listen as your teacher reads to you a speech by former United Nations Secretary General, Kofi Annan.

A speech by Kofi Annan

Distinguished Guests, Ladies and Gentlemen, I am delighted to be with you today. I want to thank Minister Shapps and the government of the United Kingdom for inviting me to the launch of the Energy Africa Campaign. This is a campaign I unequivocally support.

It addresses one of the great injustices of the 21st Century – an injustice that robs millions of our fellow citizens of the dignity, opportunity and freedom that comes with access to modern energy. The Africa Progress Panel, which I chair, addressed this injustice in our report, “Power, People, Planet: Seizing Africa’s Energy and Climate Opportunities”. And I’m delighted to see many of our recommendations reflected in the Energy Africa Campaign.

Left unaddressed, these injustices will undermine prospects for inclusive growth, jobs creation and poverty reduction. Where Africa’s leaders, the investment community and international partners do have a choice, is in deciding how to tackle the region’s energy crisis.

Africa does not have to follow the carbon-intensive pathway and energy practices of rich countries and emerging economies that have brought the world to the brink of catastrophe. Africa is rich in untapped energy potential – including renewable resources.

These resources – sun, wind, hydro and geothermal – have two distinctive advantages: speed and scope for decentralisation. They can be deployed far more rapidly than coal-fired power plants and they can operate both on-grid and off-grid. The belief that Africa has to choose between economic growth and low carbon development is based on anachronistic thinking.

In South Africa and many other countries around the world, renewable energy is increasingly cost-competitive at scale, even before taking into account environmental costs. Low-carbon development has the potential to act as an engine of growth.

Yet we have to be honest and recognise that current international efforts fall distressingly short of what is needed. 621 million Africans live without access to electricity – a figure that includes 95 million people in Nigeria, the region's energy export powerhouse.

We estimate that over 300 million will still lack access on current trends by 2040 – ten years after the target date under the new development goals for universal energy access. This is intolerable, avoidable and profoundly unfair.

It leaves the world's poorest people to pay the world's highest power prices. A woman in a rural village in northern Nigeria spends 60 to 80 times more per unit of energy than a resident of London or New York.

This is not just an injustice, it is a market failure of epic proportion. Households are losing out as a result of higher prices, investors are losing out on market opportunities and countries are losing out from failure to harness productive technologies.

Furthermore, almost four in five people rely on solid biomass mainly fuelwood and charcoal for cooking. As a result, 600,000 people in the region die each year from household air pollution. Almost half are children under 5. This is an exciting time to rapidly scale-up Africa's energy access.

The new President of the Africa Development Bank, Akin Adesina, has declared that energy access in Africa is his number one priority and recently launched a New Deal for Energy Access in Africa. Other governments are joining the UK in signing-up the low carbon transition and energy access agenda. Climate change negotiations are adding to the momentum.

Across the African continent too, energy entrepreneurs are demonstrating Africa's potential to leapfrog to a low carbon economy. There is a new momentum behind efforts to reach off-grid populations. For example, the Overseas Development Institute is working to bring together governments and investors behind an exciting new 'Triple 5ca initiative, aimed at bringing off-grid solar energy to five million people in five countries over a five-year period.

This approach, which supports the UK's vision for the Energy Africa Campaign, combines what I see as the three essential ingredients for success: speed,

scale and equity. It also offers a 'one-stop shop' model for delivery. Too often, governments and investors are held back in their ambition by the slow pace of negotiations involving multiple aid donors, development finance institutions and multilateral agencies.

An enabling environment must now be created to allow this growing pool of energy investors to deliver clean energy "off grid" in a way that is simple for both investors and consumers to understand.

For too long, governments have been content to oversee highly centralised energy systems designed to benefit the rich and bypass the poor. Power utilities have been centres of corruption, inefficiency and vested interest.

This picture is starting to change, but far too slowly. That is why I have called for every African government to set out a timetable and strategy for achieving universal energy access. Ultimately, Africa's leaders are accountable to their citizens for the decisions they take.

Yet we must not downplay the importance of international cooperation. The UN Climate Change Conference in Paris must draw a line in the sand. Major emitting countries should seize the opportunity to put in place credible carbon pricing and taxation systems and to stop wasting billions on fossil-fuel subsidies.

Old North-South divisions must give way to a new politics that recognises the need for shared solutions to common challenges. We must now come together to break the deadly interaction between poverty and unsustainable energy systems. There is surely no better starting point than universal access to affordable low-carbon energy. Minister, I congratulate you for taking up a cause for our generation – and I look forward to working with you all to light up Africa.

In pairs



Answer the following questions about the speech you listened to.

1. According to the speaker, Africa has a chronic deficit in and
2. What will happen if these deficits are not addressed?
3. Who can help in tackling Africa's energy crisis?
4. Mention four untapped energy resources in Africa according to the speaker.

5. Discuss how African leaders can tap these resources to the benefit of the people.
6. Discuss the benefits of modern energy technologies to the lives of women and children in South Sudan. Present your answers to the class.
7. Prepare your own speech to talk about the state of energy generation in South Sudan. Study the notes below for guidance.

How to write a good speech

1. After recognising and appreciating your audience, start off with a strong introduction. Open with a big statement that will grab the attention of the audience. For example:
Africa is on the brink of realising a breakthrough energy miracle.
2. Use words and phrases that show inclusivity, even of the audience. Such terms include *we*, *our* etc. Below is an example from Nelson Mandela:
Today we celebrate not the victory of a party, but a victory for all the people of South Africa.
3. Make the body of speech clear and elaborate. This can be done by giving the each main point then supporting it with suitable examples and illustrations. It is good to start with the strongest point, followed by your weakest point then end with your second strongest point. Remember to make it brief.
4. Make use of transitional words and phrases when moving from one point to another.
5. End your speech with a firm conclusion. This could be a summary of your main points, a restatement of your strongest point, a question based on what your main message or a quote to think about.



Activity 5: Research on different types of energy generation and their impact

In groups



1. Visit any nearby energy office or a person knowledgeable in energy generation in the country and find out the following:
 - a. The main sources of energy in South Sudan.
 - b. The different types of energy generation used in South Sudan.
 - c. The impact of these types of energy generation on the people and the environment.
 - d. The equipment, tools and gadgets used at the energy office and their use.
2. Record your findings and present them to the class.

Individually



Using the findings of your research, write an essay describing the different types of energy generation in South Sudan and their impact on the people and the environment.

Use the sample essay plan shown below.

Paragraph 1 - to contain the introduction which can be relevant general knowledge on energy or a definition of energy and energy generation.

Paragraph 2 - to contain the main sources of energy familiar to the student and narrow down to those found in South Sudan.

Paragraph 3 - to contain types of energy generation in South Sudan.

Paragraph 4 - to discuss positive and negative impact of the above types of energy/generation on the people of South Sudan and the environment.

Paragraph 5 - Conclusion. This should propose the most beneficial types of energy generation.



Activity 6: Planning a campaign for energy conservation



As a class

Brainstorm on how to effectively conserve energy in the school, community and the country.

In groups



1. Identify the different groups of people who need to be informed on the need for energy conservation.
2. From the points on how to effectively conserve energy, select the main points for each group identified above.
3. Prepare leaflets containing these points. Use language that will be easily understood by each group. Look at the sample on page 39 to guide you.

Energy Saving tips

FOR THE HOME

LIGHTING


- Open windows and use natural lighting whenever possible.
- Switch off lights and other appliances when they are not in use. Even in stand by mode, energy is being used.
- Use energy saving lamps. They can reduce energy consumption by 80%.
- If possible, install lighting controls, such as daylight sensors or dimmers.

APPLIANCES

- Ensure refrigerator door seals are airtight so it does not use too much energy.
- Defrost and clean out your refrigerator regularly.
- Cover liquids and wrap foods stored in the refrigerator. Uncovered food releases moisture and makes the compressor work harder.
- Use small electric pans or toaster ovens for small meals rather than using large electric stoves or ovens.
- When using an electric kettle, fill up only the required amount.
- When buying appliances, look for ENERGY EFFICIENCY rating labels.

LAUNDRY

- Wash your clothes in cold water using cold-water detergents.
- Wash full loads.
- Air-dry clothes rather than using a dryer.



FOR THE OFFICE

- Leaving the doors and windows open in an air conditioned room will increase electricity consumption by 30-35%.
- The recommended temperature setting for an office cooling system is 23°C.
- For hot weather close window blinds to prevent entry of direct sunlight. This will make the cooling system work less.
- Make someone responsible for tracking energy bills and consumption patterns.
- Get an ENERGY AUDIT performed. You can do this yourself, or for a more comprehensive analysis of your electricity consumption and equipment use, consult a professional or FEA.

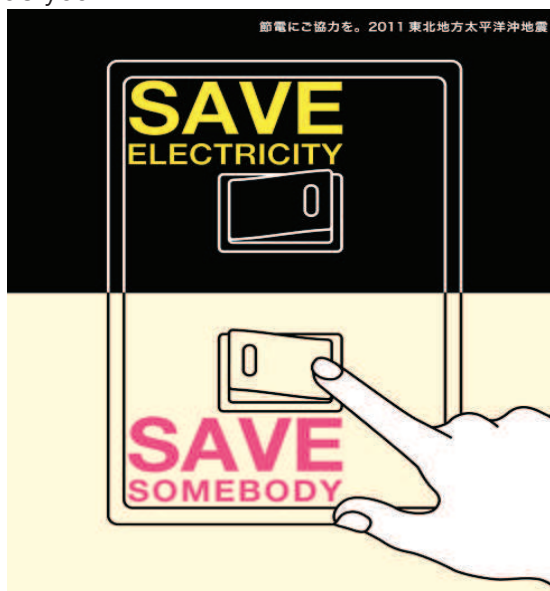
DO NOT KEEP YOUR REFRIGERATOR DOOR OPEN FOR LONG TIME PERIODS

- Turn off lights and appliances at the wall before leaving.

TURN OFF before you TAKE OFF.

Energy Savings After Hours
A PC that is switched on constantly (24 hours/day, 365 days/year) uses around 1752kWh each year at a cost of \$415. Switching it off at the end of the day can save 1168kWh and \$275 each year.

4. Prepare posters that can be displayed in different places for everyone to read. They should contain just a few catchy but simple words. Below is a sample to guide you.



5. Share your posters and leaflets with other groups.
6. With the guidance of your teacher, pick a day when you can go out to distribute the leaflets to members of the society. On this day, discuss the content of the leaflets with the people and record their responses. Share your responses when you get back to class.



Activity 7: Extended fiction reading on energy



As a class

Read the following story aloud.

How Prometheus Gave Fire to Men

Many years ago, according to the stories told by the people of ancient Greece, there lived two brothers who were not like other men, or like the gods and goddesses of Mount Olympus. They were the sons of one of the Titans who had fought against Zeus and been sent in chains to the prison of the Lower World.

The name of the elder of these brothers was Prometheus (which means Forethought). Prometheus was always thinking of the future and making things ready for what might happen tomorrow, or next week, or next year, or even in a hundred years time. The younger was called Epimetheus (which means Afterthought). Epimetheus was always so busy thinking of yesterday, or last year, or a hundred years ago, that he never worried at all about what might come to pass in the future. Prometheus did not want to live amongst the clouds on Mount Olympus. He was too busy for that. While the gods were spending their time in idleness, drinking nectar and eating ambrosia, he was planning how to make the world wiser and better than it had ever been before.

So instead of living on Olympus, Prometheus went out amongst men to live with them and help them and he quickly noticed that they were no longer as happy as they had been during the golden days when Kronos, the titan, was king. He found them living in caves and in holes of the earth, shivering with the cold because there was no fire, dying of starvation, hunted by wild beasts and by one another—the most miserable of all living creatures.

“If they only had fire,” said Prometheus to himself, “they could at least warm themselves and cook their food; and after a while they could learn to make tools and build themselves houses. Without fire, they are worse off than the beasts.”

Prometheus went boldly to Zeus and begged him to give fire to the people, so that they might have a little comfort through the long, dreary months of winter.

“I will not!” said Zeus, “Not one spark will I share with them! For if men had fire they might become strong and wise like us and after a while they would drive us out of our kingdom. Besides, fire is a dangerous tool and they are too poor and ignorant to be trusted with it. It is better that we on Mount Olympus rule the world without threat so all can be happy.”

Prometheus didn’t answer, but he had set his heart on helping mankind, and he did not give up. As he was walking by the seashore he found a tall stalk of fennel. He broke it off and then saw that its hollow center was filled with a dry, soft substance which would burn slowly and stay alight for a long time. He carried the stalk with him as he began a long journey to the top of Mount Olympus.

“Mankind shall have fire, despite what Zeus has decided,” he said to himself. And with that thought, he snuck quietly into Zeus’ domain and stole a spark from Zeus’ own lightning bolt. Prometheus touched the end of the long reed to the spark, and the dry substance within it caught on fire and burned slowly. Prometheus hurried back to his own land, carrying with him the precious spark hidden in the hollow center of the plant.



When he reached home, he called some of the shivering people from their caves and built a fire for them and showed them how to warm themselves by it and use it to cook their food. Men and women gathered round the fire and were warm and happy, and thankful to Prometheus for the wonderful gift which he had brought to them.

One chilly winter evening, Zeus gazed down from Mount Olympus and noticed fires burning cheerfully at the hearths of men and women in every village across the land. It did not take him long to realise that Prometheus had disobeyed him and given fire to men.

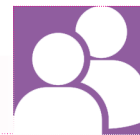
Zeus was very angry and ordered that Prometheus be chained to the side



of a mountain to suffer there for all eternity. And there Prometheus stayed, thinking of the future, happy in the knowledge that he had given fire to men until he was one day rescued by Hercules, the mortal son of Zeus... But that is a story for another day!

(Written by James Baldwin, adapted and illustrated by Leanne Guenther -- based on Greek mythology)

In pairs



Answer the following questions about the story you read.

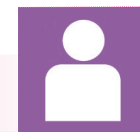
1. What is the story about?
2. What form of energy has been discussed in the story?
3. What would you compare this form of energy to today?
4. How did Prometheus energy impact men and women on earth?
5. Compare the introduction of Prometheus' energy to earth with the spread of rural electrification in South Sudan.

In groups



1. Discuss the quality of the story *How Prometheus Gave Fire to Men*.
2. What techniques has the writer used to pass across his message?
3. What are the effects of these techniques?
4. Discuss the themes of the story.

Individually



Write a critical review of the story *How Prometheus Gave Fire to Men* under the following subheadings:

1. The characters in the story
2. The themes of the story
3. The key features of the story

Support your views using specific phrases or sentences from the story.



Activity 8: Language practice

Conditional clauses

These are clauses that they express a certain condition. The condition is usually introduced by the word 'if'. For this reason, such a clause is sometimes referred to as an if-clause. A conditional sentence has two parts an 'if' clause and a main clause. The 'if' clause contains a condition (known as a conditional clause) which determines the occurrence of the action given in the main clause. The following are the different types of conditional clauses.

Type	If clause	Main clause
I	Present simple	Will - future
II	Past simple	Would – infinitive
III	Past perfect	Would +have +past participle

1. First conditional

The first conditional is a structure we use when we want to talk about possibilities in the present or in the future. It is thus used to talk about things, which might happen in the event that something else happens, or fails to happen. The first conditional has the present simple after 'if', then the future simple in the main clause, that is:

if + present simple, ... will + infinitive

For example:

If it rains, I will not go to the park.

If we put the main clause first, then we don't need the comma. For example:

I will not go to the park if it rains.

It is possible to fulfil a condition which is given in the if-clause. For example:

If clause	Main clause
a. If I study,	I will pass the exams.
b. If you see John tonight,	tell him to e-mail me.
c. If Ben gets up early,	he can catch the bus.

Practice exercise 1

Write full sentences using the first conditional and these phrases.

1. Study hard /pass exam
2. Win the game /celebrate
3. Sun comes out /swim
4. Go early/ meet
5. Weather is good/ play
6. Cook comes eat/ dinner

Practice exercise 2

Rewrite the following sentences in first conditional by changing the verbs in brackets into the correct form.

1. If I (to study), I (to pass) the examinations.
2. If the sun (to set), we (to walk) to town.
3. If she (to have) high temperature, she (to see) the doctor.
4. If my friends (to come), I (to be) very happy.
5. If my father (to earn) a lot of money, he (to go) to Juba.
6. If we (to travel) to Kenya, we (to visit) the Vasco da Gama Pillar.
7. If you (to wear) sandals on the mountains, you (to slip) on the rocks.
8. If Rita (to forget) her homework, the teacher (to give) her a low mark.
9. If they (to play) in dirty water, they (to get) sick.
10. If you (to wait) for a minute, I (to ask) my brother to talk to you.

2. Second conditional

In second conditional sentences, the condition is unlikely or imaginary and therefore the fulfilment of the action in the main clause is improbable. For example:

If I had enough money, I would buy a computer.

(The condition is unlikely to be fulfilled because the person doesn't have money.)

The 'if' clause is usually in the past tense, while the main clause is in the present conditional tense.

1. If I had email, I would contact my cousin abroad.
2. If I had enough money, I would buy a computer.

Practice exercise 3

Choose the correct word to complete the following sentences.

1. If you sleep/slept in class you would be punished.
2. If you ran/run everyday, you would be physically fit.
3. If she finished/ finish her homework in time, she will/would go to play.
4. If we had/have time we would go for swimming.

Practice exercise 4

Complete the following sentences in your own words.

