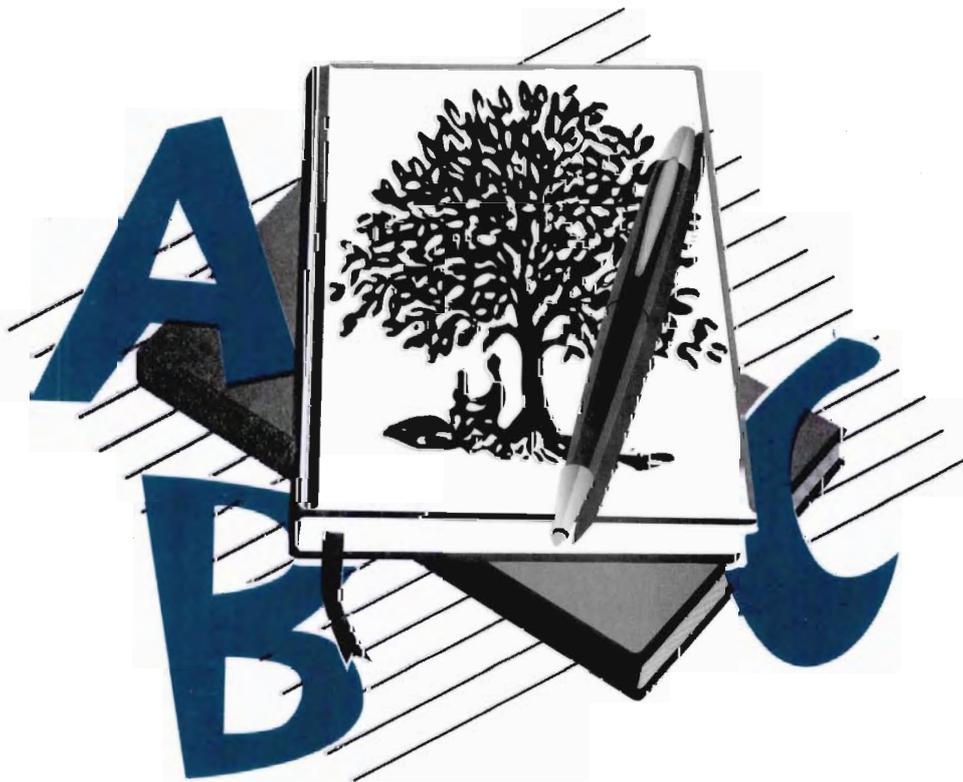


Introduction to English Language



Pre-Service Resource Book

**English Language &
Literacy Course**



First Edition - September 2005

This book has been published by the Secretariat of Education (SoE) and printed by the Sudan Basic Education Program (SBEP), with financial assistance from USAID. It must not be sold for commercial purposes. USAID, SoE and the SBEP consortium members reserve a royalty-free, non-exclusive and irrevocable right to reproduce, publish, or otherwise use this material. Any revisions of this material destined for use within the territorial boundaries of the Government of Southern Sudan must be approved by the SoE.



USAID
FROM THE AMERICAN PEOPLE

This publication has been developed with the financial assistance of USAID through Cooperative Agreement 623-A-002-0068. The author's views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.



SUDAN BASIC EDUCATION PROGRAM

The Sudan Basic Education Program (SBEP) is a consortium led by CARE International, in partnership with American Institutes for Research and the University of Massachusetts' Center for International Education.



AMERICAN INSTITUTES FOR RESEARCH



Introduction to English Language

Pre-Service Resource Book

**English Language & Literacy Course
EN104-PS
In Service - Stage 1 - Term 1**

Prologue

These booklets have been produced edited and reviewed by the SoE with technical and financial support from the SBEP and partners. The materials are recommended for printing and use as draft resource materials for In-service, Pre-service and phase training courses of New Sudan.

Comprehensive review process will be conducted after the completion of the whole course materials for various terms of stages 1 – 4 of the In-service and 1st to 2nd year of the Pre-service programs.

Constructive critical views and observations are welcomed by the Directorate of Teacher Education and Training to support and motivate the final material review panels.

William Ater Maciek
Undersecretary - SoE.
Rumbek
New Sudan

Acknowledgement

The SoE leadership thanks and appreciates the endless efforts exerted on the development of Teacher Education Programs in one way or another during and after the bitter years of war in South Sudan. More thanks goes to the Teacher Education Curriculum Technical Staff of the SoE and SBEP. Our Curriculum Development Centre Officers and the whole Teacher Curriculum Development Material Writers (CDOs') who voluntarily contributed to the success of this valuable educational gist are very much appreciated. The Typesetter and Desktop group is very much thanked for patience, perseverance and shrewdness.

We have been receiving numerous consultancy teams through our partners and their input is very much valuable in the end results. We shall continue to remember them, though some had very short period with us.

John Aguek Malith
Chairperson
Resource Material Review Committee



Contents

EN 104: INTRODUCTION TO ENGLISH LANGUAGE	5
TOPIC ONE: READING AT THE APPLIED LEVEL	7
Activity 1: Informational Text Patterns	7
The Dinka-Nuer Peace talks begin in Thiet, a Dinka Area in June 1999.	8
Nelao's story	14
Activity 2: Questioning the Author	15
Activity 3: Self-Regulation and Comprehension Monitoring	15
Activity 4: What are you thinking as you are reading?	16
TOPIC TWO: TEACHING READING	17
Activity 5: KWL Strategy	17
Activity 6: Oral Anticipation Guide	18
Activity 7: ReQuest	19
Article One	20
Article Two	23
Article Three	25
ACTIVITY WORK PAGES FOR TOPIC ONE & TWO	27
Activity 1: Informational Text Patterns	27
Activity 2: Questioning the Author QTA	33
Activity 3: Self-Regulation and Monitoring while Reading	36
Activity 5: KWL Strategy	42
Activity 6: Oral Anticipation Guide	44
Activity 7: ReQuest	47
TOPIC 3 : THINGS FALL APART - CHINUA ACHEBE	49
Academic Journal	50
Activity 8: Academic Journal	51
Chapter 1 Response Journal for Things Fall Apart	51
Chapter 1: Self-Regulation and Monitoring for Things Fall Apart	53
PRACTICING GRAMMAR	55
TOPIC 4: QUESTION TAGS	55
Activity 9: Question tags	56
TOPIC 5: WORD FORMATION	57
Activity 10: Verb prefixes	59
Activity 11: Nouns	62
TOPIC 6: PHRASES AND CLAUSES	63
Activity 12: Phrases	64
Activity 13: Clauses	65
GLOSSARY	66
REFERENCES	67

Icons Used in this book:



EN 104: INTRODUCTION TO ENGLISH LANGUAGE

This Resource Guide for English 104 on Introduction to the English Language is designed for tutors and student teachers in the Pre Service Sudan Teacher Preparation Program.

This Resource Guide contains information that is foundational for all English language units. This guide contains reading strategies that will help student teachers strengthen their critical and active reading skills. They will learn to be more aware of what they are thinking before, during, and after reading.

Student teachers will learn the following reading strategies: Question the Author, (QTA), KWL, and ReQuest. They will also learn about text pattern recognition, how to create an anticipation guide for learners, and practice self-regulation questions. All of these strategies will help student teachers learn to be active, critical, and confident readers.

Active, critical, and confident readers know how to ask questions about the text they are reading. Active, critical, and confident readers take part in questioning the point-of-view of the authors they are reading. Active, critical, and confident readers are looking for and are able to recognize the text patterns that typically exist in informational textbooks. In other words, the dominant text patterns in Science, Social Studies, History, and English text books, for example, are: problems and solutions, cause and effect, sequence of events, description and comparison and contrast.

This Resource Guide also contains information on Chinua Achebe's Things Fall Apart novel. They will keep academic journals based on their reading of this novel. There are example questions for academic journals in this resource guide. In addition, there are grammar exercises in this resource guide.



EN 104 INTRODUCTION TO ENGLISH LANGUAGE

Learning Outcomes

- Student teachers will be able to form ideas and express opinions based on what they read.
- Student teachers will be able to use strategic reading strategies to so that they are able to read at the applied level.
- Student teachers will reflect on their practice.
- Student teachers will be able to teach their students how to form ideas and express opinions based on what they read.
- Student teachers will be able to teach their learners how to critically analyze text.

Learning Objectives

- On completion of this unit student teachers should be able to
- Identify patterns in informational text such as cause and effect and sequence of events.
 - Practice critical reading as you experience reading strategies such as the Questioning the Author exercise.
 - Increase their independent reading skills through engaging in self-monitoring comprehension exercises.
 - Develop their critical thinking, analysis and reflection skills through recording personal connections you feel to the text.
 - Make observations about how the text connects to other text they have read and the larger world.
 - Identify what they are thinking before, during, and after reading.
 - Help their learners generate questions about the text they are reading.
 - Cultivate learners who read with purpose as they make predictions about what they are reading and reflect on what they have read.

