Writers' Workshop Manual

By the staff of
SIL South Sudan
and of the
Institute of Regional Languages

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Introductory and Intermediate Writers' Workshop Materials with Teacher's Notes and Supplemental Materials
WRITERS' WORKSHOP MANUAL

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Preface

New readers need literature to practice their skills and every literacy programme needs a variety of interesting books. This manual will help beginning writers to write and revise their stories and articles.

The Writer’s Handbook by Margaret Hill inspired these materials. The handouts and lesson notes were originally prepared by the Institute of Regional Languages (IRL), southern Sudan to help primary school teachers improve their writing skills. They were based heavily on materials prepared by Claudia Scott in 1980. Wanda Pace and John Duerksen further tested and modified the materials between 1981 and 1983.

John Duerksen and Alice van Bergen of SIL, and John Baptist Asan, Fr. David Tani, Magot Deng Nyang, and Patrick R. Ladu of IRL made additional revising in Sudan in 1986. The materials evolved into their present form through use in SIL-Sudan’s Workshop Program in the 1990’s. Joan Bomberger, Doug Sampson, Jackie Marshall and Sean Scott have suggested significant improvements.

Sean Scott
Nairobi
July 2000
A NOTE TO THE READER

The Introductory Writers' Workshop teaches basic writing skills in the context of writing a folk story. Since folk stories are familiar material, the writer does not have to concentrate on thinking of original ideas, but can focus on developing his writing skills. The Intermediate Writers' Workshop teaches how to use different writing styles. The final results are compiled into a news bulletin. This material was designed for Sudanese workshop participants. Teachers should seek cultural and language examples from the area and language families in which they are working.

Schedule

Each workshop can be taught in five days. The two workshops can be taught back-to-back in two weeks. However, having time between the two workshops is advantageous for people to further practice their skills before proceeding to the second workshop. If the participants live at home and commute, another option is to meet a few days a week, giving them more time to practice and revise their writing between classes.

Handouts and teacher's notes

Most lessons consist of a participant's handout and the teacher's notes. The handouts are designed for every participant at the workshop. The teacher's notes are designed for only the teacher. Each document has a description on the left-side of the footer, describing if the document is a handout or a teacher's note. Some documents are both handouts and teacher's notes. (In addition, the right-side of the footer will tell you if the document is part of the introductory or intermediate course.) While the teacher's notes match the handout, they also include explanations and additional resources for the teacher. These notes are inside square brackets and Italics. [This is an example of how the additional notes will appear.]

Printing

If enough equipment and personnel are available, a small number of folkstory books and news bulletins can be printed by the end of the workshop, or shortly thereafter. If the workshop is conducted locally, having a few days between the last class session and the closing ceremony allows time for production. Having a finished product can be a very rewarding experience. It is not advisable to delay too long in completing the publications if they are not finished by the time the workshop ends. The numbers produced should be sufficient for each participant to have his own copy, plus a few extra copies for community checking, public relations, leaders in the communities and language files.

Comments

We appreciate any comments towards improving the Writers' Workshop Manual. Please submit your suggestions to:

Literacy Coordinator - Nairobi Region
SIL-Sudan, P.O. Box 44456, Nairobi, Kenya

or

SUB DLP@sil.org
Background reading for training writers


How to Prepare to Teach and Lead a Writer’s Workshop Session

Materials
A copy of the handout should be made for each participant. Handouts exist for each major topic being covered. Supplementary handouts with additional information or exercises may also exist. You do not necessarily have to use all the supplementary material in your class.

Teachers’ notes contain handout material with extra notes at the appropriate places to help the teacher lead creatively and well. They might contain a suggested activity, questions to be asked of the participants, answers to questions, or just extra information.

Visual aids may be quotes, posters or extra materials in a form that can be displayed for use in the lesson. There may only be one or a few copies of these, unlike the handouts where one copy will be made for each participant.

In addition to this you should have a timetable which tells you how much time you have for your session.

Some keys to (adult) teaching
Below are some things to remember when teaching adults:-

Respect – If learners do not feel respected by the teacher they will not learn well. Some ways of showing respect in the classroom are to make sure that the environment is as comfortable as possible; people can see, hear, have the necessary materials etc. Adults need to be told why they are doing things and not just told to do things without reasons. Some things should be done in dialog with the class, and not just imposed by the teacher. The term ‘facilitator’ is appropriate to use of a teacher of adults. Of course, ways of showing respect vary with culture, and you will know best how to show respect in a Sudanese way.