1. If I had money ...
2. If I could access the Internet ...
3. If we had electricity ...
4. If we disposed litter appropriately ...
5. If we loved each other ...

Practice exercise 5

Rewrite the following sentences using the correct conditionals.

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

Practice exercise 6

Using the knowledge gained in this unit on energy generation and use, write a short essay describing what would happen if the government practised sustainable energy generation and people used energy responsibly. Make use of if-clauses in your essay.

Glossary

- Conservation** - Prevention of wasteful use of a resource.
- Energy** - Power derived from the utilisation of physical or chemical resources, especially to provide light and heat to machines.
- Geothermal** - Relating to or produced by the internal heat of the earth.
- Infrastructure** - The basic physical and organisational structures and facilities (e.g. buildings, roads, power supplies) needed for the operation of a society or enterprise.

Key vocabulary: violence, society, ethnic, conflict resolution, mediation

Introduction

There are various types and causes of violence in the society. An example is domestic violence where families experience verbal or physical violence from a specific member of the family. Violence can also be as a result of ethnic, religious and political differences. Study the pictures below then classify them in any of the following categories: domestic violence, emotional/ psychological violence, sexual abuse, political violence and corporal punishment.





Activity 1: Listen for key messages on violence



As a class

Listen as your teacher reads some speeches to you then answer the following questions.

1. Identify the types of violence mentioned in the speeches.
2. What is the key message in each speech?



Activity 2: Reading about violence



In groups

Read the following passage then answer the questions that follow.

My Parents' Bedroom

I'm nine years and seven months old. I'm at home playing peekaboo in my room with my little brother, Jean. It's Saturday evening and the sun has fallen behind the hills. There's silence outside our bungalow, but from time to time the evening wind carries a shout to us. Our parents have kept us indoors since yesterday.

Maman comes into the room and turns off the light before we see her. Jean cries in the darkness, but once she starts kissing him he begins to giggle. He reaches up to be held, but she's in a hurry.

"Don't turn on any lights tonight," she whispers to me.

I nod. "Yego, Maman."

“Come with your brother.” I carry Jean and follow her. “And don’t open the door for anybody. Your papa is not home, I’m not home, nobody is home. Do you hear me, Monique, huh?”

“Yego, Maman.”

“Swallow all your questions now, bright daughter. When your papa and uncle return, they’ll explain things to you.”

Maman leads us through the corridor and into her room, where she lights a candle that she has taken from our family altar, in the parlour. She starts to undress, tossing her clothes on the floor. She tells us that she’s going out for the night and that she’s already late. She’s panting, as if she’d been running; her body is shining with sweat. She slips into the beautiful black evening dress that Papa likes and combs out her soft hair. I help her with the zipper at the back of her dress. She paints her lips a deep red and presses them together. The sequins on her dress glitter in the candlelight as if her heart were on fire.

My mother is a very beautiful Tutsi woman. She has high cheekbones, a narrow nose, a sweet mouth, slim fingers, big eyes and a lean frame. Her skin is so light that you can see the blue veins on the back of her hands, as you can on the hands of Le Père Mertens, our parish priest, who’s from Belgium. I look like Maman, and when I grow up I’ll be as tall as she is. This is why Papa and all his Hutu people call me Shenge, which means “my little one” in Kinyarwanda.

Papa looks like most Hutus, very black. He has a round face, a wide nose, and brown eyes. His lips are as full as a banana. He is a jolly, jolly man who can make you laugh till you cry. Jean looks like him.

“But, Maman, you told me that only bad women go out at night.”

“Monique, no questions tonight, I told you.”

She stops and stares at me. As I’m about to open my mouth, she shouts, “Quiet! Go, sit with your brother!”

Maman never shouts at me. She’s strange today. Tears shine in her eyes. I pick up a bottle of Amour Bruxelles, the perfume Papa gives her because he loves her. Everybody in the neighbourhood knows her by its sweet smell. When I put the bottle in her hands, she shivers, as if her mind has just returned to her. Instead of spraying it on herself, she puts it on Jean. He’s excited,

sniffing his hands and clothes. I beg Maman to put some on me, but she refuses.

“When they ask you,” she says sternly, without looking at me, “say you’re one of them, OK.?”

“Who?”

“Anybody. You have to learn to take care of Jean, Monique. You just have to, huh?”

“I will, Maman.”

“Promise?”

“Promise.”

Maman heads for the parlour, and Jean trails after. He’s whimpering to be held. I carry the candle. We sit down on our big sofa, and Maman blows the candle out. Our parlour is never totally dark, because of the crucifix in the corner, which glows yellow-green. All-translucent, as Papa likes to say. Jean toddles to the altar, as usual. He places his hands on the crucifix, as if playing with a toy. The glow enters into his fingers, making them green, and he turns to us and laughs. In quick strides, I bring him back. I don’t want him to pull down the crucifix, which leans against the wall, or the vase of bougainvillea beside it. It’s part of my duty to tend to the altar. I love the crucifix; all my relatives do. Except Tonton Nzeyimana—the Wizard.

The Wizard is Papa’s father’s brother. He is a pagan and he is very powerful. If he doesn’t like you, unless you’re a strong Catholic, he can put his spell on you, until you become useless. The colour of his skin is milk with a little coffee. He never married because he says he hates his skin and doesn’t want to pass it on. Sometimes he paints himself with charcoal until the rain comes to wash away his blackness. I don’t know where he got his colour from. My parents say it’s a complicated story about intermarriage. He’s so old that he walks with a stick. His lips are long and droopy, because he uses them to blow bad luck and disease into people. He likes to frighten children with his ugly face. Whenever I see the Wizard, I run away. Papa, his own nephew, doesn’t want him in our house, but Maman tolerates the Wizard. “No matter, he’s our relative,” she says. Tonton André, Papa’s only brother, hates him even more. They don’t even greet each other on the road.

Though I’m a girl, Papa says that the crucifix will be mine when he dies, because I’m the firstborn of the family. I will carry it till I give it to my child. Some

people laugh at Papa for saying that it'll come to me, a girl. Others shrug and agree with Papa, because he went to university and works in a government ministry. Sometimes when Tonton André and his wife, Tantine Annette, visit us, they praise Papa for this decision. Tantine Annette is pregnant, and I know that they would do the same if God gave them a girl first.

Without his I.D., you'd never know that Tonton André is Papa's brother. He's a cross between Papa and Maman—as tall as Maman but not quite as dark as Papa. He's got a tiny beard. Tantine Annette is Maman's best friend. Though she's Tutsi like Maman, she's as dark as Papa. Sometimes on the road, the police ask for her I.D., to be sure of her roots. These days, my parents tease her that she'll give birth to six babies, because her pregnant stomach is very big. Each time she becomes pregnant, she miscarries, and everybody knows that it's the Wizard's spell. But the couple have been strong in their faith. Sometimes they kiss in public, like Belgians do on TV, and our people don't like this very much. But they don't care. Tonton André takes her to a good hospital in Kigali for checkups, and Papa and our other relatives contribute money to help them, because both of them are only poor primary-school teachers. The Wizard offered to give his money, too, but we don't allow him to. If he gave even one franc, his bad money would swallow all the good contributions, like the sickly, hungry cows in Pharaoh's dream.

Maman stands up suddenly. "Monique, remember to lock the door behind me! Your papa will soon be back." I hear her going into the kitchen. She opens the back door and stops for a moment. Then the door slams. She's gone.

I light the candle again and go into the kitchen and lock the door. We eat rice and fish and return to our room. I dress Jean in his flannel pyjamas and sing him to sleep. I change into my nightdress, and lie down beside him.

In a dream, I hear Tonton André's voice. He sounds as anxious as he did yesterday afternoon, when he came to call Papa away. "Shenge, Shenge, you must open the door for me!" Tonton André shouts.

"Wait, I'm coming," I try to tell him, but in my dream I have no voice, and my legs have melted like butter in the sun. There's a lot of commotion, and gunshots that sound like bombs.

"Come to the front door, quick!" he shouts again.

I wake up. Tonton André is actually yelling outside our house.

I go into the parlour and turn on the fluorescent lights. My eyes hurt. People are banging on our front door. I see the blades of machetes and axes stabbing through the door, making holes in the plywood. Two windows are smashed, and rifle butts and *udufuni* are poking in. I don't know what's going on. The attackers can't get in through the windows with their guns and small hoes, because they're covered with metal bars. Afraid, I squat on the floor, with my hands covering my head, till the people outside stop and pull back.

I hear Tonton André's voice again, but this time it's calm and deep, as usual, and everything is quiet outside.

"Poor, sweet thing, don't be afraid," he says, now laughing confidently like Jean. "They're gone. Your papa is here with me."

I pick my way through the broken glass and open the door. But Tonton André comes in with a group. Men and women, all armed.

"Where's Maman?" he asks me.

"Maman went out."

He looks like a madman. His hair is rough, as if he had not combed it for a year. His green shirt is unbuttoned and he's without shoes.

"Yagiye hehe?" someone from the mob asks, disappointed. "Where's she gone?"

"She didn't say," I answer.

"Have you seen your papa this evening?" Tonton André asks.

"Oya."

"No? I'll kill you," he says, his face swollen with seriousness.

I scan the mob. "You told me Papa was with you. . . . Papa! Papa!"

"The coward has escaped," someone in the crowd says.

"*Nta butabera burimo!*" others shout. "Unfair!"

They look victorious, like football champions. I know some of them. Our church usher, Monsieur Paschal, is humming and chanting and wears a bandanna. Mademoiselle Angeline, my teacher's daughter, is dancing to the chants, as

if to reggae beats. She gives a thumbs-up to Monsieur François, who is the preacher at the nearby Adventist church.

Some of them brandish their I.D.s, as if they were conducting a census. Others are now searching our home. Sniffing around like dogs, they've traced Maman's Amour Bruxelles to Jean and are bothering him so he begins to cry. I run to our room and carry him back to the parlour. I can hear them all over the place, overturning beds and breaking down closets.

Suddenly, I see the Wizard by the altar. He turns and winks at me. Then he swings his stick at the crucifix, once, twice, and Christ's body breaks from the cross, crashing to the floor. Limbless, it rolls to my feet. Only bits of its hands and legs are still hanging on the cross, hollow and jagged. The cross has fallen off the altar, too. The Wizard smiles at me, enjoying my frustration. When he's distracted for a moment, I grab Jesus' broken body and hide it under Jean's pyjama top. I sit down on the sofa and put Jean on my lap. The Wizard now searches excitedly for the body of Jesus. He is like an overgrown kid looking for his toy.

He turns to me. "Shenge, do you have it?"

I look away. "No."

"Look at me, girl."

"I don't have it."

I hold on tighter to Jean.

The Wizard switches off the lights. Jean bursts into laughter, because now his stomach glows like Jesus. The Wizard turns the lights on again and comes towards us, smiling a bad smile. Jean is not afraid of the old man. When the Wizard reaches for Jesus, Jean fights him off, bending almost double to protect his treasure. The Wizard is laughing, but Jean bites the man's fingers with his eight teeth. I wish he had iron teeth and could bite off the Wizard's whole hand, because it's not funny. But the old man teases us, dangling his tongue and making stupid faces. When he laughs, you can see his gums and all the pits left by his fallen teeth. Now wheezing from too much laughter, he snatches Christ's body from Jean and puts it in his pagan pocket.

Tonton André is bitter and restless. Since I told him that my parents have gone out, he hasn't spoken to me. I'm angry at him, too, because he lied to get in and now the Wizard has destroyed my crucifix and stolen Christ's body.

When I hear noises in my parents' room, I run in there with Jean, because my parents never allow visitors in their bedroom. There are two men rummaging through their closet. One man is bald and wearing stained yellow trousers, the bottoms rolled up—no shirt, no shoes. He has a few strands of hair on his chest, and his belly is huge and firm. The other man is young, secondary-school age. His hair and beard are very neat, as if he were coming from the barber. He's bug-eyed and tall and is wearing jean overalls, a T-shirt, and dirty blue tennis shoes.

The big-bellied man looks at the younger man mischievously and asks me to hug him. Before I can say anything, he wriggles out of his yellow trousers and reaches for me. But I avoid his hands and slip under the bed with Jean. He pulls me out by my ankles. Pressing me down on the floor, the naked man grabs my two wrists with his left hand. He pushes up my nightdress with the right and tears my underpants. I shout at the top of my voice. I call out to Tonton André, who is pacing in the corridor. He doesn't come. I keep screaming. I'm twisting and holding my knees together. Then I snap at the naked man with my teeth. He hits my face, this way and that, until my saliva is salted with blood. I spit in his face. Twice. He bangs my head on the floor, pinning my neck down, punching my left thigh.

"Oya! No! Shenge is one of us!" the Wizard tells him, rushing into the room.

(Adapted from 'My Parent's Bedroom' by Uwem Akpan)

Notes

1. *udufuni* - a thick metal head of a used hoe
2. *Nta butabera burimo* - It is not clear

Answer the following questions.

1. Identify three types of violence mentioned in the passage.
2. Give examples of countries that have experienced each of the identified types of violence.
3. Discuss the key points given in the passage.
4. Why is violence a bad thing to:
 - (a) children?
 - (b) families?
 - (c) the economy?
5. In what ways can we stop violence in South Sudan?
6. Write a story of a bout 250 words to talk about violence in an area you are familiar with and how it has affected people.



Activity 3: Causes of violence

In groups



1. Read the passage in Activity 2 again. What are some of the causes of violence given in the passage?
2. Discuss other causes of violence that are not indicated in the passage. Present your answers to the class.



Activity 4: Why some people resort to violence

In pairs



Read the story below and answer the questions that follow.

Holy Mission

He bent down and pulled out the bag from under the bed. He unzipped it and took out a layer of clothes. Underneath the clothes lay two parcels carefully wrapped in polythene bags. These, he delicately lifted and placed on the bed. He uncovered the first and looked at it to make sure it was discreetly disconnected from the point of significance. He then unwrapped the second and looked at it. He reassured himself for the umpteenth time that it was the potent one. He returned both of them into the bag, one after the other, placing them in different compartments, and then laid the clothes on top.

Before pushing the bag back under the bed, he peered through the window and then checked the door to ensure that it was perfectly stopped in its place. Although he was in a room on the second floor, he still feared that somebody's prying eyes could get a glimpse of what he was checking.

"Stay focused, always," a voice within him said. Nay, it was a voice coming back to him from the training camp several months before. It was a voice not his own, but of those whose plans he had been trained to execute.

"Don't lose it at all," another voice countered. This, unlike the first voice, was his own. It was this voice that had stayed with him all through his training. It

made him determine that his trainers could steal his body and energies, and manipulate them to suit their intents. They, however, had no right to steal his soul.

After returning the bag to the relative safety under the bed, he took the gloves off his hands and rubbed his palms together. He wiped thin sweat from his brow and deeply breathed in to regain a normal heartbeat. He did not blame himself for being a little scared, or for seeming to be fidgety. Anyone who had undergone the training he had gone through had to be forgiven for possessing some degree of fear if only to sustain efficiency and carefully execute missions. The training had taught him to remain faithful to the mission. While he conceded that what he was going to do the following day was no less inhuman than what the General and his people advocated for, he considered it necessary. He would be a crusader in his own war.

He considered himself something of a soldier tasked by his country to do the dirty but necessary jobs that others could not do. Some months after graduating from training, he discovered that contrary to the conventional soldier in the army barracks, he was not fighting for his country, but against it. He was fighting for a cause propagated by a group of people backed by what they called divine powers. All through his training, the leaders of the mission had never tired to impress this upon the trainees.

“We must teach the infidels a lesson,” bellowed the General’s voice.

“Amin, peace be upon your word!” roared back the two hundred voices. And the militants’ faces gleamed with sweat in the mid-morning heat in Southern Somalia.

“We must teach them. And all of us, you and I, must allow ourselves to be noble instruments in this holy endeavour. You must stand to be counted as an ambassador of the mission. A holy mission,” emphasised the General.

At such times, traces of doubt would attempt to find their way into his mind but aspects of his training were equal to the task of repulsing them. In fact, he secretly rebuked himself for entertaining silly doubts in the middle of the training session. It was during these brief interludes of doubt that the General’s voice would ring memorable in his mind

“This mission is not for the weak. It is not for the sentimental.”

He scanned the room to ensure that everything was in order before heading out. He went down the dusty stairway then decided to get out through a small café on the ground floor. He wound his way around the seats scattered in the deserted café.

He got out and stood on the sidewalk, just next to the door. He stuck his hands stiffly into his jacket pockets to shut out the cold. It continued to rain. For the third straight hour the rain was not letting up. It was not a drizzle as it is characteristic of lengthy rainfall. Rather, it was a steady downpour punctuated by faint lightning that hardly penetrated the heavy clouds and rumbles of thunder. Although it was hardly past three o'clock in the afternoon, the atmosphere held dullness typical of the twilight hours on a rainy April day.

He looked at a building across the street and read. CLUB DELOS. The club was housed on both floors of a two-storied building at the centre of Thika town. This was his first day in this town. Despite a power outage occasioned by the heavy rains, he could see luminous blue bulbs blinking their way through the tinted windows. He moved his eyes downwards to the doorway.

On one side of the door were two uniformed guards of either gender. The female guard was moving a metal detector along and around the body of a heavily endowed girl. He looked at the girl and smiled mischievously. He dispelled his fleeting ideas remembering that he had a mission to take care of. His eyes instead went through the girl and beyond.

(Adapted from Holy Mission by Robert Wesonga)

Answer the following questions.