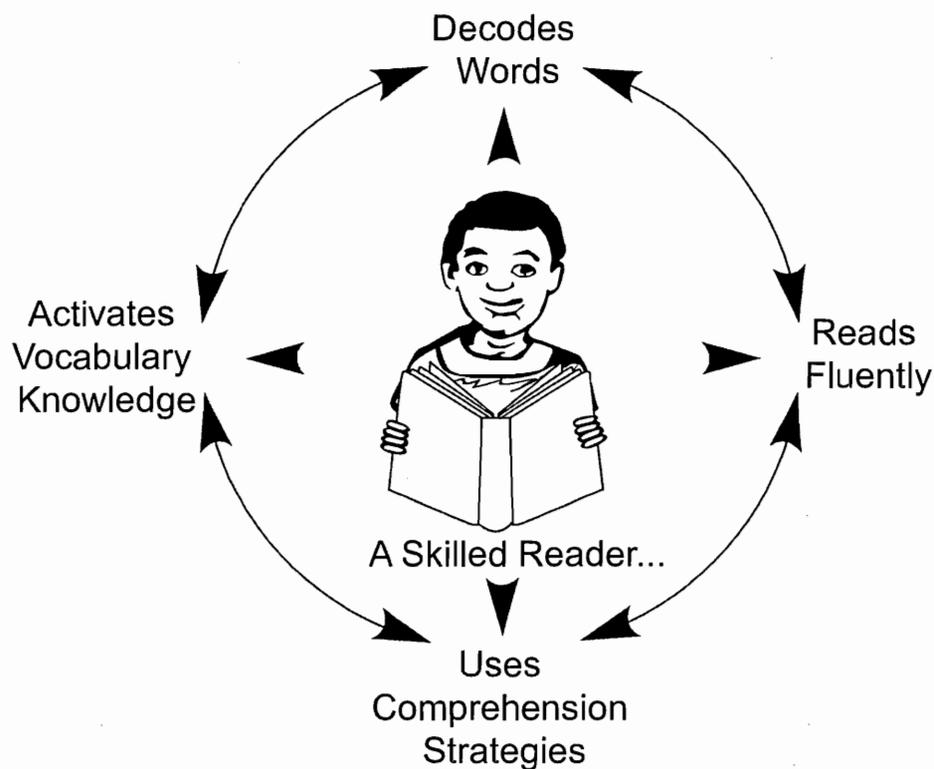


EN 104: INTRODUCTION TO ENGLISH LANGUAGE

Introduction

You must experience reading, writing, listening, and speaking in English together to learn how to communicate well in the English language. In this unit, you will learn reading comprehension strategies that will help you become more deliberate in your plans and actions while reading.

Using these reading comprehension strategies will help you have more control over your reading process. Using these strategies will also help you when you are reading and are unable to understand something. Reading comprehension refers to how well you understand the the text you encounter.



Reading involves decoding, reading fluency, vocabulary knowledge, and comprehension

Good readers are able to:

- Recognize and understand vocabulary words;
- Decode words (sound out words);
- Make sense of the words they encounter; and
- Apply reading comprehension strategies.

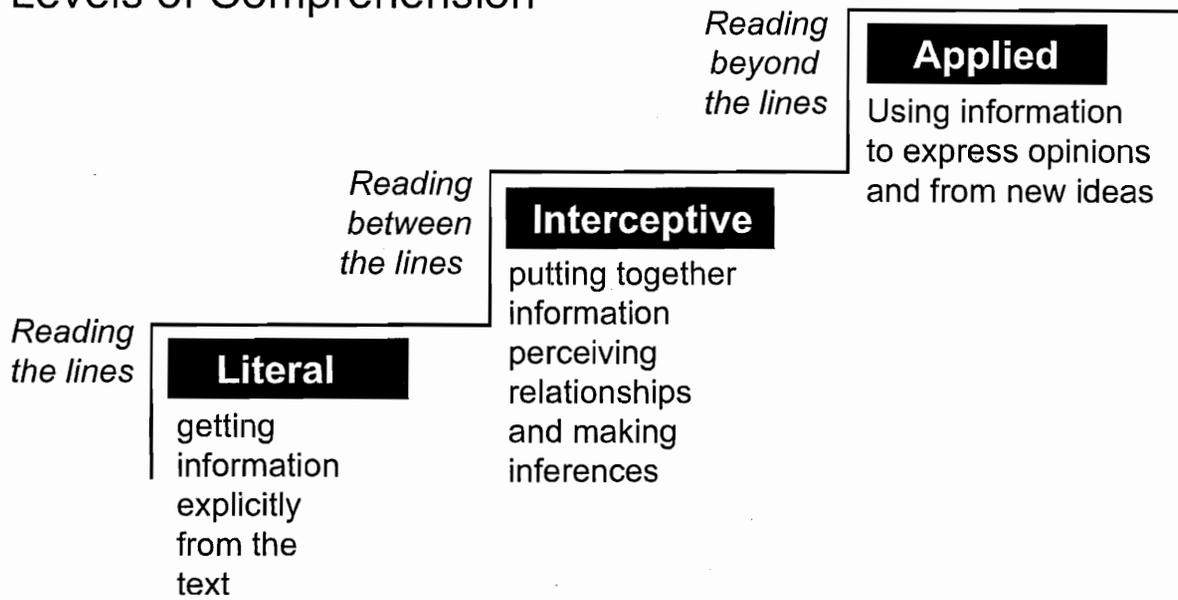
Source: Vacca and Vacca (2005). Content Area Reading: Literacy and Learning Across the Curriculum

Levels of Reading Comprehension

Being able to use information and express new ideas about what you read is important. When you are able to use the information you read to express new opinions and form ideas, you are reading at the applied level. Reading at the applied level is the highest level of reading comprehension. Please review the figure below to understand levels of reading comprehension: literal, interpretive, and applied.



Levels of Comprehension



Source: Vacca and Vacca (2005). Content Area Reading: Literacy and Learning Across the Curriculum.



TOPIC ONE: READING AT THE APPLIED LEVEL

The authors of *Content Area Reading: Literacy Across the Curriculum* write, “The more students perceive text patterns, the more likely they are to remember and interpret the ideas they encounter in reading” (427). In school, learners primarily encounter informational texts. Informational texts are designed to tell, show, describe, or explain something. Five text patterns dominate informational writing: description, sequence, compare and contrast, cause and effect, and problem and solution. If you are able to recognize these patterns in the texts you read, you will be in a good positions to read at the interpretive and applied levels.

Dominant Text Patterns Learners Will Encounter in Information Books

1. Description

Descriptive texts provide information about a topic, concept, event, object, person, or an idea.

2. Sequence of Events

Sequential texts put facts, events, or concepts into an order. The author traces the development of the topic and outlines the steps in the process. Some time references may be given such as first, second, next, last).

3. Comparison and Contrast

Texts containing comparisons and contrasts point out likeness and/or difference among facts, people, events, and concepts.

4. Cause and Effect

Cause and effect texts show how facts, events, or concepts (effects) happen or come into being because of other facts, events, or concepts (causes).

5. Problem and Solution

Problem and solution text shows the development of a problem and one or more solutions for the problem.

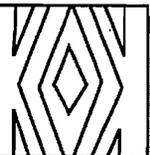
Source: Richard T. Vacca., & Jo Anne L. Vacca, *Content Area Reading: Literacy Learning Across the Curriculum* (Pearson Education, Inc.), 397.



Activity 1: Informational Text Patterns

Learning Outcomes

- Student teachers will be able to identify patterns in informational text such as cause and effect and sequence of events.



By practicing the recognition of patterns in text, you will be in a good position to retain the information you read and use the information you use to form new ideas and opinions.



Instructions

Please read text below and determine which one is sequence of events and problem and solution. Answer the questions and complete the graphic representations in the English 104 Workshop Activity Book.

Background

Dinka and Nuer living in the south of Sudan have fought over cattle and grazing land for centuries, settling scores at the point of a spear. But the civil war that ravaged the south for more than four decades changed when groups started using automatic weapons instead of spears. With the introduction of guns, tribal elders in South Sudan came to believe that modern warfare was not only killing their people, it was killing their culture. If modernity was part of the problem, tradition might be the solution, they reasoned.

In July 1999, chiefs and elders of the Dinka and Nuer came together for seven days to make peace through traditional means. You can see these photos and find additional information on the Dinka and Nuer Peace Talks by going to the following websites:

<http://www.washingtonpost.com/wp-srv/inatl/galleries/sudan/>

<http://southsudanfriends.org/wunlit/>

The Dinka-Nuer Peace talks begin in Thiet, a Dinka Area in June 1999.

First, before the peace conference, the two tribes held exchange visits to discuss logistics and security. At the first meeting in Thiet, on a small airstrip, a Dinka Chief embraces a Nuer Chief.

In preparation for the tribal peace conference, a bull is sacrificed in celebration of the Nuer chief's visit to the Dinka area.





As a gesture of peace, a Dinka Chief sprinkles water over fellow Dinka and Nuer negotiators seated in the meeting circle.



Tribal elders take part in meetings between the Dinka and Nuer tribal chiefs in Thiet.