Affirmation – Learning new skills can be hard work. Encouragement from the teacher will always help this learning. Comments like, ‘well done’, ‘good question’, ‘interesting example’ help affirm the student. Learning takes time, which is something a teacher who is familiar with his material can forget. Even if a student only catches part of a concept or idea, acknowledge the part she or he has understood before clarifying what remains.

Involvement – People learn more when they are involved, not merely listening to someone talking. Knowles’ research showed that adults learn 20% of what they hear, 40% of what they both hear and see, and 80 % of what they do or discover for themselves. Other research shows that individuals learn with differing degrees of effectiveness through visual, audio and tactile methods. This means that a variety of teaching methods is best.

Good teaching will include effective use of the board and visual aids and maybe even ‘audio aids’ such as songs. Short sketches or role-plays can also be used. Be creative. Enjoyment helps learning. Ask questions to make students think rather than simple presenting the answers. Use classroom ‘brainstorming’ and discussion of a subject. Sometimes a large group can be broken into smaller groups for discussion and then an appointed leader from each group can give the main points to the whole group. Listen to your students. Repeating what students have said in your own words is sometimes a useful way to check your understanding and make things clear for the class as well.
Preparation

Read through the materials you have received. It is up to you to use this to plan and teach the session. You may also need to do some other background reading to make sure you have a good grasp of the subject. Good preparation takes time.

As suggested above, teaching the session is not just about reading out the handout to the class. As you think about how to best lead the session think about different activities you could use to make the session interesting and involve the learners. Try to plan approximate times that you will spend on different parts. Make notes on what you want to explain. Your copy of the handout or teachers notes may be a convenient place to do this.

Consider when you will give the handouts to the participants. Sometimes it is better to cover some of the handout before passing it out since it can be a distraction and give information too early. But confirm that your plan is clear to your class. It can be annoying to make detailed notes and then to be given a handout of the same thing.

Will you use a board, or a flip chart? If you are not used to using a board think about how to use it to clarify and reinforce the learning. Where on the board will you start writing so that you use the space well? If you are using a board, do not stand in front of it.

Consider whether you need any other visual aids and make sure they are prepared beforehand.

Sometimes it is useful to have a ‘filler activity’ e.g. an additional exercise or discussion question, in case you finish the lesson early.

When you are nervous (which is quite common before teaching particularly if you are new to it!) you tend to speed up. Remember this, take a few deep breaths and try to slow down. Speak clearly and slowly and give students enough time to think and respond. As the session goes on, you probably begin to relax and enjoy it.
### SCHEDULE FOR INTRODUCTORY & INTERMEDIATE WRITERS' WORKSHOPS

#### Introductory Writers' Workshop

<table>
<thead>
<tr>
<th>Week One</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
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<tr>
<td>8:15-8:30</td>
<td>devotions</td>
<td>devotions</td>
<td>devotions</td>
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<tr>
<td>8:30-10:30</td>
<td>Lectures</td>
<td>Course overview</td>
<td>Story writing</td>
<td>Punctuation</td>
<td>Revising (Improving) your story</td>
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<tr>
<td></td>
<td>Intro, to writing</td>
<td>Sample stories (Lion, goat)</td>
<td></td>
<td>Working with an artist</td>
<td>Materials development</td>
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<td></td>
<td>The literacy program</td>
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<tr>
<td>10:30</td>
<td>tea break</td>
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<tr>
<td>11:00-1:00</td>
<td>Orthography &amp; Spelling</td>
<td>Orthography and spelling</td>
<td>Orthography and spelling</td>
<td>Orthography and Spelling/Assignment and draft writing catch-up</td>
<td>Orthography and spelling/Assignment and draft writing catch-up</td>
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<td>1:00-2:00</td>
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<tr>
<td>2:00-3:00</td>
<td>Mixed</td>
<td>Good writing</td>
<td>Assignment: Write story</td>
<td>Assignment: Continue drafting: work on punctuation</td>
<td>Assignment: Sentence story books, children's songs, materials. Share with group. Evaluation of course</td>
</tr>
<tr>
<td>3:00-4:00</td>
<td>Assignment</td>
<td>Descriptive writing</td>
<td>Tell stories to one another</td>
<td>Revising (Improving) your story</td>
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<td></td>
<td></td>
<td>Choosing and draft story</td>
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<td>Working with an artist</td>
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<tr>
<td>4:00</td>
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<td>7:30-8:30</td>
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#### Intermediate Writers' Workshop