1. What do you think the character in this story intends to do?
2. What kind of training was he involved in?
3. What is the role of religion in motivating this character to be involved in violent activities.
4. How can we prevent the youth from being enrolled in such trainings?
5. What do you think happened next in this story? Write a story of about 500 words to give your view of what followed.

In groups



1. Read Dr Seifert's expert explanation on why some people resort to violence.

In my 30 years of experience and research, I have identified numerous factors that determine our behaviour and whether a person is at risk of developing violent tendencies. These factors include biological traits, family bonding, individual characteristics, intelligence and education, child development, peer relationships, cultural shaping and level of resilience.

Each factor of a person's life or make up can affect and be affected by another factor. When the accumulation of negative factors (such as maltreatment, chaotic neighbourhoods, or psychological problems) and the absence of positive factors (such as opportunities to be successful, adults who provide encouragement, or a resilient temperament) reach a threshold, that's when violence is more likely to erupt as a means of coping with life's problems.

- (a) Which of these factors do you think are more likely to affect the youth in South Sudan?
- (b) How can we deal with them to avert violent acts among the youth?

2. Read these excerpts from the story *Holy Mission*.

"Stay focused, always," a voice within him said. Nay, it was a voice coming back to him from the training camp several months before. It was a voice not his own, but of those whose plans he had been trained to execute.

He considered himself something of a soldier tasked by his country to do the dirty but necessary jobs that others could not do. Some months after graduating from training, he discovered that contrary to the conventional soldier in the army barracks, he was not fighting for his country, but against it. He was fighting for a cause propagated by a group of people backed by what they called divine powers.

From these excerpts, what do you think was the character's motivation to engage in violent acts?

3. What do you think made the character's trainers propagate ideologies on violence? Justify your answer.
4. Read another excerpt showing what was happening in the character's mind.

"Don't lose it at all," another voice countered. This, unlike the first voice, was his own. It was this voice that had stayed with him all through his training. It made him determine that his trainers could steal his body and energies, and manipulate them to suit their intents. They, however, had no right to steal his soul.

Do you think the character followed this inner voice? Give evidence from the story.



Activity 5: Conflict resolution

In pairs



The following are possible ways of solving conflicts to avoid letting them develop into violence. Match each conflict situation in the table that follows with the most appropriate method of conflict resolution.

discussion, mediation, written communication, compromise, voting

	<p>Deng and Wani are colleagues. They have disagreed. However, Deng is hot tempered and gets violent very easily.</p>
	<p>James and Jennifer were candidates in a county election. Jennifer was declared the winner in the election but James thinks the elections were not free and fair. The supporters of both James and Jennifer are out in the street fighting. Both James and Jennifer are so annoyed they are not willing to talk to each other.</p>
	<p>This couple got some money recently. The wife wants them to buy kitchen utensils then pay school fees for their children but the man wants to use all the money to buy a piece of land. They have disagreed because of this.</p>



These people are in a meeting. The chairperson has proposed an idea but they all cannot agree on it. Each of them is insisting that their opinion is better.



Rose and Alice are friends. However, a mutual friend told Alice that Rose talked ill about her recently. Alice is annoyed and she does not want to greet Rose.

In groups



Discuss the ways in which these methods of conflict resolution can be applied in South Sudan. Present your answers to the class.

Individually



Write an essay highlighting the different forms of violence in South Sudan. Suggest possible ways of solving the conflicts that trigger these forms of violence.



Activity 6: Build your vocabulary

Individually



Use the words in brackets to fill the blank spaces.

(violence, conflict resolution, dialogue, mediation, ethnic, religious, political)

There are several causes of1..... in the society. Some of these causes include2.....,3..... and4..... differences. The methods that can be used in5..... are6..... and7....., among others.

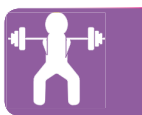


Activity 7: Researching on violence in your community

In groups



1. Carry out a detailed research on the following:
 - i. Examples of violence in your community
 - ii. Causes of the violence
 - iii. Effects of the violence
2. What methods of solving conflicts do the members of your community use? Are these methods effective?
3. Make recommendations on other methods of conflict resolution that the community can use.
4. Write a report that you will send to the head of your county giving clear recommendations on how the county administration can fight against violence in the community.
5. Present your report to the class.

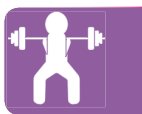


Activity 8: Campaigning against violence

In groups

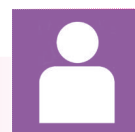


1. Choose a type of violence you would want to address in your community.
2. Discuss the different ways of addressing the violence.
3. Come up with a slogan that you can use to campaign against this type of violence.
4. Prepare campaign materials that you will use to do a campaign in your community.
5. Display your campaign materials in class.
6. Get time to go out to the community. Talk to the members of the community and post the campaign materials you have prepared in strategic places. Ask a few members of the community to say what they think of the information given on the campaign materials.



Activity 9: Test your understanding

Individually



1. Timon and Kamis are fighting over grazing land. This is a form of
2. Uduru has stopped Timon and Kamis from fighting. She is listening to them and trying to solve the issue. Her action can be termed as For this reason, we can call her a
3. Your friend is from a tribe different from yours. Explain why your friend's tribe should not affect your friendship.
4. It is everyone's responsibility to ensure that peace is achieved. Write down ways in which you can take part in keeping peace in South Sudan.



Activity 10: Apply your knowledge

In groups



Tell your group about a dramatic scene you witnessed that involved some violent confrontation and later a resolution. Pick the best scene and act it out in your group.

Individually



Write a conversation to reflect the dramatic scene that you acted in groups. Show the feelings of the characters and any other important information to the reader in brackets. Below is a sample conversation to guide you.

(In front of a poor father's cottage, enter 1st Sugar Daddy and workers. He examines the land.)

1st sugar daddy: This is good land. *(Mother enters)* Is this the land you told me was on sale? How sure can I be that it is yours?

Mother: Yes. It is mine. I inherited it from my grandfather. I've the title deed. I gain nothing from this land. My husband and his fellow drunks reap the profits. It would be better if I sold part of the land and sent my daughter to school. I'll sell this entire piece to you and keep that small plot over there.

1st sugar daddy: Good idea... but I don't seem to know your daughter. I've never seen her. *(Pretending to think)* Could I talk to her?

Mother: She is not here. She went to say farewell to her uncle before she reports to school next week, that is, if you buy this land.

1st sugar daddy: Here's the money as agreed. Now please give me the title deed.

Mother: (*Weeping, gives him the deed*) I wouldn't have sold this land but I want my daughter to go to school. Her education is my only hope.

1st sugar daddy: This is my land now, my personal property. Woman, move out of this portion of land within seven days. My workers will start clearing all this after a week. I want to start some development project... I want to build a Bar and lodging here.

Mother: Well... this is now yours... it's up to you to do whatever you want with it.

1st sugar daddy: Thank you for understanding. (*Exit*)



Activity 11: Language practice

The passive

Read the following sentences.

- a. Atieno *washes* dishes.

b. The dishes *are washed* by Atieno.
- a. The UN *values* rights of individuals.

b. Rights of individuals *are valued* by the UN.
- a. We *must protect* children's rights.

b. Children rights *must be protected*.

Each pair of the sentences above expresses the same meaning but in Sentence 'a', the form of the verb shows that the subject does something. Such a verb (such as *washes*, *values* and *must protect*) is said to be in the active voice. When the active voice is used, we are interested in the person performing the action. It is easy to find out the person performing the action by asking the questions who/what performed the action. Study the analysis below.

Sentence	Question	Performer
1. Susan locked the door.	Who locked the door?	Susan
2. Alela studied the text.	Who studied the text?	Alela
3. Sally opened the gate.	Who opened the gate?	Sally

Sentences in 'b' have verbs in a form which shows that something is done to the subject. Such verbs are said to be in the passive voice. The emphasis is on the action and not the person doing the action. For example:

1. The dishes **were washed**.
2. The children **were tortured**.

In the active voice, the subject of the sentence does the action. For example:

John paints houses.

Subject / verb / object

In the passive voice, the subject of the sentence receives the action. For example:

The house is painted.

Subject / verb

Notice that the object of the active sentence (house) became the subject of the passive sentence.

The passive voice is used when:

1. We do not know who does the action.
For example: Money is stolen. (We don't know who steals the money)
2. The receiver of the action is more important.
For example: These machines are used to mix the ingredients.
3. When it is polite not to mention the doer of an action.
For example: A mistake was made in arranging the place.

Use 'by' in the passive to introduce the doer of the action. For example:

1. The child soldiers were mistreated **by** their master.
2. Street girls are often sexually abused **by** irresponsible men.

Practice exercise 1

Write the following sentences in the passive voice.

1. Many people speak English.
2. He abused the child.
3. Peter ate the food.
4. The policeman arrested the thief.

Practice exercise 2

Write the following sentences in the active voice.

1. The dishes were cleaned by Tina.
2. He was punished by the teacher.
3. The food was cooked by my mother.
4. The exams were done by the students.

The passive voice in past simple tense

We can use the passive in simple past tense:

1. To show that an action was started and completed at a specific time in the past. For example:
 - a. The terracotta was created.
 - b. The people travelled far and wide.
2. When indicating that an action took a long duration to start and finish. For example:

They lived in the desert for four years.
3. To show past facts or generalisations. For example:

The nations could mine gold.
4. To indicate past habits. For example:

They cooked using firewood.

Practice exercise 3

Complete the following sentences using passive voice in present simple tense.

1. Many Rwandan women make baskets for a living.
2. Ben paints houses.
3. Christians follow Jesus.
4. Muslims follow Prophet Mohammed.
5. The government encourages cultural preservations.

Practice exercise 4

Write the following sentences in the passive voice.

1. Someone took my pen.
2. She didn't let him go.
3. Did he send the book?

4. Girls should be given opportunities to learn.
5. Opi brought the water.

Practice exercise 5

Get a book on violence in Africa and read it. Report on what you have learnt in a paragraph. Use the passive and the simple past tense in your sentences.

Glossary

1. **Violence:** an action that causes destruction, pain or suffering.
2. **Society:** a group of people sharing cultural aspects such as language, dress or norms.
3. **Ethnic:** relating to people with common racial, national, religious or cultural origins.
4. **Conflict resolution:** a process where two or more conflicting parties come to an agreement to resolve the issue.
5. **Mediation:** intervention by a third party in order to resolve a dispute between two or more parties.

Introduction

Farming is the activity of cultivating crops and rearing livestock. People who practise farming are known as farmers. They grow various kinds of crops in different parts of the world and rear animals of various kinds. Farming is the main source of food and also a source of income for several families in South Sudan. Farmers can decide to grow crops for their families' consumption or for commercial purpose. These crops can also be grown in small scale or in large scale.

Key vocabulary: farming, agriculture, livestock, subsistence, consumption, commercial, import, arable, pastoral



Activity 1: Picture headlines

In Pairs



Look at the following pictures. Imagine that each picture is being presented to a farmer's magazine to illustrate different types of farming in South Sudan. What headlines would accompany them?



In groups

1. Read the following words again.
Farming, agriculture, livestock, subsistence, consumption, commercial, foreign exchange, imports, arable and pastoral
2. Tell your partner the meaning 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. In what contexts are these words used?

**Activity 2: Reading passage****In pairs**

1. Read the passage below.

Thriving Farms of South Sudan

Paul Lotabo hails from Longeleya village in South Sudan, a country considered to be the birthplace of some of the earliest crop and livestock farming in human history. Indeed, the country is endowed with vast land, water and weather conditions that make 70 percent of the land suitable for agriculture. This is a huge agricultural potential that can be leveraged to improve the national economy and household living standards. However, for many years, Lotabo relied on securing casual work in a nearby town to provide for his wife and two young children. Life was a struggle and the family was often left hungry, surviving on only one meal a day.

In early 2011, Paul joined a farmers' group that Farm Africa was setting up. Here, he learnt how he could start growing vegetables using water from a nearby river. He learnt which vegetables would provide the best profits, how to prepare his land for planting using manure pits and practical tips including how much space to leave between plants and the benefits of pruning his tomatoes.

His farm is now thriving and is filled with kales, mung beans, tomatoes, okra, peppers and watermelons. It is now even being used for training of other farmers.



Vegetables are in high demand in the local town, where Paul's produce earns him around £3.15 each day. Even after investing in his farm he still has more than £25 a month – enough to cover food and other household essentials.

Life has improved dramatically for the family, Paul said: “Since I joined this farming group, my family can now have three meals a day compared to before when we could go hungry at times.”

Paul is keen to expand his vegetable farm and invest in a motorised pump to help him water his crops during the dry season. He is also training oxen to pull a plough so that he can easily prepare his land, and even help others do the same for a small fee. He has high hopes for the future and said: “I plan to be a major vegetable supplier in the future.”

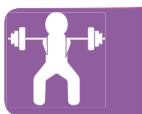
A similar story is replicated in another village, Tambura village in the lush Western Equatoria state. In this village there is a couple that farms together - Bagayowya and his wife Susanne. Tambura village, which borders the Central African Republic and the Democratic Republic of Congo, teems with wildlife and tropical forest and is endowed with a microclimate that allows people like Bagayowya and Susanne to grow fruits and vegetables unseen in the rest of the country like bananas, oranges and sweet potatoes. Because of this, people of Tambura have a joke that even if you plant a nail in Tambura, it will blossom.

Bagayowya and Susanne grow pineapples as well in their farm and they have big plans for their farm. They plan to build a juice factory and sell South Sudan-made drinks. Bagayowya wants to leave his four children an inheritance, something his own father was unable to do. And he wants to build a legacy for his brand-new nation - a land that is rich in oil and agricultural resources.



(Adapted from: <https://www.farmafrica.org/south-sudan/a-thriving-farm-in-south-sudan> and https://www.huffingtonpost.com/2015/06/01/south-sudan-farmers_n_7488264.html)

2. Compare the climate of Longeleya with that of Tambura.
3. How can the people of Tambura help in building the economy of South Sudan.
4. Discuss the importance of farming to the economy of a country as given in the passage.



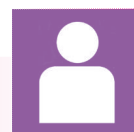
Activity 3: Discuss and write about farming

In pairs



Imagine you are members of the Bagayowya family. Describe how your day would look like from morning to evening.

Individually



Using the ideas generated above, write a story entitled 'A day in the life of a pineapple farmer' to describe the activities that a pineapple farmer does from morning to evening.

In groups



1. Discuss the different weather patterns in your region and how they have affected farming.
2. Prepare a report on how a particular weather event affected farming in your area. Present your report to the class.
3. Discuss how such weather events can be handled in future to reduce losses to farmers.



Activity 4: Listening to an expert



As a class

1. Visit the nearest Agriculture Officer. Listen to the officer as he/she talks about the farming industry and the importance of farming in South Sudan.
2. Ask the questions you had prepared regarding the officer's talk.
3. Take notes on the importance of farming in South Sudan.



In groups

1. Discuss the individual notes written on the importance of farming in South Sudan.
2. Prepare a comprehensive list and present it to the class.
3. Discuss some of the challenges facing the farming industry in South Sudan.
4. Suggest possible solutions to these challenges.



Individually

Using facts and quotes from the officer you visited, write an essay explaining the challenges facing farmers in South Sudan and the possible solutions to the challenges.



Activity 5: Research on types of farming



In groups

1. Visit the nearest farms and observe the different types of farming that take place. Talk to the farmers on the effects of these types of farming to the environment. From their answers, fill the table on page 73.

Type of farming	Its impacts to the environment
1. Arable farming	
2. Livestock	
3. Mixed	
4. Subsistence	
5. Commercial	

In pairs



1. According to your findings, say which type of farming is depicted by each picture and give reasons for your answer.



2. Which farming type is most suitable for your home area? Give reasons for your answer.



Activity 6: Making comparisons

In groups



1. Tell your group about farming in a country you have visited.
2. Compare and contrast farming in the countries you talked about with farming in South Sudan. What can South Sudan borrow from those countries?
3. Write down recommendations that can be given to the Area Agricultural Officer. Select a member of your group to present your recommendations to the rest of the class.

Words used when making comparisons

Comparatives

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**
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



Activity 7: Improving farming in your home area

In groups



1. Discuss the type of farming that is practised in your home area.
2. Explain how farming in your area can be improved.



As a class

1. How can you take part in the improvement of farming in your area?

Individually



1. Write a formal letter to the Ministry of Agriculture and Forestry to request for the implementation of your suggestions on improving farming in your home area and your reasons.

Here is a sample letter.

Lydia Atuka,
Juba Secondary School,
P.O Box 735,
Juba, South Sudan.

9/11/2017

Ministry of Agriculture and Forestry,
The Government of South Sudan,
P.O Box 1725,
Juba, South Sudan.

Dear Sir/Madam,

Re: Suggestions on improvement of farming in Longeleya

I would like to begin by thanking you for your support on all the crucial developments that have improved the lives of the people of Longeleya village.

I write to seek your support in implementation of a development idea. The farmers in Longeleya are faced with various challenges ranging from lack of seeds, education on good farming practices and drought, to lack of quality livestock breeds.

We would like your ministry to make provisions for quality hybrid seeds and also send specialists to train the people on how to take care of their crops and animals. I also request for the digging of boreholes that will be a source of water for animals and irrigation.

Thank you for taking your time to read my letter. I look forward to getting your positive response.

Yours faithfully,

Lugala Atuka.