Second, the delegation moves from Thiet to Ler, a Nuer Area, for more talks. The delegation consists of four Dinka chiefs and a female leader.



When the delegation arrives in Ler, Nuer Chief performs a dance with the women of Ler during the arrival ceremony.



Nuer women then carry a Dinka Chief on their shoulders in celebration of his visit.



The Nuer welcome the Dinka Chief by washing his feet.



Lastly, after the preliminary meetings in Thiet and Ler, the delegation's final stop is Wunlit for the formal beginning of the Peace Conference. As the sun sets in Wunlit, workmen put last-minute touches on tukles. These houses become the accommodations for the delegates at the long-awaited peace conference.



A Nuer chief speaks to the delegates during the start of the conference.





During the Peace Conference, the Dinka and Nuer engage in dialogue and listen to each other.



The participants listen to each other.



Dinka Chiefs sit on the dirt floor of the conference hall during the proceedings.



A Nuer delegate listens while a Dinka chief talks about atrocities inflicted upon his people.



Three Nuer women sit and listen while a Dinka Chief talks about the effects of the Dinka-Nuer war.



Dinka delegates Elizabeth Agok, front, and Monica Ayen Maguat, back, listen intently while a Nuer chief talks about the effects of the Dinka-Nuer war on his village.



Delegates sign and place a thumb print on a covenant of peace and reconciliation. They declare an end to more than seven years of intense conflict between the Nuer and Dinka tribes.



A Dinka Chief celebrates by getting a big hug from a Nuer Chief.





Two Nuer Chiefs perform a ritual dance to symbolize the peace agreement which they have just signed.



Dinka women lift their hands in the air while dancing with other women after the peace agreement was finalized signed on 8 March 1999.

Source: Washington Post July 1999
Photo Credits: Michel duCille.
Website: <http://www.washingtonpost.com/wp-srv/inat/galleries/sudan/>





Nelao's story

“Before I came to know that I had HIV, I was just living life because it's life and I had to live. But now I have a mission and a vision of what I'm living for.”

© UNICEF B-roll

Nelao at home in Namibia.

Ambassador of hope

Nelao, from Namibia, was infected with HIV at the age of 16, nearly five years ago. “I knew about HIV,” she says. “I was just afraid to follow the steps that I was telling other people. The man that infected me ... the love that I had for him fooled me. The words were inside, to just use a condom. But I failed to tell him that: ‘Let's use a condom.’ I felt, if I tell him, maybe that will be the end of the relationship. And I was just still too young to say ‘no’ and let ‘no’ mean ‘no’.”

Nelao only found out that she was HIV-positive when her son, who is now three years old, became ill. This led to their both having an HIV test. They were both found to be infected with the virus.

Not surprisingly, this was a great shock. But Nelao's mother stood by her and gave her a lot of support. “I'm still part and parcel of the family,” Nelao says. “Later on, when I got enough counseling, it made me understand what it means to be positive, how one can live and how one can cope with HIV.”

Nelao also made a brave decision — one that had a big impact not only on her own life, but on the lives of other young people. “In Namibia, the highest rate of HIV is in young people,” she explains. “And I came to realize that young people still believe that HIV is something that's not meant for them, especially if they are still at school. This was a big influence on me. So I decided to tell people that I was infected with HIV so young people could take me as an example: that HIV does not discriminate. And I have learned that although you are HIV-positive, life goes on.”

A mission and a vision

Life remains fulfilling for Nelao. “I'm currently involved in activities with young people, working as an ambassador of light, an ambassador of hope, in my country, targeting young people in secondary schools ... I believe that we as young people need to do something, hold hands, and fight against this epidemic.

“Before I came to know that I had HIV, I was just living life because its life and I had to live. But now I have a mission and a vision of what I'm living. Life is different in the way that I have become more mature. I'm really proud of the way I'm living.

“I made a big difference in a number of young people's lives. They have changed their behaviors. Some of them especially—it has touched them in a way that they decided to abstain, to delay sex, and I'm proud of that.”

Source: http://www.unicef.org/voy/explore/aids/explore_206.html



Activity 2: Questioning the Author

An important step toward building your critical reading skills and being able to read at the applied level is questioning the authors of the text you are reading. The Question The Author (QTA) reading strategy will help you think more deeply and critically as you make meaning from the text you are reading. The QTA strategy helps you learn how to read text for meaning. It provides you with an opportunity to question and challenge the author.

Instructions

In small groups please read Article One, Negative Customs and Traditions Affecting Women and Girls in the New Sudan, discuss responses to the below questions.

Questioning the Author

Critical readers are able to monitor whether the author is making sense by asking questions such as:

1. What is the author trying to say here?
2. What does the author mean?
3. What is the significance of the author's message?
4. Does this make sense with what the author told us before?

Source: Richard T. Vacca., & Jo Anne L. Vacca, Content Area Reading: Literacy Learning Across the Curriculum (Pearson Education, Inc.), 134.



Activity 3: Self-Regulation and Comprehension Monitoring

Self-regulation and comprehension monitoring is an exercise that will help you build the skills you need to read at the applied level. Paying attention to vocabulary words that you do not understand and being able to recognize ideas that do not make sense to you when you are reading will help you know what to do when you get into trouble while reading. The purpose of comprehension monitoring and self-regulation is to give you the tools you need to help you when you become confused while reading.

Self-Regulation and Monitoring

1. Are there words that I don't understand?
2. Is there any information that doesn't agree with what I already know?
3. Are there any ideas that don't fit together because I can't tell who or what is being talked about?
4. Are there any ideas that don't fit together because I can't tell how the ideas are related?
5. Is there any information missing or not clearly explained?

Source: Linda Baker quoted in Richard T. Vacca., & Jo Anne L. Vacca, Content Area Reading: Literacy Learning Across the Curriculum (Pearson Education, Inc.),78.





Activity 4: What are you thinking as you are reading?

Instructions

Another step in reading at the applied level is being aware of what you are thinking as you are reading. In small groups please read Article Three: a sensitization paper on the education of girls written for teachers in Southern Sudan, discuss and record your responses.

Text-to-Self, Text-to-Text, Text-to-World

As learners grow as readers, they begin to become more aware of the personal connections they feel to the text they are reading; they become more aware of differences and similarities between a range of texts, and they are able to make connections between the text they are reading and the wider world.

In a book entitled, *Strategies that Work* (2000) written by Harvey and Goudvis, the authors refer to the connections readers feel toward the text as:

- text-to-self
- text-to-text
- text-to-world

Text-to-self connections involve instances where readers feel personal connections with text events or character's emotions. Harvey recommends using autobiographies or personal memoirs to help learners develop skills in making text-to-self connections because reader identification can be particularly strong in these texts. Prompting learners to complete the thought that states, "It reminds me of..." can help them reflect on these types of connections.

Text-to-text connections involve connecting ideas across text. The concept of texts can be a broad one here; students might connect text content to a film or a song, for example. These can include comparing characters' personalities and actions; story events and plot lines; lessons; themes or messages in stories; finding common themes, writing styles, or perspectives in an author's work; or comparing the treatment of common themes by different authors.

Text-to-world connections are the most sophisticated connections learners can make. With these types of connections, learners reflect on the relationship between the content of the text and the wider world. This could include connections related to world events, issues, or concerns.

To keep track of the types of thinking and connections made to text, please keep a record:

- T-S: Text-to-Self
- T-T: Text-to-Text
- T-W: Text-to-World

Learners should focus not only on recording their connections, but also documenting how the connections they feel toward the text is leading them to greater understanding of the text.

Source: Richard T. Vacca., & Jo Anne L. Vacca, *Content Area Reading: Literacy Learning Across the Curriculum* (Pearson Education, Inc.),186.





Topic Two: Teaching Reading

Reading Strategies for Arousing Curiosity: KWL Chart, Oral Anticipation Guide, ReQuest.

In this section, you will learn strategies that will help you work with your learners to realize their questions and thoughts before, during, and after reading.



Activity 5: KWL Strategy

The KWL activity is an instructional strategy that will help you help your learners engage in active text reading. The KWL strategy begins with documenting what you know about a topic, and then moves to writing down questions you want to know, and then leads to recording what you have learned. Follow up activities to KWL could be class discussions, writing summaries, or taking notes on what you have read for use during report and essay writing. Overall, as your learners develop their confidence using the KWL strategy, you will find them beginning to learn more independently.

Instructions

In small groups, please look at a KWL chart and discuss and document how you might use it with your learners.

KWL CHART

What do I Know?

What do I Want to know?

What have I Learned?

What do I Know?	What do I Want to know?	What have I Learned?

Source: Richard T. Vacca., & Jo Anne L. Vacca, Content Area Reading: Literacy Learning Across the Curriculum(Pearson Education, Inc.), 323.





Activity 6: Oral Anticipation Guide

Oral Anticipation Guides help your learners think about content before reading about it. Your learners bring your ideas and previous experiences every time they read something. Anticipation guides help your learners understand what they already know and also allows them to become aware of ideas that they do not know and may want to know.