<table>
<thead>
<tr>
<th>Week Two</th>
<th>Day 6</th>
<th>Day 7</th>
<th>Day 8</th>
<th>Day 9</th>
<th>Day 10</th>
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<tr>
<td>8:30-10:30</td>
<td>Lecture</td>
<td>Introductory skit/Course overview</td>
<td>Persuasive writing</td>
<td>News writing</td>
<td>Procedural writing</td>
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<td></td>
<td>Personal experience</td>
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<td>Making cartoons and puzzles</td>
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<tr>
<td>11:00-1:00</td>
<td>Mixed</td>
<td>Drafting a personal experience</td>
<td>Draft of persuasive writing</td>
<td>Drafting of news article</td>
<td>Procedural writing exercise</td>
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<td>Revision</td>
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<tr>
<td>2:00-4:00</td>
<td>Assignment</td>
<td>Drafting a personal experience</td>
<td>Revision and evaluation of articles</td>
<td>Revision and evaluation of news articles</td>
<td>Guest speaker: Program planning and team building</td>
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<td>Personal experience revision</td>
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<td>Course closing</td>
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<td>Guest speaker: Program planning and team building</td>
<td>Evaluation</td>
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<td>Closing ceremony</td>
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COURSE OVERVIEW

Introduction to course overview

1. Welcome the participants to the course. Introduce the workshop staff and language team leaders. All participants should introduce themselves (according to their language groups if more than one language is present.)
2. Ask the participants why they are in the workshop, and what they hope to achieve. Give them time to think about this and write their ideas down. Then ask them to share with the group. You may want to collect their papers, compile the answers, and share them in another session.
3. You may want to have a short devotion (with prayer and songs) to start the workshop. Afterwards, the instructor should give an overview of the course schedule and content, distribute the schedule, and discuss the meeting times and any issues with those commuting. Distribute supplies. Remember to plan who will lead devotions.

Historical background of local languages in Sudan and writing in the mother tongue.
1. Missionaries started education in local languages.
2. In Sudan, the 1928 Rejaf conference made decisions about what letters should be used for the alphabets of various languages, and which languages should be used in the schools.
3. 1950’s, Arabic initiative, some languages written in Arabic script, 1960’s war.
4. Development of local languages was affirmed by the Addis Ababa agreement.
5. Late 1970’s and early 1980’s, IRL and vernacular education in schools.

[Relevant and appropriate background of specific languages and their literature can be given for specific languages and language situations.]

THE LITERACY PROGRAMME

A full literacy programme

[What is needed for a successful literacy programme? If parts of the cycle are missing, the programme will fail.]

People wanting to read

Printing

Writers

Teachers and books to teach reading

["Teaching people to read without enough books is like teaching them to swim and then giving them a bathtub to swim in"]

Literature for reading

Fluent readers

Literacy in other languages
COURSE OVERVIEW

I. Introduction to course overview
   Historical background of local languages in Sudan and writing in the mother tongue:
   1. Education was started by the missionaries in local languages.
   2. In Sudan, the 1928 Rejaf conference made decisions about what letters should be used for the alphabets of various languages, and which languages should be used in the schools.
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THE LITERACY PROGRAMME

A full literacy programme

People wanting to read

Printing Teachers and books to teach reading

Writers Literature for reading

Fluent readers

Literacy in other languages
INTRODUCTION TO WRITING

[Work through the first section, ‘Overview of Writing’ before giving the handout.]

I. Overview of writing

Why do we write?

[Brainstorm this question writing up answers on the board. The main categories of reasons are:

- To inform/instruct
- To influence
- To inspire
- To entertain

These can be summarised as: ‘TO COMMUNICATE’]

The main reason we write is to ___[communicate]_________

(Note: The following material is designed for use in a Christian setting and may be omitted if your participants are from different religions:

As Christians, our example is the God of the Bible. From the beginning of time, God was using words to create and to communicate. He is not a God who is far away, but one who wants to have a relationship with us (Heb. 1:3). You cannot have a relationship without communication.

Words are powerful (Prov. 18:21). God used words to create the universe (Gen. 1:3). Jesus is the Word (John 1:1).]