2. Read your letter to the rest of the class.



Activity 8: Read and review

In pairs



1. Read the two poems below.

The Lazy One

O man who cultivates the field, how great is your merit!
 Wealth flows out from your fingers
 The sea gushes out in front of your home
 The crippled person comes to your house to beg
 You share with him your produce
 Because of this you receive blessing
 The orphan comes to your door to beg
 You share with him your produce
 Because of this you receive blessing
 The ants will not eat your fingers
 When you die you are destined for Paradise
 If you continue to live, you are destined for blessing.

Lazy one, woe unto you
 To the public you seem beautiful
 You use soap for washing
 You put a hat on your head
 You comb your hair with a comb of eight fingers
 You roam around the public place
 You pretend to be a man of affairs
 You sit in the assembly with the gentlemen
 But when you go to the highland (where grain grows)
 When you enter an abundant field
 You stand and you are lost
 You bite your lips with envy and regret
 If you enter your place with gentlemen
 You don't have even a jar of coffee
 How can one receive guests this way?
 Trouble came upon your wife
 As for me I have said enough
 Lest the stranger calls me queer.

While everywhere people cultivate the land
 Only in Gura of Chaha does one merely talk about it
 In the Bero they drink liquor (4)
 In the house they help one another finish the second coffee (5)
 In Addis Adaba the Emperor said: 'Cultivate the land'
 The people are told over the radio
 The thief is belittled
 He is taken to prison.

Let us remember the merits of people of old
 Their body has been cut with a spear
 Having pierced the enemy they chased him away (6)
 The land has been extended in all directions
 Now it is time to show manliness by cultivating the land
 This thing is kept written
 By Abba François, the son of everybody (7)
 He also said that the land should be cultivated
 You should agree and not put him to shame
 Let one be given coffee when one converses
 Sitting down on a stool one consumes it
 When one is tired one drinks it
 When one gets strength one goes out and picks coffee grain
 One cuts the leaves of the *gwariya*
 Why does one participate in the monthly gathering without being able to afford it?
 Why does one kill a bull for the monthly gathering bought with a loan?
 And when the lender comes, one runs for another loan
 He tells his wife when the lender comes 'Prepare coffee'
 She says to him 'When did you cultivate the land? What is there to be prepared?'

(Songs collected by Walda Sanbat Banti, edited by Wolf Leslau, from "The Farmer in Chaha Song", Africa 34, p230-242 (1964))

Notes

1. *gwariya* and *astara* are kinds of Ensete, a banana-like plant native to Ethiopia.
2. *asat* is another name for Ensete, a banana-like plant native to Ethiopia.
3. *qunna*: A kind of measure.
4. *Bero* is part of the town of Endibir, where the liquor stores are located.
5. Wasting time on activities other than work.
6. The previous generations were warriors.
7. *Abba François*: Refers to Abba François Markos, the head of the Catholic mission in Endibir, who people treated like their own son.

Our Sweet Sorghum

Sorghum, sorghum, O sorghum,
sorghum and *Kiga* are one. (1)
When you have a guest
you give him sorghum beer.

Through the upturned soil
two shoots first show themselves.
During the rains
the tiny plant swells and trembles.
More shoots emerge
to peer at sun and moon.

The farmer watches keenly
this life-giving plant, mother of people,
from whose juice grows the dark blood
that nourishes young and old.

As the rains endure and weeds multiply,
he must clean his plot,
toiling through torrents,
resting only in the torrid night,
till the plant begins to flower
and a crown of berries,
iridescent green to copper,
forms its spear head (2)
over grass and pollen-grain.
The season's march brings birds, so many birds.
They soar, dive, perch and peck.
They plunder the lovely sorghum fruit.
They sing in discords and in chorus
"O happy season of harvest time".
Cuckoos, weavers, crows and partridges –
they fly, they mate, they feed.
O merry time, O sorghum!"

Then with his curved blade,
singing and whistling among the stalks,
the farmer fells the sorghum.
Fat, happy women chop off the berry, (3)
youths carry it home.
When the brew is ready
men suck the juice through tubes.
They sing, shout, groan and howl,

they stoop, dance and lie down,
 they collapse under the heavy, powerful weight.
 Who cares? "It's harvest time,"
 singing women in the inner room, dancing in praise.

(From *Pulsations, an East African Anthology of Poetry*, Arthur Kemoli (ed), Nairobi, 1969)

Notes

1. The Bakiga people.
2. The sorghum stands like a spear planted in the soil, high above other grasses and flowers.
3. Being fat is a sign of prosperity.



In pairs

1. What is the message conveyed in each of the poems?
2. The first poem employs both praise and ridicule to encourage farming. Identify instances of both praise and ridicule from the poem and explain their effectiveness in conveying the message.
3.
 - a. What strategy does the poet in the second poem employ to convey his message?
 - b. How effective is it?
4.
 - a. Identify two examples of irresponsible behaviour in stanza 3 of the first poem.
 - b. What is the attitude of the persona towards such behaviour? Explain your answer.



In groups

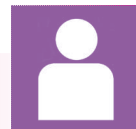
1. Compare the poems. Which one is better written? Give reasons for your answer.
2. In the first poem, the persona says:

In Addis Adaba the Emperor said: 'Cultivate the land'
The people are told over the radio
The thief is belittled
He is taken to prison

 - a. In what ways does the government of South Sudan promote farming?

- b. Suggest other ways that can be used to encourage citizens to do farming.
3. In the second poem, the persona praises the harvest of the main crop in his community – sorghum.
 - a. Identify the main crop from your community.
 - b. Using the second poem for guidance, write a poem praising the harvest season for your main crop.

Individually



Write a review of the two poems. Study the format and example given below for your guidance.

Format of writing a review

1. **Introduction** – this part includes the title, name of author and publisher of the story, article or book you are reviewing.
2. **Critique** – this part requires one to discuss the weaknesses and strengths of the language and writing style of the author.
3. **Conclusion** - This is a short paragraph detailing your overall view on the piece of writing.

Example 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

Strengths

Kyalo Mativo uses simple language to show the effects of climate change during the post-colonial era. The author captures the natural setting of a rural village in Africa which suffers as a result of drought. 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.

Weaknesses

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.

Note: When writing do note use the headings your final review, make it longer than the sample given.



Activity 9: Language practice

Modal verbs

i. Can/ Could

Can means the same as *be able to*. It is used to:

1. Express ability. For example:
 - a. She **can** sue you for cyber bullying her.
 - b. Jediel **can** address a big crowd without fear.
 - c. We **can** express our opinion to the headmaster.
2. Ask questions. For example:
 - a. **Can** the human rights' activist champion the fight against child labour?
 - b. **Can** the world be a better place if we respected other people's rights?
 - c. **Can** they complete the project successfully without the teacher's help??
3. Make a request or seek permission. For example:
 - a. **Can** you listen to what he is saying for a minute?
 - b. **Can** you accompany the sick student to the dispensary?
 - c. **Can** we attend the political rally tomorrow?
4. Express possibility. For example:
 - a. We **can** miss the lecture if we do not hurry up.
 - b. The rapist **can** be given a death penalty.

- c. Mother **can** fail to go to the market if it rains.

Practice exercise 1

Read the sentences below and say how the word 'can' has been used.

1. Can I come with you?
2. I can debate with the best debaters in my school.
3. You can fail the exam if you do not plan yourself.
4. We can make it as a team.
5. The guest of honour can show up anytime from now.
6. You can join us tonight for discussion.
7. Can you hear me clearly?
8. Can I call granny tonight?

Could is the past tense of *can*. It is used in the same way as *can*. For example:

1. Women can lead this nation to greater heights.
2. In the past, women could stay at home and wait for their husband to fend for them.
3. I couldn't vote last year as I was still under eighteen.

Practice exercise 2

Fill in the blanks in the following sentences with either *can* or *could*.

1. Catherine _____ play football, she _____ play when she was ten.
2. You _____ go now.
3. Don't eat the food. It _____ be poisonous.
4. You _____ eat my food now.
5. We _____ not see the teacher she is far.
6. You _____ play outside the house.

Note:

To form negative sentences we use *can + not* + verb in present tense or *could + not* + verb in the past tense. For example:

1. He **couldn't** go to work today.
2. He **couldn't** swim in the cold water.

3. She **can't** talk. She has a cold.

ii. Must

The verb **must** is used to:

1. Show necessity. If you say, "I must do this," it means that "it is necessary for me to do this." For example:
One must meet certain conditions to be recognised as a national hero.
2. Express a logical conclusion. This happens when we feel sure something is true. For instance, I know that Martha leaves school at 3:30pm. Right now it is 3:15pm. Logically, Martha is on her way home now. So, I can say: It's 3:15 pm, so Martha must be on her way home now.
3. Give emphasis to an opinion. For example:
I must say, he is a good leader.
4. Give a strong recommendation. For example:
You must watch the documentary. It shows all our heroes and their achievements.
5. Express certainty. For example:
This must be the picture of Garang.
6. Express prohibition. For example:
You must not play on the road.

Note:

The verb **must** takes the same form in all tenses and with all persons.

Practice exercise 3

Complete the following sentences using **must**.

1. I be at the meeting by 10:00. I will probably have to take a taxi if I want to be on time.
2. You submit the application if it has not been completely filled out. Check that the name, address, and background information are correct. If the form is not accurate and complete, you will be rejected and you will reapply at a later date.
3. Tina: Look at these flowers – they're beautiful! But there is no card. Who could have sent them?
Stephanie: It have been David. He's the only one who would send you flowers.

4. You not forget to pay rent tomorrow. The landlord is very strict on paying rent on time. _f
5. You be so rude! Why don't you try saying 'please' once in a while?

iii. Will/ Would

The verb **will** is used to:

1. Talk about the future – to say what we believe will happen. For example:
 - a. We'll **be** late.
 - b. We **will have to** take the train.
2. Talk about what people want to do or are willing to do. For example:
 - a. I **will** start adult education centres for improved adult literacy.
 - b. I **will** start talent development academies for better utilisation of youth talent.
3. Make promises and offers. For example:
 - a. **I'll buy** you a gift on your birthday.
 - b. **We will** visit your home next week.

Would is the **past** tense form of **will**. Because it is a past tense it is used:

1. To talk about the past. For example:
 - a. When I was in grade 1, I would take bath outside our house.
 - b. We would take three days to travel to Juba before the road was tarmacked.
2. To talk about hypotheses – things that are imagined rather than true. For example:
 - a. She would be happier if she had not left her husband.
 - b. I would be a surgeon now if I had passed in Chemistry.
3. For politeness. For example:
 - a. She would be willing to help if you asked her.
 - b. I would not mind giving you my seat.

Practice exercise 4

Rehema wanted to know her future. She visited a fortuneteller and asked him about her future. The following incomplete sentences are the responses that the fortuneteller told her. In groups, complete them using 'will' and the correct form of the verb in brackets.

1. You (earn) a lot of money.
2. You (travel) around the world.

3. You (meet) lots of interesting people.
4. Everybody (adore) you.
5. You (not / have) any problems.
6. Many people (serve) you.

iv. Shall/ Should

The verb **shall** is used to:

1. Make a suggestion. For example:
 - a. Shall we dance?
 - b. Shall I go now?
2. Express an obligation in very formal situations. For example:
 - a. *You shall obey all the school rules.*
 - b. *There shall be no food and drinks taken to the dormitories.*

Should is often used to give an opinion, to make a suggestion, express a preference or an idea. For example:

- a. *You should stay at home if you are feeling tired.*
- b. *He should be more open to ideas.*

Should can also be used to ask for an opinion.

- a. *Should we tell him about our idea?*
- b. *What should we do now?*

Practice exercise 5

Construct five meaningful sentences from the table below.

I	should	report to school today.
She	should be able to	basic needs.
He	should have the right	complete my homework today.
We	to	consult a doctor.
They		assist my siblings.

v. Have to

Have to has the same meaning as **must**. **Have to** is used with plural subjects while **has to** is used with singular subjects.

It is used to:

1. Express obligation in place of **must**. For example:
 - a. You **have to** work hard in order to pass exams.
 - b. We **have to** protect our children from child molesters.
2. Refer to habitual actions. For example:
 - a. The house help **has to** get up at 6a.m. every day.
 - b. They **had to** wake up at 4am every day.

Practice exercise 6

Fill in the following blanks with **have to/ has to**.

1. I _____ wake up early in the morning.
2. She _____ cook every day.
3. They _____ pay school fees for their children.
4. You _____ clean the house today.
5. You _____ write to Joseph.

vi. May/ Might

We use **may**:

1. When we are not sure about something. For example:
 - a. We may be late for the meeting.
 - b. There may not be very many people there.
2. To make polite requests. For example:
 - a. May I borrow the car tomorrow?
 - b. May we come a bit later?

We use **might**:

1. When we are **not sure** about something. For example:
 - a. I **might see** you tomorrow.
 - b. It's quite bright. It **might not** rain today.
2. As the **past tense of may** for requests. For example:
 - a. He asked if he **might borrow** the car.
 - b. They wanted to know if they **might come** later.
3. For **very polite requests**. For example:
 - a. **Might I ask** you a question?
 - b. **Might we just interrupt** for a moment?

Practice exercise 7

Fill in the blanks using *may* or *might*.

1. We thought that our neighbour _____ be of help, but he wasn't.
2. You _____ see the doctor now.
3. Customers _____ use the staff toilets.
4. It _____ rain later today, so please carry an umbrella.
5. I _____ visit him at the hospital this evening.
6. _____ use your pen for a while?

Glossary

1. **Farming:** the act of cultivating land and rearing livestock.
2. **Agriculture:** the science or practice of cultivating land and rearing crops and livestock.
3. **Livestock:** animals that are kept in the farm for commercial use, such as selling their meat.
4. **Subsistence:** relating to production at a level sufficient only for one's own use, without any surplus for trade.
5. **Consumption:** the act of using up a product or resource.
6. **Commercial:** involving exchange of goods and services intended to make profit.
7. **Import:** to buy or bring in goods or services from another country.
8. **Arable:** used or suitable for growing crops. (of land)
9. **Pastoral:** (of land) used for the keeping or grazing of livestock.

Introduction

Wildlife refers to animals found in their natural habitat and forming a part of the natural resources. See some pictures of wildlife below.



Activity 1: Definitions

In pairs



1. Read the key words below.
wildlife conservation, tourism, habitat, natural resource
2. State the meaning of the words according to your understanding.
3. In what context are these words used?
4. Use your dictionary to find out the meaning of the words that are unfamiliar to you. Share your definitions with members from other pairs.



Activity 2: Know your wildlife

In groups



1. Find out some of the wildlife found in South Sudan.
2. Fill the table below to show your findings.

Name of animal	Geographical area it is found	Where it makes its home	What it eats
a.			
b.			
c.			
d.			
e.			

3. Prepare scrapbook and paste pictures of the different animals you have identified in question 2 above.



Activity 3: Reading passage

In groups



Read the passage below.

Historical Background

Historically, wild animals have been used and abused in different ways to entertain human beings, and the practice still continues in the form of circus, zoo, wildlife safari, etc. For example, in the ancient Roman Empire where entertainment was essential to the daily life of the citizenry, wild animal games, called venationes, were very popular. In such organised “games”, usually held in a circus arena, amphitheatre or a coliseum, men on foot and sometimes on horseback, called bestiarii, fought exotic and wild animals. The Imperial Games, usually held at the Roman Coliseum to entertain the Emperor, the Noblemen, Aristocrats, and their courtesans were altogether grander events with matching brutality and depravity, especially during the reigns of Caligula and Nero. Often, they featured gladiators fighting ferocious wild animals to the death of either, not to mention the spectacles of Christians and others (mainly criminals, prisoners of war, and trained and paid fighters) being disembowelled and their entrails devoured by wild animals for the euphoric delectation of Emperors and common people alike. Growing popularity of such games created a huge demand for exotic and wild animals mainly from Africa and Asia.

However, as the popularity of such games began to wane, possibly because people discovered that it was more fun enslaving, killing, maiming, raping and pillaging their own kind in organised “games” called battles and wars, or just acts of gratuitous violence and vandalism, increasingly the amphitheatres and especially the circuses resorted to inventing less gory games such as those in which wild and exotic animals were required to perform entertaining feats on command. This tradition still continues in modern circuses. Shooting of wild animals (not for food) is another form of “entertainment” which many consider cruel, barbaric and probably sadistic too. In the bygone days of the British Raj, for example, it was considered an indicator of high social status as well as proof of manly prowess for British and Indian Aristocrats to go on “tiger shoot” that involved shooting tigers and taking photographs for posterity showing the hunter(s) posing triumphantly over the dead animal(s). All kinds of wild animals had been hunted in this way in Africa, Asia and elsewhere. The practice still endures; for example, in the form of organised and ritualised killing of foxes with hounds which is a popular pastime in the English countryside even today.

Fortunately for the wildlife of Africa and elsewhere, human attitude to wildlife today is much more enlightened and increasingly so. This enlightened paradigm is disdainful even of the traditional zoo in which all kinds of animals are kept in captivity for the erudition and entertainment of humans. Instead, entertainment in the new paradigm involves people going on safari holidays to watch wild animals roam freely in their natural habitats. And so the emphasis today is increasingly on how best to conserve wildlife and their natural habitats for the benefit of future generations.