Anticipation Guides consist of a series of statements that students must respond to before reading the text. Responding to anticipation guide statements may lead your learners to form new questions before, during, and after they read.

Instructions

Read the box below to see an example of an oral anticipation guide. Then work in pairs to design an oral anticipation guide for use in a classroom lesson.

Oral Anticipation Guide Example

Designing oral anticipation guides can help you create lively discussions as your learners discuss some of their preconceived ideas and misconceptions about various topics. Oral anticipation guides help teachers raise expectations and create anticipation. For example, for a unit on HIV and AIDS, teachers can raise curiosity by asking learners to participate in a strategy known as every-pupil response.

The teacher tells the class that they are going to do an activity where they would be asked several questions about becoming infected with HIV. Every learner is to respond to each question by raising their right hand if they agree or raising their left arm if they disagree. The class has to participate together. After each question, learners share their responses to the following questions.

Is it true that you can contract HIV by:

- Having unprotected sex with an infected partner?
- Kissing someone with HIV/AIDS?
- Sharing needles with an HIV-Infected person?
- Sharing a desk with an infected person?
- Using a telephone after some with HIV has used it?
- Being bitten by a mosquito?
- Sharing a tooth brush?

Source: Richard T. Vacca., & Jo Anne L. Vacca, Content Area Reading: Literacy Learning Across the Curriculum (Pearson Education, Inc.), 308.



Activity 7: ReQuest

ReQuest is an instructional strategy that you will help your learners generate their own questions about materials they are reading. ReQuest requires that learners and teachers read together, and learners and teachers ask each other questions about the text. Some learners may struggle with knowing how to ask generative questions that stimulate interpretive or applied levels of thinking. It is the role of the teacher to model good question asking. ReQuest is an important strategy that is good to use with learners as they prepare to read information that they will use when researching and writing reports and essays.

Instructions:

Select a reading and practice ReQuest in small groups.

When ReQuest is used as a small group or whole class activity, follow these steps:

1. *Both the students and the teacher silently read the same segment of the text.* Manzo (1969) recommends one sentence at a time for students who have trouble comprehending what they read. However, text passages of varying length are suitable in classroom applications. For example, both teacher and students begin by reading a paragraph or two.
2. *The teacher closes the book and is questioned about the passage by students.*
3. *Next, there is an exchange of roles.* The teacher queries the students about the materials.
4. *On completion of the learner-teacher exchange, the class and the teacher read the next segment of text.* Step 2 and 3 are repeated.
5. *Stop questioning and begin predicting.* At a suitable point in the text, when the learners have processed enough information to make predictions about the remainder of the assignment, the exchange of questions stops. The teacher then asks predication question, "What do you think the rest of the assignment will be about? Why do you think so? Speculation is encouraged.
6. *Learners are then assigned the remaining portion of the selection to read silently.*
7. *The teacher facilitates a follow-up discussion of the material.*

Source: Manzo — quoted in Richard T. Vacca., & Jo Anne L. Vacca, Content Area Reading: Literacy Learning Across the Curriculum (Pearson Education, Inc.), 312.



Article One

Negative Customs and Traditions Affecting Women and Girls in the New Sudan in *Overcoming Gender Conflict and Bias: The Case of New Sudan Women and Girls*, Jambo S, New Sudan Women Federation, 2001, pp 37 – 42 & 57

This article is taken from a report about a study investigating women's empowerment in New Sudan.

The following information highlights some of the customs and traditions which affect women and girls in the New Sudan. The information is based on interviews of both women and men of different age groups and backgrounds.

Women's position in the family

The Dinka form the largest tribe in the New Sudan. They have a patrilineal society: authority, decision-making and control are in the hands of the man as the father and the head of the family.¹ The father therefore makes decisions and controls affairs on behalf of his family. The woman's role as a wife is usually submissive (obedient) with slight differences in power depending largely on her personality, number of children and her social background. The Dinka woman's status is wholly dependent on her husband and children and all traditional practices are aimed at enhancing the wealth of her husband or father. In the home compound, the men's section is located near the cattle (wealth), while the women's section is the cooking area of fireplace. Unfortunately, this situation is common in the whole of New Sudan, in varying degrees.

Dowry

Dowry or bride price is one of the major violations of women and girl's rights in the New Sudan. Women and girls feel that this practice is now a form of 'selling and buying' due to extreme abuse and exploitation of women and girls for quick enrichment. Bride price is considered as the legal contract by which the husband and his family have power over the bride for the rest of her life. The price varies from one region to another. Among the Dinka and other Nilotic tribes, dowry is generally in the form of a few hundred heads of cattle. In the Nuba Mountains, the SPLM has been able to reduce dowry to two cows and two goats per marriage.

The Sudan Relief and Rehabilitation Association (SRRA) Family Affairs Co-ordinator in Panyagor, Martha Ayen Deng, 40, said: "In fact women and girls are used to bring wealth, this has given them second class status in the society. This has led to their denial of education and lack of freedom to think of their own affairs without men." Among the Dinka in Panyagor (Upper Nile), dowry has been reduced considerably due to the war and loss of cattle. In some ways, this change is temporary since traditional practices are likely to be reinstated when the war is over. The average man has a maximum of three wives, unlike in Bahr el Ghazal where, except for the northern part, an average man could have up to 30 wives. Martha Yum, 52, a Dinka woman who lives in Rumbek, said dowry degrades women because: "Once dowry is paid, you have no voice in your home. An older man, for example, is able to 'afford' marrying a very young girl, but his sons will father her children. It does not matter whether this girl is in love with her own age mate or not, she has to succumb to her fate." This is a manifestation (sign) of the negative effects of war

¹ Women and Law Project, Sudan (1999): Customary Laws of Indigenous Groups.

and extreme abuse of culture since in the past, a son could 'inherit' his father's wife only after his father had died (provided she is not his mother). There are other factors, such as the girl's level of education, which will determine her 'price'. The more educated the girl, the higher the dowry her family will demand. Jonathan Manza, 78, a man from Mundu in Maridi said: "The dowry depends on the girl's family (status) and her education. If she comes from a 'prestigious' and educated family, more dowry will be required."

Women and a few men recommend that dowry and bride price be reduced. Since it takes time to eradicate (get rid of) such traditions, they recommend that comprehensive awareness creation (an awareness campaign) emphasise the importance of educating the girl-child because she is a human being with rights, and not an asset for enriching her father or relatives. They recommended that the SPLA, being the highest authority in New Sudan, embark on clear policies to abolish the practice of 'selling and buying' of girls. The movement should also create awareness so that the practice are gradually eradicated or die off naturally.

Arranged marriages evolve into forced marriages

Traditionally, among most tribes in the New Sudan, elders chose a 'good' girl for their son to marry. According to customs, this was intended to ensure that the boy would marry into a good home and have a successful marriage. Elders were expected to have better knowledge and wisdom to make the right choice, but the girl did not have any choice. After all, she was 'lucky' to be chosen. However, not all tribes practice this type of arranged marriage. Among the Nuba community, for instance, both the boy and the girl have a right to choose their marriage partner.² The girl's choice is usually based on whether the man is strong and brave or earning more than other men. Forced marriages, which assume the guise (appearance) of customs, are common among certain tribes of the New Sudan, including those living in exile. Girls who are extremely young are forced to marry almost anyone who can afford dowry. The question of whether the girl marries into a 'good home' is not considered because the desire for quick enrichment is overriding.

Early Marriages

The study indicates that at the grassroots level, early marriage is a common, if not the most absolute practice among some tribes in the New Sudan. Thousands of young girls are forced into early marriages instead of continuing their education, partly due to archaic (very old) traditions and partly due to the on-going war. This is most commonly practiced among the Dinka tribe. Tono Deng, a 25 year old Dinka man from Malual Kon said: "Girls of 15 years are being forced by parents and wealth to marry a man of 40-50 years, who most likely has at least 20 wives or so." Kar Mou Kor, 60, a Dinka man with five wives in Malual Kon said: "Girls are married off when they are still very young, they are taken to the cattle camp instead of schools for they are 'valuable marriage' assets." A 35-year old Dinka woman, Rachel Nyaluak Lam (the NSW Co-ordinator in Panyagor), attributes this practice to the conflict and harsh economic conditions. Lack of awareness on the importance of girl-child education and traditionalists' resistance to women's development are other major factors fuelling this practice. During discussions with community groups, community members strongly recommend that awareness be created on the importance of educating the girl-child. The community groups also cite (named) the need to immediately reduce bride price and gradually phase out the practice by creating awareness of its negative impact.