- Being a writer is a great responsibility. You need to use your words carefully.
- A writer needs to: observe and experience life, be a hard worker, and have courage.

II. Why do you want to write in your language?

[It is part of our identity and culture, it is the language our people understand and love best, it is easier for people to learn to read and write in their own language first, it will enable people to read mother tongue scriptures.]

III. What are some traditional ways your culture has used to communicate without writing?

[Speech and oral tradition; conversation, chief talking to village; without words: dancing, instruments (drums, etc.), objects e.g. ornaments, flags; hand and body motions; colors, fire, symbolic objects (such as the cross for Christians). Are these good and useful ways to communicate?]

IV. What are the advantages and disadvantages of oral communication?

[The biggest advantage of oral communication is the ability to dialogue and that intonation and expression can contribute to the meaning. Some of the disadvantages are that oral communication is limited and cannot be spread or distributed the way written communication can. Oral communication is not recorded for future use.]
V. What are the advantages and disadvantages of written communication?

[Advantages: Written communication is bringing new information from outside and it allows people to find specialized information when they need it. Writers can keep an accurate, permanent record of details. They can send this information anywhere – even long distances, and can speak to different people at different times and places. Written communication is permanent and can be private. Disadvantages: Written information is sometimes given more trust than it should be, as it can be inaccurate or misleading. Once something is printed, it is much more permanent than spoken communication. This makes it almost impossible for a writer to take back his or her words. To use written communication, there needs to be trained writers & readers; as well as materials & resources.]

You could end the lesson by using the following quote:

“'I cannot teach you to write. All I can do is give you some examples and encourage you to write and write and write. Writing is a skill and skills are developed by practice’” (J. Douglas Perry)

We have talked about writing, but writing is a skill learnt by doing. Part of this course is about giving you time to try out different types of writing – which is how you will learn.]
INTRODUCTION TO WRITING

I. Overview of writing

Why do we write?

The main reason we write is to ___________________.

- Being a writer is a great responsibility. You need to use your words carefully.
- A writer needs to: observe and experience life, be a hard worker, and have courage.

II. Why do you want to write in your language?

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V. What are the advantages and disadvantages of written communication?
“I cannot teach you to write. All I can do is give you some examples and encourage you to write and write and write. Writing is a skill and skills are developed by practice.”

J. Douglas Perry
“The printed word is the basic tool of communication...If a book is written honestly and well, it possesses power. Books can wrench our emotions, shatter our ego, build up our faith, make us laugh, and set us thinking. Books can change readers lives and many books have.”

Marian Van Horne
GOOD WRITING

What makes good writing? [Why does a person want to read something?]

Good writing is:
- About an interesting topic
- Clear and easy to understand
- Organized well

The goal of the writer is to make people want to read their story or article. The writer aims to produce materials that are easy to understand, well organized and about an interesting subject. The writer needs to consider the following:

A. The intended audience. You need to know about the reader’s interests, and consider age and gender.

B. The level of difficulty. What is the reader’s educational level? How long have they been reading?

C. The organisation of the material. Think about what you want to write. You may want to make an outline or list of main ideas first. Good punctuation, sentence and paragraph structure will help the reader follow your thoughts.

I. Writing needs to be easy to understand

A. Ideas
- Write about concrete subjects rather than abstract ideas
  E.g. Describing life in a village is easier than writing about heaven.

B. Words
- Choose words carefully. Every word needs an important reason for being there!
- Be sure the meaning is clear
- Do not use too many words. If your words will not add information to your writing, leave them out. For example, notice the unnecessary words in this message:
  “If you find it convenient, I would like to ask that you consider my idea of visiting me at 5:00 in the evening of this very day.”
  The sentence could be improved and shortened to:
  “Could you see me at 5:00 this evening?”

C. Sentences
- Use simple sentences that sound natural. Complex sentences may contain too many ideas. Compare the examples below:
  Complex: As the school was a long way away, the boy was very tired when he got there because he had had to walk.
  Simple: The boy walked to school. It was a long way. He was very tired when he arrived.
D. Grammar

- Use proper grammar
- Use grammatical words such as pronouns correctly. If the use of pronouns is unclear, confusion will be the result. For example, *The man and the boy were walking along the road when he felt a sudden pain in his leg.* Who had the pain, the man or the boy? Because it is unclear whom the pronoun refers to, the meaning is lost.