The vast continent of Africa is abundantly blessed with an amazing variety of wildlife and a unique habitat that attracts tourists and wildlife enthusiasts in large numbers from far and wide. Unfortunately, in common with wildlife in other parts of the world, Africa’s unique wildlife is facing an uncertain future. According to the 2004 IUCN Red List, 15,589 species face extinction world-wide, of which many are natives of Africa. The following are of particular concern in the context of African wildlife and their habitats:

- a. Progressive loss of wildlife habitat: With rising human population, human habitat has been progressively encroaching on wildlife habitats with adverse consequences for wildlife. The dynamic of the human-elephant interface illustrates the problem well. Elephants need to consume large quantities of food every day and increasingly they have been competing with humans for food, water and space. The problem is exacerbated by increasing demand for and expansion of agricultural lands resulting in dwindling habitats for elephants. This is mainly responsible for human-

elephant conflicts which usually stem from elephants raiding agricultural crops for food (Barnes, 1996; Tchamba, 1996). Resolution of this conflict is far from easy, however, and calls for difficult management decisions to determine optimal ways for human beings to co-exist in harmony with elephants, or at least to avoid mutually harmful conflicts.

- b. Poaching: Despite the CITES Convention, illegal slaughter of elephants, rhinos and other animals continues, although largely due to the enforcement of the Convention, elephant populations have substantially increased in Botswana and Zimbabwe and thereby brought rewards for the local people (Getz et al., 1999). Adult elephants are killed for the ivory of their tusks which has a large and thriving market in South East Asian countries, mainly China. Historically, elephants had been the object of big game hunting; ivory from their tusks used in jewellery, ornaments, piano keys, and in hanko which is a signature seal required in official documents in Japan; and elephant meat consumed by local people. Due to cultural reasons and to satisfy the growing demand of Western tourists for jewellery and souvenirs made of ivory, there is still a large and growing demand for ivory in those countries which the CITES provisions cannot satisfy. Hence the continuing illegal slaughter of elephants.

In traditional Chinese medicine, rhino horn is used to treat a range of ailments including fever, delirium, high blood pressure and loss of sexual potency, while in the country of Yemen, rhino horns are carved into ceremonial dagger handles, called jambiyas in Arabic, that are a must-have fashion accessory for those seeking high or higher social status. Today there are laws and international conventions to protect the rhinos, CITES in particular. However, before the coming into force of these laws and conventions, so great had the impact of poaching been that, since 1970, the population of African black rhino declined by a massive 95 percent to only around 2,500 individuals. Thanks to the enforcement of laws and regulations, black rhino population has now stabilised in some of the countries of Africa, although the north-western black rhino subspecies of the Cameroon still remains critically endangered with only 8 individuals alive today. There is still high demand for rhino horn and, because supply through poaching has now been substantially curbed by enforcing laws and conventions, it is commanding a high price in the black market — it is not uncommon for a kilogramme of rhino horn to change hands for 7,500 US dollars or more. And it is this that tempts poachers (usually poor Africans, working for criminal gangs, for whom the reward is enormous) to take the risk of even being killed for illegally hunting rhinos for their horn.

- c. Bush-meat consumption: People in some parts of Africa have growing and apparently insatiable appetite for bush-meat, defined as meat of illegally hunted wild animals including man's closest relatives such as

gorillas and chimpanzees. The consumption of bush-meat has been adversely affecting many of Africa's wild animals and indeed pushing them to the brink of extinction. Bush-meat consumption, which has its cultural roots in Africa, is not confined to the tropical forest belt of that continent. It is Africa-wide in scope, and increasingly international too because of migration of African people to Europe, North America and other parts of the world. Yet, unlike the high-profile issues of wildlife conservation, this continuing slaughter of wild animals, and its serious implications for Africa's wildlife conservation, is not reported in the media with the urgency it deserves.

Historically, hunting of wild animals for food had been an important element of hunting and gathering in Africa as in other parts of the world. However, as the population size then was much smaller than today's, and because people hunted mainly if not exclusively to feed their families or family groups, hunting then was sustainable because the number and variety of animals hunted had been well within nature's capacity to replenish through reproduction. By contrast, today the practice of bush-meat consumption is highly unsustainable (and to many barbaric too) because the population size to be catered for is much larger, and people seldom hunt to feed their families. They frequently do so to make profit by selling wild animals to criminal gangs and organisations that are major players in the growing and lucrative but illegal bush-meat market. Western logging companies have been exacerbating the problem by building roads into deep forests that had hitherto been inaccessible to hunters, and by so doing they have also been contributing to the progressive removal of wildlife habitats. It is a matter of deep concern that today in many parts of Africa, clever and often not-so-covert marketing has been creating the popular perception that it is chic and gourmet-like to consume bush-meat, the subtext being that it is to be regarded and consumed as a delicacy and not merely as a traditional source of protein as it once was.

"The slaughter of chimpanzees and gorillas, our closest relatives, is absolutely diabolical. I cannot imagine that this can go on much longer before these animals are extinct."

With growing awareness of the need for sustainable management of wildlife, government agencies of many of the African countries have been playing an increasingly important role in wildlife protection and conservation. The Kenya Wildlife Service (KWS), which is one of the best in Africa, provides a typical example. With its mission "to work with others to sustainably conserve, protect and manage Kenya's invaluable bio-diversity for the benefit of the people of Kenya and as a world heritage", the conservation programmes and services of the KWS include "conservation and management of wildlife

resources outside protected areas in collaboration with the stakeholders, providing security and veterinary services”. The KWS also operates national education centres at Nairobi, Nakuru, Tsavo East and Tsavo West to educate the public about wildlife and environmental conservation in the context of Kenya, and to increase people’s understanding and appreciation of wildlife, its value, and why it is important to conserve it for future generations.

A significant role in wildlife conservation is also being played by the captive breeding programmes of many of the zoos and safari parks mainly in the Western world. For example, at the Berlin zoo in Germany, for the first time a black rhino calf was born to an artificially-inseminated southern black rhino cow belonging to a critically endangered sub-species of which only 32 individuals are believed to be alive today. The Longleat Safari Park in the United Kingdom has a successful and active animal breeding programme (www.longleat.co.uk). The objective is to rehabilitate most of the animals bred in captivity to a free range environment in their natural habitat. As a typical example, in late 2002 a female black rhino from the Frankfurt zoo, Germany, and a male black rhino from the White Oak Conservation Centre in the USA were both moved to a 1200 ha enclosure close to the Marakele National Park in South Africa. This move was successful. They got on well and, for the first time ever, in August 2003 they produced a female calf. Many of the zoos and safari parks also run educational programmes focusing on children (in the age range of 3 to 14 years at Longleat) that entertain them and at the same time subliminally convey to them the importance of wildlife conservation.

The pioneering work of the David Sheldrick Wildlife Trust into the rearing of orphaned baby elephants and releasing them to the wild when they become adults is also to be applauded. The Trust continues to rescue and rehabilitate elephants and rhinos and campaigns to halt the ivory trade and the shipping of live elephants to zoos and circuses. The love, not to mention total dedication and commitment, of those who rear these orphans is truly remarkable and exemplary.

In groups



1. Why were the venationes not good games to both the wildlife and people?
2. How did the leaders of the past participate in reducing the population of wild animals?
3. Do you think bush meat is a good source of food for families today? Give reasons for your answer.

4. Give examples of how the wildlife in South Sudan has benefited the country and the citizens.
5. Find out some of the actions that the government of South Sudan has undertaken to protect wildlife.
6. Compare and contrast the treatment of animals in traditional Africa of animals in modern Africa.

Individually



1. Draw the table below in your exercise books.
2. Fill in the table and discuss the importance of wildlife. Cite evidence by giving examples.

Importance	Examples
Cultural	
Scientific	
Ecological	

3. For each of the importance above, suggest a good practise by indicating how to protect the particular importance.

In pairs



1. Identify which of the following is a good practice and why?
 - a. Allowing poachers to kill elephants for the ivory.
 - b. Setting up orphanages and sanctuaries for wild animals.
 - c. Educating locals on how to conserve wildlife.
 - d. Banning the buying and selling of leopard skin.
 - e. Allowing locals to carelessly cut down trees for construction of houses.
2. Role-play a scene where a concerned citizen discovers someone poaching elephants and convinces him to stop the practice.



Activity 4: Listening to an expert

As a class



Listen carefully to the recorded speech by a wildlife expert.

In groups



Discuss the importance of wildlife talked about by the speaker.

In pairs



Retell the speech you just listened to to your friend. Repeat all the key points on the importance of wildlife. Allow your friend to do the same.



Activity 5: Research and compare

In pairs



1. Research on the population of elephants in your nearest game park or reserve. During the research, find out:
 - (a) The number of elephants in the park
 - (b) Population increase or decrease in the last two years
 - (c) What the park is doing to protect the current population.

In groups



1. Decide on a neighbouring country to research on.

2. What are some of the forms of wildlife found in the country?
3. Discuss some of the wildlife conservation measures taken by the country.
4. Compare the country's conservation measures with those of South Sudan.
5. Write down your findings. Select two members of your group to present it to your class.



Activity 6: Conserving wildlife

In pairs



1. Read the statement below by Charles Darwin.



2. Tell your friend about your favourite wild animal and why you like it.
3. Explain how you can participate in protecting your favourite wild animal.

In groups



1. Discuss some of the wildlife conservation methods.
2. What is the government of South Sudan doing in order to conserve wildlife?
3. Discuss the importance of wildlife conservation.
4. What can the government do to promote wildlife and tourism?
5. Discuss some of the ways in which you can take part in wildlife conservation in your school home areas.

Other words used when making comparisons

Superlatives

A superlative is a form of an adjective or an adverb used for comparison.

The superlative form of an adjective is used to show something has a quality to the greatest or least degree. The superlative form of an adverb is used to show something has performed an action to the greatest or least degree.

If the positive form of an adjective is a one-syllable word, the superlative is formed by adding '-est' or '-st'. For example:

Positive	Comparative	Superlative
Sweet	sweeter	sweetest
Great	greater	greatest
Brave	braver	bravest

When the positive form of an adjective ends in '-y' and is preceded by a consonant, the 'y' is changed to 'i' before adding '-er' and '-est'. For example:

Positive	Comparative	Superlative
Happy	happier	happiest
Easy	easier	easiest
Wealthy	wealthier	wealthiest

When the positive form is a one-syllable word that ends in a single consonant, the consonant is doubled before adding '-er' and '-est'. For example:

Positive	Comparative	Superlative
Red	redder	reddest
Thin	thinner	thinnest
Fat	fatter	fattest

When the positive form is a word of more than two syllables, we form the superlative by putting 'most' before the positive form. For example:

Positive	Comparative	Superlative
Beautiful	more beautiful	most beautiful
Comfortable	more comfortable	most comfortable
Ignorant	more ignorant	most ignorant



Activity 7: Read and review

Poetic devices and their effect

Poetic devices are techniques that a poet can use to create rhythm, enhance a poem's meaning, or intensify a mood or feeling.

Devices that be used to create rhythm include:

1. Repetition

This involves repeating words, phrases or lines in a stanza or consecutive stanzas in a poem. Such repetition enhances the musicality of the poem hence its rhythm. For example:

How shall we mourn?

Taban lo Liyong

How shall we mourn? How shall we mourn?
 When there is no more energy to do so,
 How shall we mourn?
 How shall we mourn? How shall we mourn?
 When all our pillars are moved down
 How shall we mourn?
 How shall we mourn? How shall we mourn?
 When all our tear-glands are dried up
 How shall we mourn?
 Oh Mother
 How shall we mourn? How shall we mourn?
 How shall we mourn when our last hero is finished?
 How shall we mourn?

2. Rhyme

This refers to the use of words with similar or same sound usually in the final syllables of lines in a poem. This gives the poem a regular pattern hence the rhythm of the poem. For example:

Ah! Sun-Flower**William Blake**

Ah, Sun-flower! Weary of time,
 Who countest the steps of the Sun,
 Seeking after that sweet golden clime
 Where the traveller's journey is done:
 Where the Youth pined away with desire
 And the pale Virgin shrouded in snow
 Arise from their graves, and aspire
 Where my Sun-flower wishes to go.

The pattern of the rhyme in a poem is termed as the rhyme scheme. The rhyme scheme of the poem above is *abacdede*. This is shown below:

Ah, Sun-flower! Weary of time,	a
Who countest the steps of the sun,	b
Seeking after that sweet golden clime	a
Where the traveller's journey is done:	c
Where the Youth pined away with desire	d
And the pale Virgin shrouded in snow	e
Arise from their graves, and aspire	d
Where my Sun-flower wishes to go.	e

3. Alliteration

Alliteration is the repetition of the initial consonant sounds within a musical tone to the poem. For example:

Betty Botter**Anonymous**

Betty botter bought some butter,
 But, she said, the butter's bitter;
 If I put it in my batter
 It will make my batter bitter
 But a bit of better butter
 Will make my batter better.
 So she bought a bit of butter
 Better than her bitter butter
 And she put it in her batter
 And the batter was not bitter
 So 'twas better Betty Botter bought a bit of better butter.

4. Assonance

This is a sound pattern where similar vowel sounds are repeated within a line although the surrounding consonants are different. For example:

The Verdict Njoki Gitumbi

He took a good look
At the nuisance tooth
And in awe exclaimed
'Tis the food and the mood
To blame for the maim!
Large loomed his tools on the mouth
And off came the tooth with its roots.

The following poetic devices enhance the meaning of a poem:

1. Similes

A simile is a comparison between two unlike things using the words *like* or *as*. It usually compares something unfamiliar to the reader with one that is familiar, thus making the meaning clear. Alternatively, it can bring a new way of looking at a familiar thing. For example:

O my Love's like a red, red rose
That's newly sprung in June:
O my Love's like the melodie
That's sweetly play'd in tune!
(From: *A red, red Rose* by Robert Burns)

2. Metaphors

In contrast to a simile, a metaphor is a comparison between two unlike things without using the words *like* or *as*. A metaphor uses the senses and compares two things in a meaningful way. In a metaphor, one thing is called the other. For example:

The locust

What is a locust?
Its head, a grain of corn; its neck, the hinge of a knife;
Its horns, a bit of thread; its chest is smooth and shiny;
Its body is like a knife handle

Its lock, a saw; its spittle, ink;
Its underwings, clothing for the dead.

(Adapted from: Poems Aplenty. Longman page 142)

3. Symbols

A symbol is an object that means more than itself and represents something else in a poem. For example:

I Refuse to take your Brotherly Hand

Henry Barlow

Your nails are black with dirt, brother,
And your palms are clammy with sweat,
I refuse to take the hand you extend in help,
I shall not join hands with you brother,
For unclean hands make me uneasy,
For filthy fingernails rob me my pride.

The following poetic devices intensify the mood of a poem:

1. Hyperbole

A hyperbole is a deliberate exaggeration of fact that is used for dramatic effect. For example:

The Last Shot

The crowd was as tense as a mouse meeting fear;
Their backs are straighter than rulers.
Time is like the speed of light.
Everybody's eyes are as large as saucers.
I am always given the last shot;
My aim is as certain as the rising sun.

(From: <http://www.mywordwizard.com/poems-with-hyperbole.html>)

2. Onomatopoeia

Onomatopoeia is a device that involves the use of words that resemble or imitate sounds. Words like 'bang' and 'boom' could add to the intensity of a poem as those sounds could be reminiscent of war or violence, whereas words/sounds like 'tweet' or 'purr' could add to a tranquil feeling within a poem about the calming effects of nature. For example:

The Highwayman

Alfred Noyes

Over the cobbles he clattered and clashed in the dark inn-yard,
He tapped with his whip on the shutters, but all was locked and barred;

Tlot tlot, tlot tlot! Had they heard it? The horse-hooves, ringing clear;
Tlot tlot, tlot tlot, in the distance! Were they deaf that they did not hear?



As a class

Read the poem below

The Owl and the PussyCat

By Edward Lear

The Owl and the Pussy-Cat went to sea
In a beautiful pea-green boat,
They took some honey, and plenty of money,
Wrapped up in a five pound-note.
The Owl looked up to the stars above,
And sang to a small guitar,
'O lovely Pussy! O Pussy, my love,
What a beautiful Pussy you are,
 You are,
 You are!
What a beautiful Pussy you are.'

Pussy said to the Owl, 'You elegant fowl,
How charmingly sweet you sing.
O let us be married, too long have we tarried,
But what shall we do for a ring?'
They sailed away for a year and a day,
To the land where the Bong-tree grows,

And there in the wood a Piggy-wig stood,
With a ring in the end of his nose,
 His nose,
 His nose!
With a ring in the end of his nose.

'Dear Pig, are you willing, to sell for one shilling
Your ring?' Said the Piggy, 'I will.'
So they took it away, and were married next day,
By the Turkey who lives on the hill.
They dined on mince, and slices of quince,
Which they ate with a runcible spoon;
And hand in hand, on the edge of the sand,
They danced by the light of the moon,
 The moon,
 The moon!
They danced by the light of the moon.

In pairs



1. Identify the different poetic devices used in this poem.
2. What is the effect of using these devices in the poem?

In groups



1. Review the poem.

Here is information about writing a review. Write down the key points in your exercise books.

In a critical review, you are required to summarise and evaluate a text that you have read. You will be required to read the text carefully so as to give a reasonable evaluation.