2 Findings from the Study, Nuba Mountains, May 1999



Recommendations on improving the status of women and girls in the New Sudan:

- The study strongly recommends sensitization (teaching people about) and awareness creation on Women's rights as human rights with the aim of gradually eradicating the culture of violence, harmful practices and punitive (punishment) tradition discussed in this chapter, among others. In addition, adoption and implementation of the following recommendations should greatly assist this process:
- Creating awareness on the importance of educating the girl-child
- Promoting the representation of women (women holding positions of power) in the legal system in New Sudan, including traditional courts, as a major step towards ensuring justice for women, girls and other marginalized (separated / downtrodden) groups
- Creating awareness and promoting rapid eradication (removal) of negative practices such as rape, abduction, wife inheritance, early/forced marriages, violence against women and other similar practices. In particular, concerted efforts should be made to promote recognition of rape as a horrifying crime against women/girls and humanity as a whole.
- The grassroots women and a few men recommended that dowry and bride price should be reduced

Article Two

In *From Survival to Thrival, Children and Women in the Southern Part of Sudan*. UNICEF, 1999, pp 58 and 60

This report was written for NGOs and donor countries.

Medium sized schools, also co-educational like most schools, generally have between 200 and 500 students, of whom only about 10% are girls, all of them in the first three grades. Only one or two of the 10-15 teachers are likely to be female. The school often has a few buildings made of local material, but half the classes are held outdoors. There are some textbooks and the syllabus may be Kenyan or Ugandan. Some schools have wells and latrines. The large schools have more than 500 students. Less than a third of them are girls, and there are rarely any girls above grade 4. Of the more than 20 teachers, only three or four are women. These schools have the new Southern Sudan syllabus but also use a Kenyan or Ugandan syllabus. There are brick buildings and also some made of local materials. A few classes are still held outdoors. These schools generally have a well or borehole and a number of latrines. Even when schools are available, children find it difficult to attend classes. In areas that are free of fighting there are frequent natural disasters like flooding. In times of severe drought communities have no choice but to migrate closer to rivers or other water bodies. In war affected areas, frequent bombings and raids and continuous population displacements (forced movement) all contribute to preventing most children from going to school. Only 40% of southern Sudan's one million primary school age children actually enroll in school, and of these only 26% are girls.

Convention on the rights of the Child (CRC)

The Right: Article 28 of the CRC establishes the right of every child to an education on the basis of equal opportunity.

The Reality: Very few children have access to primary education. Rural children, girls and children of displaced families are especially disadvantaged (deprived).

The Challenge: To provide more schools with trained teachers; to make education relevant to the needs of children; to make primary education freely available to all eligible.

There are a number of reasons why so few children are in school. Access to education is hampered (made difficult) by distance from the school, the need for children to work at home, the cost of uniforms and books, early marriage and the low value placed on the education of girls. Those children who do enroll are faced with a shortage of basic materials, books, blackboards, chalk, etc. Rural schools are worse off than urban ones.

The war has affected the education of all children, but the situation is worse for girls, There are many reasons why girls are kept at home while boys may be sent to school. These factors are cultural, economic and social. Because a girl will fetch a bride price whether she is educated or not, parents do not feel the need to incur (spend more) extra expenditure on her education. Also, girls are needed at home to help their mothers with household chores, especially to look after younger siblings. This burden on girls has increased in war affected areas. Many



women and their daughters now have to take on the work that was traditionally handled by their men, who are away fighting, or have been disabled or killed. The same disruption of life that restricts girls' opportunities for education has allowed more boys to go to school. Looting or destruction of livestock following war has freed boys from their traditional role of herding and taking care of domestic animals at cattle camps. With less work to occupy them, they are free to go to school.

There are other reasons, too, why boys are sent to school more often than girls. Parents are reluctant (unwilling) to send their adolescent girls to school if there are only male teachers to teach them. The fear of attention from male teachers and fellow students which could lead to pregnancy prevents parents from sending their older daughters to school. Even if a young girl is sent to school for a while, early marriage is often likely to cut short her education.

Some areas have worse educational problems than others. Bahr El Ghazal is one of the areas that has fared badly. The prolonged (extended) crisis and insecurity that prevailed in this region has adversely affected primary education. The main causes have been raids, atrocities by the militia and the army, natural disasters and displacement of populations. In Equatoria on the other hand, the number of schools has actually grown from about 200 in 1993 to over 1000 in 1999. Apart from this, several embryonic (new) teacher training centres have also been set up. However, their administration remains unstructured. Yet, learning is available and schools do function.

Article Three

In a Sensitisation Paper on the education of girls for teachers in Southern Sudan, Sudan Literature Center, Nairobi, 1996 pp.12–13, 19

Gender stereotyping at the school level

The overwhelming (large) majority of teachers in Southern Sudan are men. It is important for us to recognise that the image and status of teachers can provide powerful role models for pupils and also for the community. The lack of female teachers to provide role models for girls makes it even more important for male teachers to be sensitive in the way they treat their girl pupils. As literate people, the community also looks up to teachers.

The curriculum is another aspect which can act as a restraint to the participation of girls in school. An effort is now being made by Southern Sudanese educationalists to develop a curriculum which is more relevant to the south. As teachers you can appeal to those educationalists to make sure that it is gender sensitive. In other words, it should not be just a generalised curriculum, but should tackle the special needs of girls.

Meanwhile teachers, beware of the hidden curriculum. Issues such as what happens in a school day, what a teacher might say, or not say, and how he or she interacts with the pupils in the class could discourage the participation of girls.

Girls, because of the way they have been brought up, are normally shy. Therefore they are usually reluctant to answer questions in class. Girls are often made to believe that they are not as clever as boys and so they fear that they will be laughed at if they give the wrong answers. It is important for the teacher to help the girls overcome their shyness and to become confident and sure of themselves. When a girl makes a mistake, the teacher should correct her in a friendly way. Use words such as, "That's not quite right. Sarah can you try again?" or "Part of your answer is not right. Can someone help her?" The teacher must remember how difficult it is for any shy child to speak in front of a class. Do not rush such children and do not allow others to laugh at another pupil's efforts.

Do not ignore girls when they put their hands up in class. As they are few, give them as much attention as possible, but do not neglect the boys. All pupils should get equal attention, whether they are girls or boys. All your pupils should be encouraged to believe that they can do well.

Encourage the young girls in your class to tackle science and mathematics. We all know that girls, given the right atmosphere are quite capable of performing well in the sciences and mathematics. There are many examples around the world of renowned female doctors, engineers etc. Any girl who shows the potential and interest in pursuing these subjects has to be encouraged as much as possible. One day these girls will be the role models for others.

Boys and girls should not be treated differently when it comes to discipline.

Teachers must avoid sexually intimidating (frightening) and harassing (annoying or disturbing) the girls in their school. There are a number of instances of teachers harassing girls, particularly those who do well at school. In one school a headmaster decided to marry a school girl who had reached class 5. If a head teacher is the one disrupting a girl's education, what will his teachers and other men in the community do? Some teachers even get the girls to do some of their domestic chores and thus prevent them from participating fully in the school activities.



Changing girls' education

The belief that boys are smarter than girls is not true, and teachers should never give the idea that they think it is true. In other words, you should not ignore girls who put their hands up in class or say things such as "After all, you are just a girl", if a girl gets an answer wrong. Do not make remarks that belittle girls. For example, if a boy makes a mistake or does something wrong, you should not say things like, "Use your head and do not behave stupidly like a woman". You should also avoid stories like this:

Once upon a time men and women were equal. Everyone was allowed to own and keep cattle. Then one fine day a bull was slaughtered in the community. All the women went scrambling for the meat and in the process they forgot to restrain their cattle from wandering off into the wilderness.

The moral of the story is that women are only good for cooking food. They cannot be trusted with the management of property and therefore cannot be allowed to inherit property.

Teachers should give opportunities for both boys and girls to express themselves freely and encourage critical thinking.

Given a chance, girls can perform as well as boys, or even better. You are all aware of various NGO workers who come to Sudan. Many of them are women and they come in many different professional capacities. Many of the facilitators at the teacher training courses are women. Would it not be a source of pride to see Southern Sudanese girls progress to such professional standards and contribute to the development of the South at a higher level? Teachers should expose girls to become class monitors and school prefects and to lead in debating sessions etc. Encourage both girls and boys to come to the front and talk about their ambitions for the future. You can help them to gain confidence by appreciating their efforts.

ACTIVITY WORK PAGES FOR TOPIC ONE & TWO



Activity 1: Informational Text Patterns

Instructions

Which text was the sequence of events and problem and solution? You correctly recognized the text pattern if you think the Dinka and Nuer peace talks is the sequence of events text, and Nelau's story is the problem and solution text. Please discuss the questions below in small groups and document your answers in both the sequence of events boxes as well as the graphic organizers. A graphic organizer is another way to document what you read. You will notice some portions of the graphic organizer are complete. This was done to give you an idea of how to use them. Also, please complete the reflection questions about this activity.

Sequence of Events Questions: Dinka and Nuer Peace Talks

1. What happens between the Nuer and Dinka in July 1999?

2. What causes their meeting to happen?



Sequence of Events Graphic Organizer: Dinka and Nuer Peace Talks

For decades the Nuer and Dinka fought over land and cattle. Spears were the weapons of choice and women and children were not hurt in the exchanges.

At some point, the weapon of choice became the AK-47 and women and children were also hurt in the exchanges between Nuer and Dinka. The elders in the Dinka and Nuer tribes agreed to work with the Sudanese council of churches to organize a peace conference.