Structure of a critical review

1. **Introduction** - Include a few opening sentences that announce the author(s) and the title, and briefly explain the topic of the text. Present the aim of the text and summarise the main finding or key argument. Conclude the introduction with a brief statement of your evaluation of the text. This can be a positive or negative evaluation or a mixed response.
 2. **Critique** - The critique should be a balanced discussion and evaluation of the strengths, weaknesses and notable features of the text. Remember to base your discussion on a specific criteria. For our class purpose, ensure you identify key features, themes and characters at this level. Good reviews also include other sources to support your evaluation (remember to reference from the text read by giving supporting phrases or sentences).
 3. **Conclusion** - This is usually a very short paragraph, where you restate your overall opinion of the text. Briefly present recommendations and if necessary some further explanation of your judgement can be included. This can help your critique sound fair and reasonable.
 4. **References** - If you have used other sources in your review, you should also include a list of references at the end.
2. Discuss the quality of the work in your opinion. Allow every member of your group to give their opinion on the poem.
 3. What techniques has the writer used to pass the message?

Assessment

Individually



1. Write a poem of your own on wildlife conservation.
2. Present your poem to the class.



As a class

1. Vote for the best poem by raising hands.
2. Pin the best poem on the class notice board.



Activity 8: Language practice

Connectors of time: *as*, *when* and *while*

As, *when* and *while* can be used to express actions in the past continuous tense. For example:

1. **When** the man was coming, he saw that the small creature had eaten more of the crops.
2. **While** they were coming with all manner of terrible punishments, James held his tongue and waited.
3. He arrived at the door **as** I was leaving.

The words *as*, *when* and *while* are referred to as **connectors of time**. Connectors are words or groups of words that help us join words, phrases or sentences. They are also referred to as subordinating conjunctions. Connectors of time help to show that actions happened/ were happening in a particular order.

a. Use of *as*

As is used to:

- a. Describe an action in the background. For example:
The children were cheering **as** the train began to move. (The cheering of the children has something to do with the train moving.)
- b. Express the reason for an occurrence or the cause of something. For example:
As she was exhausted, she retired to bed early. (The reason she went to bed early is because she was exhausted.)

As can be used to express the past continuous tense. For example:

1. **As** they were leaving the house, they heard the noise from the neighbour's house.

2. **As** John was going to school, he saw a big lion in the streets.
3. **As** we were deciding on ways of being patriotic, we came across a great folktale by one of our former ministers.

b. Use of *when*

When is a connector of time that is used to:

- a. Indicate a short interruption. For example:
 1. The hyena sat down **when** the lion approached.
 2. **When** the monster approached, they stopped eating.
 3. He was concentrating on reading a book **when** the lorry passed by.
- b. Indicate that actions occurred nearly at the same time or shortly after the first activity. For example:
 1. **When** Jane's mother called her, she looked up.
 2. I was going to the office **when** my mother arrived for a visit.
- c. Show that two activities are happening at the same time (at that moment). For example:
 1. He was approaching the gate **when** I was leaving.
 2. **When** I was cooking, she was watching television.

When can also be used to express the past continuous tense. For example:

1. I was still studying *when* Mary arrived to take me out for lunch.
2. She was not living in Juba *when* we moved into the town.

Note:

When the word *when* is used at the beginning of a sentence, the clause containing *when* is followed by a comma. For example:

1. **When** the king arrived, the hyena was sitting upright.
2. **When** the thief saw the policeman, he stopped right on his track.

However, no comma is used when the clause containing *when* comes at the end of the sentence. For example:

1. The hyena was sitting upright *when* the king arrived.
2. The thief stopped right in his tracks *when* he saw the policeman.

Practice exercise 1

Complete the following sentences using **when** + past continuous tense.

1. He was talking...
2. She was nursing the baby...
3. He was feeling elated...
4. When I saw the monkey, ...
5. When the English speakers arrived, ...

Practice exercise 2

Match key events in the simple past (foreground) with background events in the past.

Background

1. He was just walking into the path
2. The birds flew in
3. The students started their exams
4. Hyena saw his chance
5. The farmer planted his crops

Foreground

- when the elephant arrived.
- when the snake slithered into his path.
- when the rain started.
- when the bell rang.
- when the weather changed.

c. Use of *while*

While is a connector of time that expresses two activities happening at the same time. For example:

1. **While** the girl was sleeping, the crocodiles were stealing the chicken.
2. **While** the man was climbing up the tree, the naughty boys were stealing the mangoes.
3. **While** the tortoise was dragging, the hare passed by.

Note:

When the word **while** occurs at the beginning of a sentence a sentence, the clause containing **while** is followed by a comma. For example:

1. **While** the food was still boiling, the cook sliced the tomatoes.
2. **While** the girls started the campfire, the boys went to fetch some more firewood.

However, no comma is used when the clause containing **while** is the final clause. For example:

1. The cook sliced the tomatoes **while** the food was boiling.
2. The boys went to fetch some more firewood **while** the girls started the campfire.

Practice exercise 3

Combine the following sentences to form paragraphs either in the past simple tense or in the past continuous tense using **as**, **when** and **while**.

1. The dog is afraid of man.
2. He hears the man talk.
3. He curls up when smaller on the bare ground to keep himself warm.
4. He lies there.
5. He thinks that perhaps the people in the village are eating all the bones.
6. He is crying of hunger.
7. He wonders whether they might leave some bones lying on the ground for him.

Practice exercise 4

Join the following sentences using **while** and **as** to show that the events happened at the same time in the past.

1. The pastor was preaching. The children sang.
2. John slept. The teacher was teaching.
3. The naughty boys sneaked out of school. The music competitions were going on.
4. They gossiped. The chairperson was giving a speech.
5. He did his homework. He was travelling.
6. They made a decision. They were waiting for you.
7. We cooked. Mother was entertaining the guests.
8. She listened to music. Her brother was cleaning.
9. Diana watched over the children. Their mothers were weeding at the farm.
10. My father watched the television. My mother was cooking dinner.

Glossary

1. **Wildlife:** wild animals and plants found in their natural habitat and forming a part of the natural resources.
2. **Wildlife conservation:** activities undertaken by human beings so as to protect wild animals and plants.
3. **Tourism:** the commercial organisation and operation of holidays and visits to places of interest.
4. **Habitat:** the natural home or environment of an animal or a plant.
5. **Natural resource:** resources that exist without the contribution of human beings. They grow and multiply by themselves.

Key vocabulary: patriotism, inspiration, revolution, nationalism, policies, struggle, native, alien, endeavour, goodwill, industry, output



Activity 1: Definitions



As a class

Read and compare these three definitions of patriotism and discuss whether they currently reflect your own understanding of this term. Explain your response.

1. Patriotism is an emotional attachment to a nation which an individual recognises as their homeland. This attachment, also referred to as national feeling of pride, can be viewed in terms of different features in relation to one's own nation, including ethnic, cultural, political and historical aspects.
2. Love for one's ancestry, culture or homeland is the root meaning of patriotism. Derived from the Greek *kputrios* ("of one's fathers") or *patris* ("one's fatherland") the Oxford English Dictionary defines a patriot as "one who disinterestedly or in a self sacrificing manner exerts himself to promote the well-being of his country." A patriot is "one who maintains and defends his country's freedom or rights."
3. While we tend to think of a patriot as a person who puts his country first in opposition to another country, originally the term meant one who supported the rights of "country" or "land" against the King and his court. In other words, a patriot stood for the rights of local self-government and was opposed to tyrannical rule - even by his own king. Thus, true patriotism is the impulse to defend one's land, country or way of life against unjust government oppression.

In pairs

Look through these key vocabularies. What word do you already understand? In what context have you heard these terms being used? Compose a definition for the terms you are familiar with considering the styles of definitions above about patriotism, giving examples of a context to add detail to your explanation. Share your definitions with the rest of the class.

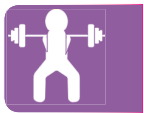
Patriotism	inspiration	revolution	nationalism	policies	superior
struggle	native	alien	endeavor	good will	

**As a class**

Share your definitions of these terms in relation to South Sudan. Ask each other questions to clarify what is being described and challenge each other with ideas about these key words that might be contrary to what has just been said. For example:

Presenter: A native is a person born in a specified place or associated with a place by birth, whether subsequently resident there or not.

Questioner: Does this mean that I am not a native of my land because my parents were born in Uganda even though I live here now?

**Activity 2: Critical thinking****As a class**

Consider this question together and share your views.

The first definition above refers to patriotism in terms of ethnic, cultural, political and historical aspects. What specific features of South Sudan would you list here against each of these terms? How do you think these features compare to a neighbouring country and a contrasting country in Africa?

In pairs

1. Reflect on the class discussion you have just had. Write a list of questions for two contrasting countries that would enable an exploration of different aspects of a country that could engender and promote a sense of pride.
2. Write a mixture of open and closed questions. Include in your questions also, vocabulary that stimulates critical thinking such as *justify*, *distinguish*, *compare*, *prioritise*, *categorise* and *summarise*.

In groups

Compare your questions and see how many you can answer as a group. If possible, use other sources of information to try to add detail to your answers.

**Activity 3: Leadership****As a class**

Define what you believe to be characteristics of effective leaders. How does patriotism complement and challenge the leadership of a nation?

In pairs



Look at these photographs. Do you recognise these leaders? Match the pictures with the sentences that give further information about each leader.

1. 	2. 	3. 
4. 	5. 	6. 

- I was born on January 15, 1929, in Atlanta Georgia. I became a pastor of the Ebenezer Baptist Church. My mother was a school teacher. Who am I?
- I was born on 19th June 1945 in Rangoon and I am the president of the National League of Democracy in Myanmar. I won the Nobel Peace Prize in 1991. Who am I?
- I was born on 18th July 1918. I got a Bachelor's degree of Arts at University College of Fort Hare. I became the first black president of the Rainbow Nation. Who am I?
- I was born on 29th October 1938 in Monrovia. I was Africa's first democratically elected female head of state. Who am I?
- Born in 1945, I was the founder of the newest nation on the planet. Who am I?
- I was born on October 2nd, 1869 and died in 1948 at the age of 78. I had four children and I was the architect of a force for non-violence that would influence the world. Who am I?

In groups



Play a game called "Who am I?" to help you think more about these leaders. Your teacher will explain how to play.



In groups

Look at these quotes. In short paragraphs, explain what you believe each leader is referring to, with examples. Do you agree with what they are saying? Why? Write a final paragraph that compares the messages here.

Be the change that you want to see in the world. (Mahatma Gandhi)

No one is born hating another person because of the colour of the skin, or his background, or his religion. People must learn to hate, and if they can learn to hate, they can be taught to love, for love comes more naturally to the human heart than the opposite. (Nelson Mandela)

“I don’t want to see the military failing. I want to see the military rising to dignified heights of professionalism and true patriotism. (Suu Kyi)



Activity 4: The independence of South Sudan



As a class

Read the speech below by Dr. John Garang. Discuss features of content and what you know about the revolution of South Sudan’s independence.

Patriotism is the Spirit that Inspired Revolution for South Sudan’s Independence from Khartoum.

The article of Dr. John Garang De-Mabior, in 2005

Patriotism is the spirit that inspires revolution; hence revolution only takes place when a man becomes patriotic – to willingly surrender his own life for the sake of his country.

We are revolutionary because we are patriots. We have left our comfort zones, we have left our dear ones to suffer both emotional and physical pain not because we are irresponsible, but because we are inspired to balance our life for both our nation that requires us at the given moment, and then to our families when the nation is a better place for them.

We are in great pain, we have less food to feed on, we have no water, no clothes, no shelter from either rain or sunshine, we have no bedding; we become like emotionless yet we have emotions for our wives and husbands, children, brothers and sisters, fathers and mothers.

Yes, there are times that we found ourselves desperate to just hug and hold our dear wives in our arms and these desperate situations give us tears; but then our love for our nation keeps us moving on to our services at the given moment our nation needs us.

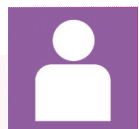
It is the life we have taken – the difficulty life full of pathetic moments-but we take it willingly knowing it will pay off in future; not for us, but for our nation of which we and our dear families are part of.

It is simple hell out here in the world of revolution but thanks to God because He continues to give the spirit of patriotism to many that out of their free will for revolution – join the struggle for our nation.

I am so proud that you have become one of those, therefore I just want to say, “Welcome Mr. Captain with your platoon in the face of the national revolution.”

We will fight with courage and commitment against every odd practices and policies that is affecting us all as a nation; we will willingly lay our lives to bring these meaningful changes we deserve as a nation – which starts only with regime change.

Individually



1. Summarise this speech into one paragraph using your own words to describe the key messages.
2. Identify and write about the style of the speech. What are the key motivational phrases? Why are these effective? Explain for example, why the speaker uses “we” throughout the text.



As a class

Talk about how independence of South Sudan has affected leadership in your own community. Compare what you know about the local initiatives and campaigns to national strategies that embrace and promote peace and security.



Activity 5: Speaking out

In pairs



Read these passages carefully. Identify for each passage the key message and the most powerful phrase in your opinion. Also imagine who the speaker might be and from which country. List these features and possible speakers in a table that will help you to compare the passages in the next part of this activity.

- (A) Patriotism is good but is not enough. Although we should love our country, we must have no ill-feeling for others. There must be no desire to make them serve our ends, to exploit them for our good. Above all, we must have perfect openness of mind; we should love what is good in us but we should accept what is good in others. We should have love and goodwill for other countries. We should be citizens of our country by all.
- (B) Let us imagine a man that does not love his country. It is very difficult to say he will call it his own. He may wander over other lands and call himself a citizen of the world. But he will feel that everywhere he is like a fish out of water. The people of the different countries are none of them his enemies but none will be his friends either. He will feel that he has acquaintances everywhere and friends nowhere. He cannot be expected to have deep attachment to anything. It is likely that he will love only his own self, and he will find that no one trusts him.
- (C) Patriotism does not mean simply using poetical expressions about the motherland or even dying for her. We must die for our country when the need arises; we must live for her too. We must work to make her strong, for the strength of a country is the strength of her people. Love for the country thus reduces itself to love for the people. Their sufferings we must try to remove and their happiness we must promote. We, all of us, look after our own good, and it is natural that we should do so. But we must see that we do not enrich ourselves at the cost of the country. If we evade paying taxes, if we travel without a ticket, if we sell bad food, it is our country that we cheat; it is our people that we harm.
- (D) In India such patriotism and such patriots are badly wanted now. Mahatma Gandhi called forth the patriotic zeal of Indians and hundreds of thousands of men flocked to his banner in the struggle for freedom.

Many of them died in the struggle, courting death bravely, some directly under his guidance, others in the ways of armed revolt. All of those who joined the struggle had to make sacrifices. It was a heroic record of which any country would be proud.

- (E) Conditions have now changed. It is not an alien power that we have to fight but the evil in us and around us. The hungry millions have to be fed, clothed and educated. India must produce her own food and make herself great in the trade and commerce and rich industrial output. This requires determined and unselfish endeavour. In addition to satisfying our own needs, we must have to look after the refugees who have been driven from their homeland. We shall have to share our land and our food with them. This is a difficult programme, but patriotic India must be equal.
- (F) One's own native land is like one's mother; both are superior to heaven. It is only reasonable that the freedom of one's native land should be regarded as one's dearest possession, because if a man's country is not free, his own freedom is restricted in a hundred ways. He is like a bird in a cage; the cage may be of iron or of gold, but it is a cage all the same. If he is in a free country, he may have many ills but he knows that he is in a way responsible for these ills and must work along with his fellows so that these might be removed. There is joy in this work, because there is freedom.

In groups



Choose one of the following criteria and order the passages accordingly. You may wish to refer back to and compare the list of features you prepared at the beginning of this activity. Ensure that you are able to justify your views and give examples of why you believe you are correct. Actively listen to other group members and be prepared to change your view according to what is discussed.

Most persuasive

Most balanced

Most political

Most passionate



Activity 6: Comparing reports



As a class

Read together the first two articles below about the Myanmar Elections in November 2015. Discuss how each report is similar and different. Consider how each article may be affected by where it has been written and by whom. Each passage has been taken from a new report.

Myanmar election: President congratulates Suu Kyi BBC News

Myanmar President Thein Sein has congratulated Aung San Suu Kyi's opposition party on its success in polls, his spokesman told the BBC.

With about 47% increase of seats declared, the National League for Democracy (NLD) has taken over 90% of the vote.

Correspondents say Ms Suu Kyi is treading carefully despite her apparent landslide victory. The NLD won the elections decisively in 1990 – only for the result to be nullified and Ms Suu Kyi placed under long-term house arrest.

The ruling military-backed Union Solidarity Development Party (USDP) – which won the last, widely criticised election five years ago – has so far gained only 5% of the seats being contested in Myanmar also known as Burma.

Ms Suu Kyi has written to the leadership requesting talks on national reconciliation.

Aung San Suu Kyi's Opposition Party Wins Myanmar Election US News and World Report

The ruling party in Myanmar has admitted defeat to the opposing party led by Aung San Suu Kyi in a historic election for the struggling democracy.

Myanmar, also known as Burma, voted Sunday in the freest parliamentary elections in 25 years. The ruling Union Solidarity and Development Party of the current president, Thein Sein is backed by the military, but has acknowledged the National League for Democracy has bested them.

“We lost,” Union Solidarity and Development Party acting chairman, Htay Oo told Reuters on Monday.

The National League for Democracy said it expected to win 70 percent of the seats, but it could be days before the final tally. About 80 percent of the country’s 30 million people voted.

Suu Kyi’s party wins majority in historic Myanmar vote - Al Jazeera

Nobel laureate’s party captures two-thirds majority – enough seats to choose the country’s next president.

Yangon, Myanmar – Nobel laureate Aung San Suu Kyi’s opposition party won a majority in parliament on Friday in the Southeast Asian nation’s historic election.

With votes still being counted, the Union Election Commission said the National League for Democracy (NLD) party has crossed the 329 threshold of seats needed for an outright majority in both houses of the 664 member parliament.

The country’s first free election in 25 years took place on Sunday.

“The people of Myanmar have been dutiful and it is time for the NLD to try to fulfill the wishes of the people,” Senior party official U Tin Oo told Al Jazeera outside the party headquarters. “The NLD has to try hard to change.”

Phil Robertson from New York-based Human Rights Watch said it was time to move on from the country’s bloody past.

Myanmar’s Suu Kyi wins seat, requests meeting with military - The Indian Express

Myanmar’s opposition leader Aung San Suu Kyi has won her parliamentary seat, official results showed Wednesday, leading to a near total sweep by her party that will give the country its first government in decades that isn’t under the military’s sway. While a win of that magnitude virtually assures the National League for Democracy of electing the president as well, Suu Kyi is barred from becoming president by a constitutional hurdle inserted by the Junta when it transferred power in 2011 to a quasi-civilian government. Still, she recently has declared that she will be the country’s de facto leader, acting “above the president,” if her party forms the next government.

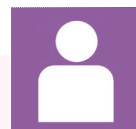
In a sign she intends to play a key role, Suu Kyi requested meetings with the military chief, current president and the chairman of parliament next week, apparently to discuss the formation of the new government. "It is 'very crucial that the government implements, for the pride of the country and the peaceful desire of people,' the results of Sunday's elections," she said in the three letters send on Wednesday.

In pairs



Read the final two articles and compare all the four reports. Once again, rate the articles but this time choose your own criteria.

Individually



Write a paragraph that summarises your overall response to these articles.

Home activity

In preparation for the next activity, gather, if you are able to, local and national newspapers.



Activity 7: Pride

As a class



Look at the newspapers brought to class. What news do they contain about your country? Are you proud of your country? Give reasons for your answer.

Consider this quote from Abraham Lincoln. Do you agree with his statement? Why? What articles can you find that reflect the idea described in this quote?

I like to see a man proud of the place in which he lives. I like to see a man live so that his place will be proud of him. – Abraham Lincoln.

In pairs



Think about your own responsibility as a citizen of your country. List some things that you could do as an individual in your community and beyond, describing the impact of such actions on your own personal development as well as the impact on your community. What are your aims and hopes for your country and community? What compels you to act?

In groups



Compare your ideas and explore what motivates members of your group to act in this way.

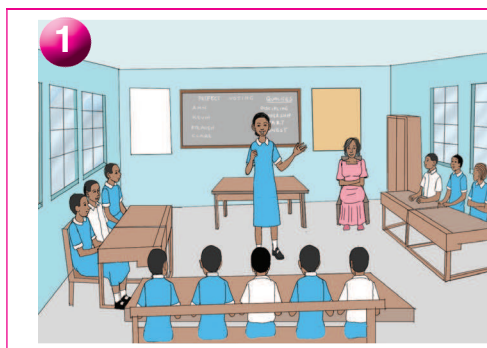


Activity 8: What about your school?

As a class



Compare these photographs. What aspects of school life do they describe? What aspects of school life are not illustrated in these photographs in your opinion?





In groups



Discuss what aspects of your own school you are particularly proud of. Think of places, individuals, teams of people and activities etc. If you are able to, take photographs to illustrate these features or sketch them instead with a suitable heading for each feature.

As a class



Talk about what you have discussed and illustrated in your groups about your school. Do you have a school motto? How is this reflected in your pictures? Do you believe that all members of your school community are proud of your school? Explain your answers.



Activity 9: Values

As a class



Refer back to your pictures from the last activity. Discuss how your school community has the capacity and the potential to make a positive contribution to the wider school community. Discuss how this thinking is linked to patriotism and in particular the quote you explored in Activity 7.



In pairs

1. Discuss the values listed in the box below. What other values do you know and consider to be important to the context of citizenship and patriotism? What do you understand by the term 'value' and how it is related to patriotism?

Ambition, adventure, audacity, belonging, care, compassion, conviction, courage, dignity, gratitude, honesty, humility, integrity, justice, loyalty, obedience, perseverance, resilience, respect, selflessness, trust.

2. Select one value from this list or from your own ideas that you consider to be well promoting and encouraging in your school already.
3. Prepare a short presentation to the rest of the class that describes why you think this is important and how is it realised and acted upon in your school.
4. Consider the roles of different people in your school, how the school is organised and the content of what you study.



As a class

Listen to each other's presentations. Ask questions about what is being illustrated and add further details and examples of action for the value described if you are able to.



Activity 10: Sharing your vision



As a class

Read these vision statements that have been taken from a few schools around the world. Compare them to each other and to your own school's vision statement if you have one. Discuss how these statements are linked to patriotism.

- A. Every student is achieving at his or her maximum potential in an engaging, inspiring and challenging learning environment. (Secondary School, Arizona, USA).
- B. Maadi Community School educates students to become independent thinkers, life-long learners, to respect others and to integrate a Christian World View into their lives – focusing on the ‘whole child’. (Community School, 4-14 years, Cairo, Egypt).
- C. Our vision is to develop a community of confident learners, by helping them to realise their full potential. We will strive to achieve this through their overall spiritual, moral, intellectual, emotional, social, mental and physical development. (Mar Thoma Secondary School, New Delhi, India)
- D. Vision: If our students are to maximise their learning, then Woorana Park Primary School must be a place of optimism, excitement and challenge, where students and teachers see each day as a journey, full of purpose and where intellectual engagement and connectedness to the outside world are priorities. (Primary School, Melbourne, Australia)

In groups



1. Select a feature of the vision statements above or compose a new short statement of your own that you believe would encourage and inspire a positive attitude to learning and encourage learners to make a positive contribution to your school community.
2. Design a short presentation based on your chosen statement that you could make to the rest of the school or to primary schools near your own school. Your presentation would need to be persuasive as well as inspirational and therefore motivational. You wish to present your ideas to school leaders and other leaders in your community in order for them to give you some feedback on the effectiveness of your presentation.



Activity 11: Language practice

i. Connectors of contrast

Study the sentences below.

1. In the traditional society, women were not allowed to be leaders, but today they can do so.
2. Today women can be members of parliament; however, traditionally they couldn't.
3. Traditionally, cooking and catering was a woman's role unlike today when we have waiters.

The words in bold connect the two clauses in each sentence. These words are called connectors of contrast because they connect two contrasting clauses. The first part of these sentences (before the connector of contrast) is called the main clause. This is because it is a complete sentence which can stand on its own. It can also be referred to as the independent clause.

The clause that follows the connector is referred to as a subordinate clause. A subordinate clause cannot stand on its own as a complete sentence. It depends on the main clause for meaning.

Below is a list of other connectors of contrast and their use in sentences.

1. **However**
She is a very right girl. However, she is very rude.
2. **In contrast**
Deng is a staunch Christian. In contrast, his brother is a pagan.
3. **Nevertheless**
Ruth was feeling unwell; nevertheless, she went for the competitions.
4. **Nonetheless**
I am not convinced that they won. Nonetheless, I will buy them a reward.
5. **Yet**
You promised to come early, yet you have come 4 hours late.
6. **On the other hand**
Rose is very intelligent; on the other hand, she is very dishonest.
7. **By comparison**
My brother is very calm; by comparison, my sister can be quite hyperactive.

8. On the contrary

I don't hate Jim. On the contrary, I am rather fond of him.

9. Instead

They didn't behave as expected; instead, they messed up the event.

10. In any case

They were not given a warm welcome. In any case, they were not invited.

11. All the same

You gave a very moving speech; all the same, I think you should have given more examples.

Practice exercise 1

Join the following sentences with the most appropriate connectors of contrast.

1. Thomas is very hardworking. He can be rude.
2. Travelling by air is very fast. It is expensive.
3. There is little time left. All the leaders will give a speech.
4. You are late. You have not even done the homework.
5. Women are the least. They have contributed the most money.
6. Your hair is beautiful. You have to cut it.
7. I am not happy with your work. I will give you another chance.
8. Children are not welcome to the meeting. It is an adult's meeting.
9. Seth is not sad. He is happy that you came.
10. She has not delivered the items required. She brought totally different things.

Practice exercise 2

Use the following connectors to fill in the blank spaces in the passage below.

(Yet, however, while, in spite of, nevertheless, but, in addition, then, to begin with)

The other day I seemed to have a string of misfortunes. ____1____, my car failed to start in the morning and I had to catch a public service vehicle at the last moment. ____2____, when I got to the office, I found my boss had arrived early for a change and wanted to know why I was late. ____3____, he was not very happy with my application for leave at the end of the month. I was lucky that the sales returns for that month had just come in and my section had done particularly well. ____4____, the boss still refused to agree to my leave until he had seen how punctual I would be over the next two weeks.

ii. Spellings and pronunciation

Practice exercise 3

Identify any five pairs of words that are pronounced the same from the list below.

Bold	Course	Serial
Bury	Moan	Flame
Coarse	See	Close
Clause	Mourn	Bald
Berry	Cause	Bread
Cereal	Close	

Glossary

- Patriotism:** act of supporting one's country.
- Inspiration:** the process of being mentally stimulated to do or feel something, especially to do something creative.
- Revolution:** a forcible overthrow of a government or social order, in favour of a new system.
- Nationalism:** patriotic feelings, principles or efforts.
- Policies:** courses or principles of action adopted or proposed by an organization or individual.
- Struggle:** a forceful or violent effort to get free of restraint or resist attack.
- Native:** a person born in a specified place or associated with a place by birth, whether subsequently resident there or not.
- Alien:** a foreigner, especially one who is not a naturalised citizen of the country where he or she is living.
- Endeavour:** an attempt to achieve a goal.
- Goodwill:** quality of being friendly, helpful and having a cooperative attitude.
- Industry:** economic activity concerned with the processing of raw materials and manufacturing goods in factories.
- Output:** the amount of something produced by a person, machine, or industry.
- Engender:** cause or give rise to a feeling, situation or condition.

Key vocabulary: Human rights, activist, observe, respect, freedom, violate, slavery, discrimination, racism, vote, civil society, justice, equality, dignity

Introduction

Human rights are the basic rights and freedoms that belong to every person in the world, from birth until death. They apply regardless of where you are from, what you believe or how you choose to live your life. They can never be taken away, although they can sometimes be restricted – for example, if a person breaks the law or in the interest of national security.

These basic rights are based on values like dignity, fairness, equality, respect and independence. But human rights are not just abstract concepts – they are defined and protected by law. (*Equality and Human Rights Commission, UK*)

According to the constitution of the Republic of South Sudan, the Republic 'is founded on justice, equality, respect for human dignity and advancement of human rights and fundamental freedoms.' As such, the rights and freedoms of all the citizens of South Sudan are protected by the constitution under the Bill of Rights.



Activity 1: Reading about human rights

As a class



Read the following passage about human rights.

Human rights are rights inherent to all human beings, whatever our nationality, place of residence, sex, national or ethnic origin, colour, religion, language, or any other status. We are all equally entitled to our human rights without discrimination. These rights are all interrelated, interdependent and indivisible.

Universal human rights are often expressed and guaranteed by law, in the forms of treaties, customary international law, general principles and other sources of international law. International human rights law lays down

obligations of Governments to act in certain ways or to refrain from certain acts, in order to promote and protect human rights and fundamental freedoms of individuals or groups.

Universal and inalienable

The principle of universality of human rights is the cornerstone of international human rights law. This principle, as first emphasised in the Universal Declaration on Human Rights in 1948, has been reiterated in numerous international human rights conventions, declarations, and resolutions. The 1993 Vienna World Conference on Human Rights, for example, noted that it is the duty of States to promote and protect all human rights and fundamental freedoms, regardless of their political, economic and cultural systems.

All States have ratified at least one, and 80% of States have ratified four or more, of the core human rights treaties, reflecting consent of States which creates legal obligations for them and giving concrete expression to universality. Some fundamental human rights norms enjoy universal protection by customary international law across all boundaries and civilisations.

Human rights are inalienable. They should not be taken away, except in specific situations and according to due process. For example, the right to liberty may be restricted if a person is found guilty of a crime by a court of law.

Interdependent and indivisible

All human rights are indivisible, whether they are civil and political rights, such as the right to life, equality before the law and freedom of expression; economic, social and cultural rights, such as the rights to work, social security and education, or collective rights, such as the rights to development and self-determination, are indivisible, interrelated and interdependent. The improvement of one right facilitates advancement of the others. Likewise, the deprivation of one right adversely affects the others.

Equal and non-discriminatory

Non-discrimination is a cross-cutting principle in international human rights law. The principle is present in all the major human rights treaties and provides the central theme of some of international human rights conventions such as the International Convention on the Elimination of All Forms of Racial Discrimination and the Convention on the Elimination of All Forms of Discrimination against Women.

The principle applies to everyone in relation to all human rights and freedoms and it prohibits discrimination on the basis of a list of non-exhaustive categories such as sex, race, colour and so on. The principle of non-discrimination is complemented by the principle of equality, as stated in Article 1 of the Universal Declaration of Human Rights: “All human beings are born free and equal in dignity and rights.”

Both rights and obligations

Human rights entail both rights and obligations. States assume obligations and duties under international law to respect, to protect and to fulfil human rights. The obligation to respect means that States must refrain from interfering with or curtailing the enjoyment of human rights. The obligation to protect requires States to protect individuals and groups against human rights abuses. The obligation to fulfil means that States must take positive action to facilitate the enjoyment of basic human rights. At the individual level, while we are entitled our human rights, we should also respect the human rights of others.

(From: <http://www.ohchr.org/EN/Issues/Pages/WhatareHumanRights.aspx> accessed on 14/12/2017 at 1140h)

In groups



Answer the following questions.

1. What are human rights?
2. Give four documents in which we can find information on human rights.
3. Give three characteristics of human rights according to the passage you have read.
4. What does the obligation to respect human rights entail?
5. What does the obligation to fulfil human rights entail?
6. What do you think is your role in promoting respect for human rights?
7. Conduct a class debate on the following motion to create awareness on the need to respect the rights of each person:
Women should be allowed to inherit land from their fathers.



Activity 2: Elements that promote respect for human rights

In pairs



Identify the elements which can lead to the respect of human rights thereby reducing their violation in:

- a. The school,
- b. The community,
- c. The country.

Present your answers to the class.



Activity 3: Ways in which human rights can be maintained and respected by all

In groups



Discuss ways in which human rights can be respected and maintained by local communities in our country. Choose a group representative to present your answers to the class.

As a class



Debate on the motion: The African Man has no place in the kitchen.



Activity 4: Rights versus obligatory duties

In groups



1. Using the Internet, newspapers and journals or through talking to your parents/guardians, research on the various rights and freedoms enshrined in the constitution of the Republic of South Sudan. Write them down and select a group representative to present your answers to the class.
2. Discuss the obligations and duties that each person has in the enjoyment of the rights identified in your research.

As a class



Discuss why the people of South Sudan should value the rights they enjoy as enshrined in the constitution.

Check Your Knowledge

Study the pictures below. Which picture represents each of the statements that follow?



1. I have a right to express myself without fear or intimidation. Picture _____.
2. Once I reach the age of 18, I will exercise my right to vote. Picture _____.

3. I have a right to move and be at any place without being discriminated because of my skin colour. Picture _____.
4. I have a right to a balanced diet so that I am in good health. Picture _____.
5. When I fall sick, I have a right to access medical care in a health facility. Picture _____.
6. Education is the key to success. It is my right. Picture _____.



Activity 5: Reading what international organisations have written about human rights



As a class

Read the following extracts about human rights.

Extract 1

Charter of the United Nations and The Universal Declaration of Human Rights (UDHR)

The United Nations (UN) is an international organisation whose stated aims are to facilitate cooperation in international law, international security, economic development, social progress and human rights issues. The pursuit of human rights was a central reason for creating the UN. It was founded in 1945 and began with fifty countries signing the United Nations Charter. As of 2007, there were 192 United Nations member states, encompassing almost every recognised independent state. The UN Charter obliges all member nations to promote *“universal respect for, and observance of, human rights”* and to take *“joint and separate action”* to that end. The Charter consists of a preamble and a series of articles divided into chapters. It includes: purposes of the United Nations; criteria for membership; the organs and institutions of the UN; arrangements for integrating the UN with established international law; and the enforcement powers of UN bodies.

The Universal Declaration of Human Rights (UDHR) is an advisory declaration adopted by the United Nations General Assembly (A/RES/217, 10 December 1948 at Palais de Chaillot, Paris). It consists of a Preamble and 30 articles setting forth the human rights and fundamental freedoms to which all men and women, everywhere in the world, are entitled, without any discrimination.

Preamble

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world;

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people;

Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law;

Whereas it is essential to promote the development of friendly relations between nations;

Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom;

Whereas Member States have pledged themselves to achieve, in co-operation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms;

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge;

Now, Therefore The General Assembly proclaims this universal declaration of human rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

Extract 2

Article 1: All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2: Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Article 3: Everyone has the right to life, liberty and security of person.

Article 4: No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 5: No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6: Everyone has the right to recognition everywhere as a person before the law.

Article 7: All are equal before the law and are entitled without any discrimination to equal protection of the law.

Article 8: Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 9: No one shall be subjected to arbitrary arrest, detention or exile.

Article 10: Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

Article 11: Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence. No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

Article 12: No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

Article 13: Everyone has the right to freedom of movement and residence within the borders of each state. Everyone has the right to leave any country, including his own, and to return to his country.