The groups first meet in Dinka land



Next they move to the Nuer land



Lastly, the group meets in Wunlit



Problem and Solution Text: Nelau's Story

1. What is Nelau's problem?

2. What causes Nelau's problem?

3. What are the effects of Nelau's problem?

4. What steps is Nelau taking to address the problem of being HIV positive?

5. What is the result of Nelau speaking out to others about being HIV positive?

Problem and Solution Graphic Organizer: Nelau's Story

Problem

Who has the problem?

What is Nelau's problem?

Why is being HIV positive a problem?

Attempted Solutions	Solution	Outcomes

End Result

Source: From Harry Noden and Richard Vacca, Whole Language in Middle and Secondary Classrooms. Copyright 1994 by Allyn & Bacon, Reprinted by permission in Richard T. Vacca., & Jo Anne L. Vacca, Content Area Reading: Literacy Learning Across the Curriculum (Pearson Education, Inc.), 405.



3. Are there any ideas that don't fit together because I can't tell who or what is being talked about?

4. Are there any ideas that don't fit together because I can't tell how the ideas are related?

5. Is there any information missing or not clearly explained?

Source: Linda Baker quoted in Richard T. Vacca., & Jo Anne L. Vacca, Content Area Reading: Literacy Learning Across the Curriculum (Pearson Education, Inc.),78.





Activity 5: KWL Strategy

Instructions In small groups, please review the KWL chart. Discuss and document how you might use it with your learners. Make sure to also complete the reflection activity.

KWL CHART

What do I Know?

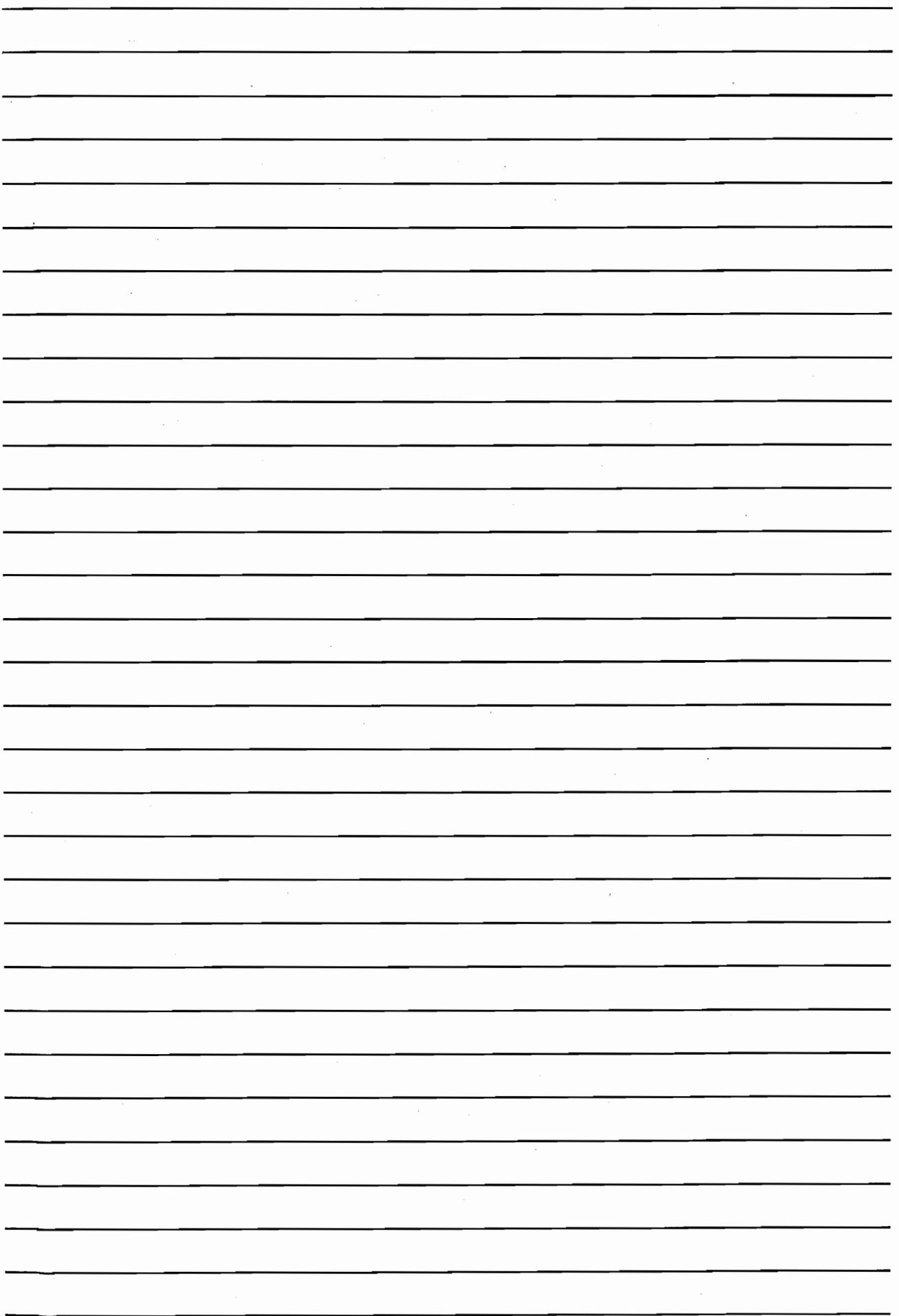
What do I Want to know?

What have I Learned?

What do I Know?	What do I Want to know?	What have I Learned?

Source: Richard T. Vacca., & Jo Anne L. Vacca, Content Area Reading: Literacy Learning Across the Curriculum (Pearson Education, Inc.), 323.







TOPIC 3 : THINGS FALL APART - CHINUA ACHEBE

African Literature

The more you read, write, listen and speak to others in English, the better you will understand how to communicate in English. There are notes in this pre service resource guide that show example questions for keeping an academic journal on Chinua Achebe's Things Fall Apart. In addition to the reading and writing activities, there are grammar exercises in this pre service resource guide.

Overview

Chinua Achebe's 1961 book is a story that is about life during colonial times. Set in Nigeria, the book follows the story of Okonkwo, a son who is determined not to end up a failure like his father. He wants to follow tradition and rise in ranks within his community. But just as the title predicts, Okonkwo's plans for a perfect life go astray. Change is inevitable, and even the best laid plans go astray. In the turbulent time setting, Okonkwo is doomed to lose the traditions he cherishes as his society slowly falls apart.

About Chinua Achebe

- Born in 1930 in Ogidi, Nigeria.
- Full name: Albert Chinualumogu Achebe.
- Father: Christian evangelist and teacher.
- Education: in the British colonial system, received a BA in 1953.
- 1958: his first book, Things Fall Apart, was published.
- 1966 Man of the People published: first book set in post-colonial Nigeria
- Became highly involved in Nigerian politics.



Chinua Achebe Quote:

“For me there are three reasons for becoming a writer. The first is that you have an overpowering urge to tell a story. The second, that you have the intimations of a unique story waiting to come out. And the third, which you learn in the process of becoming, is that you consider the whole project worth the trouble-I have sometimes called in terms of imprisonment-you will have to endure to bring it to fruition” (Achebe, Horne and Exile 39).



Academic Journal

The journal is a place for you to do everything from document vocabulary words that you do not understand to noting connections you feel to the story you are reading, to making predictions about how the story will unfold. One of the most important functions of the journal is that you can record ideas that you read that do not make sense to you. Being aware of the ideas that you read that do not make sense and writing about why they do not make sense is an important part of becoming an independent, critical, active reader. Below are guidelines for keeping your academic journal.

Guidelines for Writing Response Journals

- Write your personal feelings, opinions, thoughts, likes, and dislikes. This is your journal. In it, feel the freedom to express yourself and your personal responses to reading.
- Write down anything that you are thinking while you read. The journal is a way of recording those thoughts that pass through your mind as you read a book.
- Don't worry too much about the accuracy of spelling and the mechanics in the journal. The content and expression of your personal thoughts should be your primary concern.
- Record the chapter and number of the page you were reading when you wrote your response. You might want to look back to reread or verify your thoughts.
- Relate what you are reading to your own experiences.
- Ask questions while reading. This will help you make sense of the story or characters.
- Make predictions about what you think will happen as the plot unfolds. Document if your predictions are true or change those predictions as you proceed in the text. Don't worry about being wrong.
- Praise or criticize the book, the author, the style.
- Talk to characters as you begin to know them. Give them advice to help them. Put yourself in their place and tell them how you would act in a similar situation.



Self-Regulation and Monitoring

In your journals, before, during, and after each reading each chapter, note your responses to the self-regulation and monitoring questions.

- Are there words that I don't understand?
- Is there any information that doesn't agree with what I already know?
- Are there any ideas that don't fit together because I can't tell who or what is being talked about?
- Are there any ideas that don't fit together because I can't tell how the ideas are related?
- Is there any information missing or not clearly explained?

Source: Linda Baker quoted in Richard T. Vacca., & Jo Anne L. Vacca, Content Area Reading: Literacy Learning Across the Curriculum (Pearson Education, Inc.),78.



Activity 8: Academic Journal

Instructions While reading Chinua Achebe's Things Fall Apart, keep a journal where you record what you are thinking before, during, and after reading each chapter. You will need a separate notebook for your English 104 Academic Journal. Use the outline below as a model for how you should outline your entries. You should spend at least one hour writing in your journal for each chapter.

Chapter 1 Response Journal for Things Fall Apart

- Document the main events during chapter 1. What characters did you meet? Where do they live? What are their struggles?



- After reading chapter 1, comment on your personal feelings, opinions, thoughts, likes, and dislikes thus far about the book.

- Relate what you read in chapter 1 to your own life experiences.

- Write down any relationships you notice between the content of chapter 1 and other texts you have read.



- Write down any connections you notice between the content of chapter 1 and the world around you.

- After reading chapter 1, what do you think will happen as the plot unfolds?

Source: Richard T. Vacca., & Jo Anne L. Vacca, Content Area Reading: Literacy Learning Across the Curriculum (Pearson Education, Inc).

Chapter 1: Self-Regulation and Monitoring for Things Fall Apart

- Are there words that you don't understand in chapter 1? If so, note them below along with their definition. You will need to find the definitions yourself.



PRACTICING GRAMMAR

- 1. Question Tags** – this is used when one seeks information and/or clarification.
- 2. Word Formation** – this topic is meant to develop your vocabulary;
- 3. Phrases and Clauses** – this topic aims to improve your grammar.

TOPIC 4: QUESTION TAGS

Introduction

This topic discusses the use of question tags to seek information and clarification.

Learning Objectives

By the end of this topic, you should be able to:

- Use question form to seek information and clarification.



What are Question Tags?

Question tags are frequently used in spoken English. They are usually used to invite another person to make a comment. An example is an expression such as “isn’t it?” or “don’t you?” Question tags are at the end of a sentence and are used to gain clarification. Usually the voice goes up or down when using question tags. Positive tags are normally used with negative sentences, and negative tags are used with positive sentences.

Example 1:

1. You don’t live here, do you?
2. Lomoro enjoyed the meal, didn’t he?
3. She isn’t very friendly, is she?
4. I can put my bag here, can’t I?
5. You’ve eaten all the mangoes, haven’t you?
6. It’s a nice day, isn’t it?
7. Don’t forget to visit, will you?
8. Let’s pay the house rent, shall we?

How can we make question tags?

Let’s look at the following examples to see how we can make question tags.

Example 2:

Positive sentence	Negative tag	Negative sentence	Positive tag
It’s a beautiful day,	isn’t it?	It isn’t a very nice day,	is it?
You’ve been to Yambio,	haven’t you?	You haven’t been to Yiról,	have you?
It could have been Taban,	couldn’t it?	It couldn’t have been Taban,	could it?
You know Mary,	don’t you?	They don’t eat meat,	do they?
She drives to work,	doesn’t she?	Your brother doesn’t speak Arabic,	does he?
They played well,	didn’t they?	You didn’t leave the door open,	did you?



With the previous examples, do you think you can make question tags? As you hear and use question tags more, you will begin to feel more comfortable with using them.

Summary of the Topic

We have learned that:

- Question tags are words that function together as a group such as “isn’t it?” or “don’t you?”
- Question tags are used mostly in spoken English. They are rarely used in written English.



Activity 9: Question tags

Use question tags to complete the sentences.

1. It's a lovely day, _____?
2. That was exciting, _____?
3. She wrote the composition herself, _____?
4. We can stay at Kuku's house, _____?
5. Open the window, _____?
6. They'd better attend the meeting, _____?
7. Let's play volleyball, _____?
8. Let's go for hunting, _____?
9. You'd better go to bed early, _____?
10. Buy a kilo of sugar for me, _____?





TOPIC 5: WORD FORMATION

Introduction

Word formation refers to using prefixes and suffixes.

Learning Objectives

By the end of this topic, you should be able to:

- Develop vocabulary banks that are based on both meaning and word structure.



Content of this topic

This topic is made up of the following sub-topics:

- Prefixes
- Suffixes

5.1 Prefixes

A prefix is a letter or group of letters added to the front of a word to alter its meaning, such as un: unhappy; co: co-operate.

A. With the meaning 'not'

We often use prefixes (un-, il-, and dis-) to give adjectives (and some verbs and nouns) a negative meaning. The following are some examples:

Happy	Un happy
Possible	Im possible
Correct	In correct
Like (verb)	Dis like
Legal	Il legal (meaning against the law)
Regular	Ir regular

We use **un-** with many different words, for example, unfriendly, unable, unemployed (meaning without a job), untidy (meaning not in order; in a mess).

We use **im-** before some words beginning with "m" or "p," e.g., impolite (meaning rude); impatient (someone who is impatient wants things to happen now);

We use **il-** before some words beginning with "l," e.g., illegible (meaning cannot be read because the writing is very bad)

We use **ir-** before some words beginning with "r," e.g., irresponsible

We use **dis-** before some adjectives, e.g., dishonest, and a few verbs, e.g., dislike, disagree

We use **in-** before a limited number of words, e.g., invisible (meaning cannot be seen).



Note

Please note that a prefix does not usually change the word stress, e.g. happy/unhappy; possible/impossible. The stress however may change if you would like to emphasise the negative or opposite of the word. Let us consider the following examples.

Was she happy about the change?

No, she was very unhappy about it.

Verb prefixes

These prefixes have two meanings: they can have a negative meaning (as we have seen above), but they can also mean 'the opposite of an action' or 'to reverse an action'. This meaning is used with certain verbs.

Consider the following examples:

I **locked** my bag when I left, but I lost the key, so I couldn't **unlock** it when I got back.

The plane **appeared** in the sky, then suddenly **disappeared** behind a cloud.

C. Other verb prefixes with specific meanings

Re- (=again)

- My essay could be improved so I will redo it.
- The clinic closed down but will reopen next week.
- I failed my Sudan School Certificate exams but I can retake (or redo/resit) it next year.

Over- (=too much)

overwork).

too

- I think Mrs Maria is overdoing it at the moment. (Meaning working too hard; also
- I went to bed very late last night and I overslept (meaning
- slept too long) this morning.
- The shop seller overcharged me (meaning asked me for
- much money)
- Mis- (=badly or incorrectly) Khamis and Julia misread the second question.
- I am afraid I misunderstood what she said.



Activity 10: Verb prefixes

Complete the verbs in the following sentences.

1. I'm sorry, I mis..... his message completely.
2. She was here a minute ago, but then she dis..... I'm afraid! I don't know where she is now.
3. My essay could be better so I'll re.....it.
4. She finally managed to un.....the door and we were able to go inside.
5. I don't think I'll pass the exam, but I can always re.....in October this year.
6. He is over.....at the moment. He really needs a holiday and a complete break from his job.

Which prefix forms the opposite of these words?

.....happy	.....patient	.....polite	.....legal
.....correct	.....regular	.....visible	.....possible
.....legible	.....friendly	.....employed	.....honest
.....pack	.....lock	.....agree	.....like



5.2 Suffixes

A suffix is a letter or group of letters added to the end of a word to make another word. E.g. the suffix *ment* added to the end of *improve* makes *improvement*; *-ing* added to *spell* makes *spelling*; *-ness* added to *happy* makes *happiness* etc.

A. Verb + suffix

The following table shows how nouns can be formed from verbs.

Verb	Suffix	Noun
Improve (= get better)	-ment	Improvement
Manage e.g. a shop or a business	-ment	Management
Elect (=choose somebody by voting)	-ion	Election
Discuss (= talk about something seriously)	-ion	Discussion
Inform (= tell someone something)	-ation	Information
Jog (= running to keep fit or for pleasure)	-ing	Jogging
Spell	-ing	Spelling

B. Adjective + suffix

We can also form nouns by adding a suffix to an adjective. The two suffixes that are often added to adjectives to form nouns are *-ness* and *-ity*.

Let us consider the following table to illustrate this with some examples.

Adjective	Suffix	Noun
Weak	-ness	Weakness
Happy	-ness	Happiness
Dark	-ness	Darkness
Stupid	-ity	Stupidity
Similar	-ity	Similarity

C. Adjective Suffixes

Suffixes change word class, e.g., from verb to noun or to adjective, but they can also change meaning.

Noun or verb + suffix

Noun or verb	suffix	Adjectives
Danger, fame	-ous	Dangerous, famous (=well known)
Music, politics, industry, economics	-al	Musical, political, industrial, economical (=saves you money)
Cloud, sun, dirt	-y	Cloudy, sunny, dirty
Attract, create	-ive	Attractive, create

Note

Sometimes there is a spelling change. Here are common examples.

- Double the consonant, e.g., sun becomes sunny.
- Leave out the final 'e', e.g., create becomes creative.
- Leave out the final 's' before 'al', e.g., politics becomes political.
- Change 'y' to 'i' before 'al', e.g., industry becomes industrial.