Article 14: Everyone has the right to seek and to enjoy in other countries asylum from persecution. This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

Article 15: Everyone has the right to a nationality. No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Article 16: Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution. Marriage shall be entered into only with the free and full consent of the intending spouses. The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

Article 17: Everyone has the right to own property alone as well as in association with others. No one shall be arbitrarily deprived of his property.

Article 18: Everyone has the right to freedom of thought, conscience and religion.

Article 19: Everyone has the right to freedom of opinion and expression.

Article 20: Everyone has the right to freedom of peaceful assembly and association. No one may be compelled to belong to an association.

Article 21: Everyone has the right to take part in the government of his country, directly or through freely chosen representatives. Everyone has the right of equal access to public service in his country. The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

Article 22: Everyone, as a member of society, has the right to social security.

Article 23: Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment. Everyone, without any discrimination, has the right to equal pay for equal work. Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection. Everyone has the right to form and to join trade unions for the protection of his interests.

Article 24: Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Article 25: Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control. Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

Article 26: Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace. Parents have a prior right to choose the kind of education that shall be given to their children.

Article 27: Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits. Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

Article 28: Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realised.

Article 29: Everyone has duties to the community in which alone the free and full development of his personality is possible. In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition

and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society. These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

Article 30: Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

In groups



Answer the following questions on the passages you read.

1. Why do you think it is important to globalise human rights?
2. Explain how you can practise Article 9 of the universal declaration of human rights.



Activity 6: Researching on elements that cause violation of human rights

1. Read Extract 2 again. Bearing in mind the human rights mentioned in all the 30 articles, carry out a research to find out the elements that cause the violation of any of these human rights within your community.



Activity 7: Comparing aspects of human rights between developed and developing countries

In groups



Read the short passage below then answer the questions that follow.

Martin Luther King, Jr and the Fight for Equal Rights in America

Although slavery in the United States ended in the late 19th century, institutionalised racism continued to oppress African Americans even decades later. By the mid-20th century, blacks were still forced to use

separate public utilities and schools from the superior ones reserved for Whites; they suffered routine discrimination in employment and housing, as well as abuse and lynching from some Whites, and they were unable to fully exercise their right to vote.

For decades, civil rights activists had been fighting these laws and social customs to secure equality for all Americans. These activists had won some significant victories; among the most notable was the 1954 Supreme Court decision *Brown v. Board of Education*, which held that state laws requiring black students and white students to attend different schools were unconstitutional. However, these victories could not dismantle the systemic racism that plagued the country. It was in this environment, seeing the possibility of an America where black and white citizens were truly equal, that Martin Luther King Jr. joined in the fight for civil rights for black Americans.

A Baptist minister by training, Dr. Martin Luther King Jr. sought to raise the public consciousness of racism, to end racial discrimination and segregation in the United States. While his goal was racial equality, King plotted out a series of smaller objectives that involved local grassroots campaigns for equal rights for African Americans. In 1955, King became involved in his first major civil rights campaign in Montgomery, Alabama, where buses were racially segregated.

(Adapted from: <https://tavaana.org/en/content/martin-luther-king-jr-fighting-equal-rights-america-0> on 22/08/2017 at 11.22am)

Answer the following questions.

1. Martin Luther King Jr was involved in the fight for equal rights in USA. Read different materials such as newspapers, books or the Internet and identify people who have advocated for respect for human rights in South Sudan. Report your findings to the class.
2. Citing specific examples, compare the respect of human rights between developed and developing countries.



Activity 8: Use linking verbs, modal verbs and conjunctions

a. Use of linking verbs

Linking verbs are words that connect the subject of a sentence with other words in the sentence. For instance, a linking verb can link the subject with a word that gives more information about the subject. Below are examples of linking verbs:

1. Different forms of the verb **be** which show state, that is, **am, is, are, was** and **were**. For example:
 - i. I **am** a human rights activist.
 - ii. John Garang **is** our hero for fighting for our civil rights.
 - iii. Martin Luther King Jr **was** a civil rights activist.
2. Other verbs that show state or condition, such as, **appear, become, feel, grow, look, remain, seem, smell, sound, stay, taste** and **turn**. For example:
 - i. The girl **appeared** dull after she was mocked by the unruly boys.
 - ii. Salva Kiir **became** the President of South Sudan after the death of John Garang.
 - iii. Respect for human rights **remains** an area of conflict between the civil society and many governments.

b. Use of modal verbs

Modal verbs are words that express mood in a sentence. They are used with other verbs to express ability, obligation, possibility or condition. Below are examples of modal verbs and how they are used.

Modal verb	Use	Example
can	to express ability	Women can do those jobs that men do.
can	to request for permission	Can I go home tomorrow?
may	to express possibility	We may elect a woman president in future.
may	to request for permission	May I sit down, please?
must	to express obligation	You must be 18 years and above to register as a voter.
must	to express strong belief	This must be your mother; you take after her.
should	to give advice	You should respect the rights of others.
would	to make a request or offer	Would you like some Kawari?
would	to express a condition	If I were you, I would treat the two children equally.

c. Use of conjunctions

Conjunctions are joining words. They are used to join words, phrases and clauses. There are three different types of conjunctions: coordinating, subordinating and correlative conjunctions.

Types of conjunctions	Use	Examples
Coordinating conjunctions	They are used to join words, phrases and independent clauses.	<i>for, and, nor, but, or, yet, so</i> Example: Racism is not common in Africa but it is witnessed in the West.
Subordinating conjunctions	They are used to join a subordinate phrase and an independent phrase.	<i>because, before, after, although, that, though, till, unless, until, when, whenever, where, whereas,</i> <i>wherever, whether, which, while, who, whoever, why, as, if, as if, as long as, as much as, as soon as, as though, even, even if, even though, if only, inasmuch, in order that</i> Example: Although there are civil societies in many countries, human rights are still being violated.
Correlative conjunctions	They involve a pair of conjunctions that must be used together.	<i>both / and, not only / but also, either / or, neither / nor, whether / or, so / that, such / that, scarcely / when, no sooner / than, rather / than.</i> Example: Both South Sudan Human Rights Society and the Government of the Republic of South Sudan advocate for respect of human rights.



Activity 9: Using linking verbs and modal verbs

In groups



1. Use linking verbs to construct your own sentences talking about different human rights activities in your country.
2. Use Modal verbs to talk about our obligations when enjoying our rights



Activity 10: Write about human rights using conjunctions

Individually



Orally use the three types of conjunctions to express your ideas about human rights in your community.



Activity 11: Reading about people who advocated for human rights



As a class

Read the following short extracts about people who advocated for human rights during their time.

Nelson Mandela's Human Rights Legacy

Nelson Mandela was an anti-apartheid revolutionary and the first President of South Africa. Mandela was born on 18 July 1918. He was given the forename 'Rolihlahla', meaning troublemaker, and in later years became known by his clan name, 'Madiba'. At school, Mandela was given the English forename 'Nelson' by his teacher. When he was 12 years old, his father died and Mandela was entrusted to the guardianship of the regent of the Thembu people. Mandela learned about his ancestors' resistance of imperialism and apartheid.

Apartheid was a system of racial segregation in South Africa. It was enforced through legislation. Under apartheid, the rights and freedoms of the majority black inhabitants and other ethnic groups in South Africa were restricted, and white minority rule was perpetuated. From 1960 to 1983, 3.5 million non-white South Africans were removed from their homes and forced into segregated neighbourhoods. Non-white political representation was abolished in 1970 and black people were deprived of their citizenship. The government segregated education, medical care and other public services and provided black people with services inferior to those reserved for white people.

At university in the 1940s, Mandela became increasingly involved in politics. He joined the African National Congress ('ANC'), a political party opposed to the prevailing South African government during apartheid. Mandela helped to form the ANC Youth League and served on its executive committee.

After the South African general election 1948, in which only white people were permitted to vote, the National Party came to power. Mandela and others in the ANC began advocating direct action against apartheid, such as boycotts and strikes. At a rally on 22nd June 1952, initiating protests for the ANC's Defiance Campaign Against Unjust Laws, Mandela addressed a crowd of 10,000 people. He was subsequently arrested, but the campaign established Mandela as a prominent political figure in South Africa.

At this point, the South African government and many in the international community (including US President Ronald Reagan and UK Prime Minister Margaret Thatcher) considered Mandela's ANC a terrorist organisation. In July 1963, Mandela and others were charged with sabotage and conspiracy to violently overthrow the government.

Mandela's trial gained international attention. Mandela and his associates used the trial to highlight their political cause. On 20th April 1964, facing the death penalty, Mandela made a powerful speech to the court:

"I have fought against white domination and I have fought against black domination. I have cherished the ideal of a democratic and free society in which all persons live together in harmony and with equal opportunities. It is an ideal which I hope to live for and to achieve. But if need be, it is an ideal for which I am prepared to die."

On 12th June 1964, the court found Mandela guilty of all charges. Although the prosecution had called for the death sentence, the judge instead sentenced Mandela to life imprisonment.

While in prison, Mandela took part in strikes to improve prison conditions: a small-scale contribution to the broader anti-apartheid struggle. He corresponded with other anti-apartheid activists. In March 1980, the slogan “*Free Mandela!*”, coined by a journalist, sparked an international campaign. The UN Security Council called for Mandela’s release. A new State President of South Africa, Frederik Willem de Klerk, came to power in 1989. He decided to legalise all formerly banned political parties and announced Mandela’s unconditional release.

Mandela was freed on 11th February 1990. In 1991, Mandela was elected ANC President. Unrest continued. Mandela gave many speeches calling for calm and negotiated with the government. In 1993, Mandela and de Klerk were jointly awarded the Nobel Peace Prize. A general election was set for 27th April 1994. The ANC won with 63% of the vote. The newly elected assembly’s first act was to formally elect Mandela as South Africa’s first President. Mandela oversaw the transition from apartheid minority rule to a multicultural democracy. The new Constitution of South Africa was agreed in May 1996, enshrining citizens’ rights and setting up institutions to check executive power.

Mandela retired from politics in June 1999, but continued to take part in activism and philanthropy. After a series of long-running illnesses, Mandela died on 5 December 2013 at the age of 95.

Mandela is widely considered the *founding father of democracy* in South Africa. Elleke Boehmer, Professor of World Literature in English at Oxford University, described Mandela as *a universal symbol of social justice*. Mandela has an enduring legacy as the world’s most famous prisoner, a symbol of the anti-apartheid cause and an icon for millions who embrace the ideal of equality.

(By Natasha Holcroft-Emmess. Posted on <https://rightsinfo.org/nelson-mandelas-human-rights-legacy/> on 18th July 2017. Accessed on 14/12/2017 at 1155h)

Individually



Find out from books or other knowledgeable people about the role played by John Garang and Mahatma Gandhi in advocating for human rights. Write a short story about them then share it with your class.



Activity 12: Write about human rights

As a class



Read the Preamble of Extract 1 on page 106 then Extract 2 on pages 106-110 again. Compare these extracts in terms of their form and structure. Who do you think is the target audience for each of these extracts? Write a paragraph to describe your comparisons. Make use of linking verbs, modal verbs and conjunctions.



Activity 13: Writing an essay on human rights activities

Individually



Imagine you have been invited to a meeting where students are supposed to make presentations giving their opinion on the status of respect for human rights in South Sudan. Write an essay that you would present during this meeting. This should include the level of respect for human rights in the country, any elements that lead to violation of human rights and the possible ways in which we can address these violations. Make use of linking verbs, modal verbs and conjunctions in your writing.



Activity 14: Preparing campaign materials to campaign against violation of human rights

In groups



Read the following poem then perform the tasks given at the end.

A Freedom Song

Atieno has to wash the dishes,
Atieno has to pluck the chicken,
Atieno has to get up early,
Bed her sack down in the kitchen,
Atieno eight years old,
Atieno yo.

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

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

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

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

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

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

Marjorie Oludhe-Macgoye

(Adapted from <http://badilishapoetry.com/marjorie-oludhe-macgoye/>)

In groups



1. In what ways have Atieno's rights been violated?
2. Imagine Atieno was one of your classmates. Prepare posters that you can use to protest violation of her rights. Display your poster in class after preparing it.

3. Create your own poem about human rights in South Sudan.
4. How effective is the use of satire in this poem?.
5. Identify other stylistic features used in this poem.
6. How do these stylistic features affect the reader?



Activity 15: Language practice

Connectors of time

Look at the words at the beginning of the following sentences:

1. **First**, the manufacturers engage in planning on how to cut the diamond.
2. **After that**, the rough diamonds undergo sawing.
3. **Next**, the sawed diamonds pass through the bruiting process.
4. **Then** the diamonds are polished.
5. **Finally**, the diamond is thoroughly cleaned in acids.

The words in bold are called connectors of time. They indicate when the action is to be done/ how the actions are to follow each other. The word 'first' for example shows that it is the first step; 'finally' on the other hand shows that it is the last step. Other connectors of time include:

1. To begin with - used at the beginning of a sentence e.g To begin with, the ore is drilled from the ground.
2. Secondly - used to mean the second stage e.g secondly, the ore is washed in water
3. Thirdly - used to mean the third step e.g thirdly, the ore is heated in the furnace
4. Before - used to show the action that comes before another e.g before removing it from the furnace, carbon is added to remove impurities
5. While - used to show actions that occur at the same time e.g while it is being purified, zinc metal is added.
6. When - used to mean 'once an action is complete' e.g when the tin melts, copper is added to make an alloy of bronze metal
7. Having done that - used to mean 'after that' e.g having mined the ore, the miners then transport to the factory
8. As soon as - used to mean 'immediately after' e.g as soon as the metal turns brown, acid is added
9. Lastly - used to mean 'the last step' e.g finally the mineral product is exported to China

Practice exercise 1

Fill in the blanks spaces below with the right words from the brackets.

(While, first, lastly, as soon as, then, thirdly, when, secondly)

For a person to engage in any mining business, he/ she must do the following. _____1_____, prove that he/ she has expertise and financial ability to do a mining business. _____2_____, he/ she has to get a licence to start off the business. _____3_____, the individual has to acquire all the machinery needed to mine and may be process the ore. _____4_____ all this is done, he/ she can _____5_____ hire employees to carry out the mining. _____6_____ the miners begin to mine the ore, processing can go on _____7_____ more ore is being mined. _____8_____, the processed mineral is then exported or sold in the local market.

Practice exercise 2

- Using the dictionary or a thesaurus, look for words that have opposite meanings to each of the words given in the table below.

walk	students
sit	strict
expel	headmaster
high	

- Test your spellings.

The following words have been misspelt. Rewrite each correctly.

- | | |
|-----------------------|--------------------------|
| a. finnished | k. ciggarettes |
| b. privilegged | l. disipline |
| c. occassion | m. travelling |
| d. passagers | n. coleagues |
| e. stundents | o. enrollment |
| f. vihicle | p. domitory |
| g. suprised | q. variaty |
| h. recieve | r. assignement |
| j. truely | s. listining |
| j. reffered | t. pronounciation |

Glossary

- Human rights activist** - a person who believes and works either as an individual or as a member of an organisation in order to promote and campaign for the basic rights and freedoms that humans are entitled to.
- Observe** - fulfil or comply with a social, legal, ethical, or religious obligation.
- Respect** - polite behaviour towards somebody/ something that you think is important.
- Violate** - disturb or not respect somebody's peace, privacy, rights etc.
- Freedom** - the right to do or say what you want without anyone stopping you.
- Slavery** - a state where a person is the legal property of another and is forced to obey them.
- Discrimination** - the unjust or prejudicial treatment of different categories of people or things, especially on the grounds of race, age or sex.
- Racism** - prejudice, discrimination or antagonism directed against someone of a different race based on the belief that all members of each race possess characteristics or abilities specific to that race, especially so as to distinguish it as inferior or superior to another race or races.
- Vote** - a formal indication of a choice between two or more candidates or courses of action, expressed typically through a ballot or a show of hands or by voice.
- Civil society** - non-governmental organisations and institutions that advocate for the interests and will of citizens.

References

Annex to the letter dated 31 October 2013 from the Permanent Representative of South Sudan to the United Nations addressed to the President of the General Assembly. United Nations. Accessed from Wikipedia on 18/08/2017 at 12.57pm.

<http://badilishapoetry.com/marjorie-oludhe-macgoye/>. Accessed on 18/08/2017 at 12.57pm.

<https://tavaana.org/en/content/martin-luther-king-jr-fighting-equal-rights-america-0> Accessed on 22/08/2017 at 11.22am.

<https://en.oxforddictionaries.com/definition/conservation>

<https://en.oxforddictionaries.com/definition/infrastructure>

<https://en.oxforddictionaries.com/definition/geothermal>

<https://en.oxforddictionaries.com/definition/energy>

<https://freestoriesforkids.com/children/stories-and-tales/red-moon>

<https://www.conserve-energy-future.com/pollutiontypes.php>

<http://www.kofiannanfoundation.org/speeches/energy-africa-campaign>

Oxford Advanced Learners Dictionary; 9th edition

www.m.huffpost.com

www.afdb.org

www.oecd.org

<http://www.preservearticles.com>

<https://revisionworld.com>

<http://www.bbc.co.uk>

<http://www.fao.org>

<https://www.conserve-energy-future.com/methods-and-importance-of-environmental-conservation.php>

<https://theleap.co.uk/what-is-conservation/>

Oladipo R. (2014). *Essentials of English Grammar*. Nairobi: Longhorn Publishers Limited.