D. -able

The suffix **able** (also **-ible**) are used to form many adjectives from nouns or verbs. e.g. enjoyable; comfortable; knowledgeable (=knows a lot); suitable (= right/correct for a particular situation).

Quite often, **-able** (and **-ible**) has the meaning 'can be done'; e.g., something that is workable, 'can be worked out easily'. Other examples include:

- *drinkable*
- *comprehensible* (= can be comprehended or understood)
- *reliable* (= can be relied on or trusted, e.g. a car that never breaks down)

Words ending **-able** quite often express the opposite meaning by adding the prefix **un**. For example:

- undrinkable,
- unreliable,
- unbreakable (= cannot be broken),
- unsuitable,
- uncomfortable.

Words ending **-ible** and the prefix **in**.

For example:

- incomprehensible,
- inflexible (= somebody who is inflexible has a fixed idea about something and cannot change quickly or easily. An inflexible timetable cannot be changed easily.
- Inedible (= cannot be eaten).

E. -ful

The suffix **ful** means 'full of' plus the meaning of the adjective. For example,

- careful means you are full of care.
- helpful means you are full of help.
- painful means it hurts a lot.
- thoughtful (someone who is thoughtful is kind and always thinks about others; a thoughtful action shows care for others).

The suffix **-less** means 'without' plus the meaning of the adjective. For example,

- careless means doing something without care,
- useless means has no use or function,
- homeless means nowhere to live.



Summary of the topic

In this topic, we have learned that:

- A prefix is a letter or group of letters added to the front of a word to change its meaning, e.g., happy to unhappy;
- A suffix is a letter or group of letters added at the end of a word to make another word, e.g., -ness in kindness.



Activity 11: Nouns

Complete the table

Verb	Noun	Adjective	Noun
Educate	Education _____	Happy	_____
Improve	_____	Dark	Darkness
Jog	_____	Weak	_____
Spell	_____	Similar	Similarity
Hesitate	_____	Punctual	_____
Arrange	_____	Sad	_____



TOPIC 6: PHRASES AND CLAUSES

Introduction

This topic focuses on how to identify phrases and clauses from sentences.

Learning Objectives

- By the end of this topic, you should be able to:
- Identify phrases and clauses from sentences.



Content of this topic

This topic is made up of the following sub-topics:

- Phrases
- Clauses

6.1 Phrases

A phrase is a group of words working as a unit but unable to stand alone or to make sense, but the definition can also include single words. In other words, a phrase is a two or more words that function together as a group.

We can also say that a phrase is a combination of two or more words that form a meaningful unit within a sentence, a clause, or another phrase.

A phrase does not contain a verb and a subject and therefore does not make any sense whatsoever on its own.

Example:

Consider the following sentence:

She made up her mind to jump over the fence.

The phrase in the above sentence is jump over the fence.

6.1.1 Kinds of phrases

There are five kinds of phrases, each named after the class of the headword. The kind of phrase you have depends on what else appears in the sentence. The following table shows the five kinds of phrases.

Kind of phrase	Example
Noun Phrase	They love <u>their first home</u> . (home is a noun)
Verb Phrase	We <u>have been defeated</u> in the football match. (defeated is a verb)
Adverb Phrase	Walk <u>quickly to the doorway</u> . (quickly is an adverb)
Adjective Phrase	It's too <u>difficult to do</u> . (difficult is an adjective)
Prepositional Phrase	They walked <u>along the path</u> . (along is the introducing preposition; the path is a noun phrase)





Activity 12: Phrases

Underline the phrases in the following sentences.

1. We walked across the swinging bridge.
2. She found herself tied to a post.
3. Before he left the room, he put all his books in a bag.
4. A simple watchman was all he hoped to be.
5. Under her mother's arm the baby found peaceful rest.
6. They steered the boat in the hope of avoiding the crocodile.
7. Letters were her closest companion during the time she was away.

6.2 Clauses

A clause is a unit of related words, which contains a subject and other words, always including a verb, which gives us information about the subject.

A clause will normally contain a subject and a verb. Some clauses are complete and can stand on their own. However, a clause is not a complete sentence because it does not obey the rules that govern units of communication.

Independent clauses can stand on their own whereas those that cannot stand on their own are called subordinate or dependent clauses.

For example, *the patient stopped breathing*, so I shouted for the nurse. In this example, the patient stopped breathing is an **Independent (main) clause** of the sentence because it can stand alone or on its own. In fact when we put a full stop after breathing, it becomes a legitimate sentence.

I shouted for the nurse is also a main clause because it can stand alone, too. What we have is what is called a compound sentence consisting of two main clauses coordinated by so as shown below.

Independent (Main) clause	coordinator	Independent (Main) clause
The patient stopped breathing	so	I shouted for the nurse

Another example:

This is the patient who stopped breathing.

We can pick the main clause from the above sentence because it can stand on its own: **This is the patient**. The rest of the sentence consists of **who stopped breathing**—which is the subordinate clause because it can not stand on its own.

Independent (Main) clause	Subordinate clause
This is the patient	who stopped breathing.

Summary of the Topic

In this topic, we have learned that:

- A phrase is a group of words working as a unit but unable to stand alone or to make sense.
- A phrase does not contain a verb and a subject;
- A clause is a unit of related words, which contains a subject and other words, always including a verb, which gives us information about the subject.
- Independent clauses can stand on their own whereas those that cannot stand on their own are called subordinate or dependent clauses.



Activity 13: Clauses

Identify the main clauses and the subordinate clauses in the following sentences:

1. As soon as Kuku entered the room, he closed the door.
2. They lay in their beds after the lights were put out.
3. While we were waiting for him, we worked out the answers.
4. During the time he stayed in town, his wife visited him regularly.
5. They arrived in Tambura before their children left.
6. I shall keep two oranges for Lily and Monday.



GLOSSARY

Adverb: A word that describes about a place, time, manner, cause or degree , such as kindly or quickly.

Adjective: A word that describes a person or thing, e.g. a big house; green pen; clever idea. The words big, green and clever are all adjectives.

Curriculum Vitae (CV): A written record of education and employment.

Clause: A group of words that includes a subject and a verb. It forms a sentence or part of a sentence. For example, He often goes to the village because his mother lives there. 'He often goes to the village' is the main clause and 'because his mother lives there' is a subordinate clause.

Decode Words: Sound out the text to make meaning of the words.

Deliberate: Done with awareness and careful consideration.

Encounter: To meet or come across.

Generative: Issues, themes, concepts, and ideas that provide enough depth, significance, connections, and variety of perspectives to support learners' development of powerful understandings.

Noun: A word that refers to a person (teacher), a place (Nimule) or a thing (plant).

Opinions: Beliefs or conclusions held with confidence but not substantiated by positive knowledge or proof.

Interpretive: The way a person sees or thinks about something.

Misconceptions: A mistaken thought, idea, or notion; a misunderstanding.

Patterns: Consistent, characteristic form, style, or method.

Preconceived: To form (an opinion, for example) before having full knowledge or experience.

Prefix: A letter or group of letters added to the beginning of a word to change its meaning, such as "un" unhappy.

Phrase: A phrase is a group of words working as a unit but unable to stand-alone or to make sense.

Question Tag: A phrase such as, "isn't it?" or "will you?" or "don't you?" that you add to the end of a statement in order to turn it into a question or check that the statement is correct

Reading Comprehension Strategies: Guidelines, tools, and approaches that help you develop the skills you need to read better.

Suffix: A letter or group of letters added to the end of a word to make another word, such as "ly" in slowly or "ness" in kindness or sadness.

REFERENCES

8 March, Call for Stopping Child Marriages, afrol.com <http://www.afrol.com/Categories/Women>,

Afrol Website, Call for Stopping Child Marriages, <<http://www.afrol.com/Categories/Women>>

Arthur, M. (2003), Classroom Management. Creating a Positive Learning Environment, Thomsen, Victoria, Australia

Jambo, S (2001). Overcoming Gender Conflict and Bias: The Case of New Sudan Women and Girls, New Sudan Women Federation, Nairobi, Kenya

Jedidah Akaranga (1996). English for Primary Teacher Education. East African Educational Publishers: Nairobi

Jimmie Hill and Rosalyn Hurst (1989). Grammar and Practice: self study with key. Language Teaching Publications: England.

King Graham (2000). Good Grammar. Harper Collins Publishers. Great Britain.

Redman Stuart (1997). English Vocabulary in use. Cambridge University Press. Cambridge.

Taylor Shirley and Gartside Leonard (1998). Model Business Letters. Financial Times Professional Limited. London.

UNICEF (1999). From Survival to Thrival. Children and Women in the Southern Part of Sudan,

UNICEF, Voices of Youth Website: http://www.unicef.org/voy/explore/aids/explore_206.html

Vacca Richard T. & Jo Anne L. Vacca (2005) Content Area Reading: Literacy Learning Across the Curriculum, Pearson Education, Inc.

Washington Post Newspaper (July 1999): <http://www.washingtonpost.com/wp-srv/inatl/galleries/sudan/>

West Clare (1993). Recycling your English. Georgian Press Limited. Great Brit





ISBN: 9966-33-145 -X