Exercise

Read the following two paragraphs below about vitamins. Which is easier to read? Why?

Example #1:
Neither growth nor health can be sustained unless the daily foods provide certain essentials which are called vitamins. Research has shown that the vitamins have great importance in many of the vital activities of the body. Health, growth, development, and fortification of the body against disease, all of which are directly affected by the vitamin content of the foods eaten, can be influenced by a careful selection of foods.

*This paragraph contains three long sentences, and difficult words and phrases such as sustained, vital, fortification, influenced, and selection of foods.*

Example #2:
All people need vitamins, whether young or old. They help children grow normally, and they help adults remain well and strong. We can get all the vitamins we need from our daily food if we eat a good diet. Green growing plants contain vitamins. Therefore, each day's diet should include green vegetables, ripe fruits, and grain or nuts. By eating these foods daily, our children will grow and develop normally, and we will avoid many diseases and be strong to do our work.

*This paragraph contains 6 sentences, with clear words easy to understand.*

II. Give the amount of information your reader will need

How much information you give depends on how much the reader knows about the subject. For example, if a Sudanese were to write about the town of Juba for some Europeans, the writer would say that Juba is a major town in southern Sudan. If he were writing about Juba for another Sudanese, he would not have to give that information.
GOOD WRITING

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READING EXERCISE

Compare the following examples of writing. Which are easier to understand? Why?

Theology

The Love of God

1. When the goodness of God is exercised towards His rational creatures it assumes the higher character of love.
2. God's love expresses his goodness.

Medicine

Malaria

1. Malarial parasites of 4 types, each with a different biologic pattern, may affect man: Plasmodium vivax, P. falciparum, P. malariae, and P. ovale. Infection occurs through the bite of an infected anopheles mosquito, transfusion of blood from an infected donor, or use of a common syringe by drug addicts. (The Merck Manual of Diagnosis and Therapy, p. 205).
2. Malaria is an infection of the blood that causes chills and high fever. Malaria is spread by mosquitoes. The mosquito sucks up the malaria parasites in the blood of an infected person and injects them into the next person it bites. (Werner, Where There is No Doctor; A Village Health Care Handbook, p. 186).

Giardia

1. An infection of the small intestine caused by Giardia lamblia. It is commonly asymptomatic, but clinical manifestations ranging from flatulence to malabsorption may occur. (Merck Manual, p. 204)
2. The giardia, like the ameba, is a microscopic parasite that lives in the gut and is a common cause of diarrhea, especially in children. The diarrhea may be chronic or intermittent (may come and go). (Where There is No Doctor, p.145).
DESCRIPTIVE WRITING

Words that describe make a story interesting.

A. In English, descriptive verbs are a powerful tool.

Compare the following sentences:

*He walked to the door, opened it, and called out angrily.*

*He stomped to the door, flung it open, and shouted angrily.*

[The teacher can act out both sentences to demonstrate them.]

B. **Specific** words are better than general.

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C. **Emotions**

Do not say, "The woman is tired, the man is old, or the boy is angry." Instead, describe how they look and act. The reader will know from a good description whether a person is tired, old, or angry. Compare the following two sentences:

1) *The happy child came down the road.*

2) *The child came singing and skipping down the road.*

[Is the child in sentence #2 happy? How do you know? Which sentence gives a good description of the child?]

D. **Ideophones**

An ideophone is a word which describes an idea with a sound ("phone"). The ideophone is an important feature in traditional literature, used in:

- songs, for rhythmic effect, adding to the beat and rhythm of the song
- stories, adding an important descriptive role

Ideophones in African languages are very important. Unlike English, they are often a part of the verb phrase. For example, in one West African language, Gbaya (from CAR, Cameroon, Congo and Nigeria), 2,097 words out of 8,544 in the dictionary are ideophones, and many were not included.

Can you think of any ideophones in your language?

(Vernacular spellings in the following chart do not show special characters or diacritics.)

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On the importance of the ideophone, Philip Noss of the United Bible Society states:
“The ideophone is obviously an important part of language: it features prominently in daily conversation, it is a powerful tool in literature. Can it then be legitimately ignored by the translator of Scripture whose concern is the effective communication of the Good News?”

Ideophones can be very important in translating Bible events and poetry. However, they also can be like unruly children, and have to be used with great care.

Another problem can be that some people have the impression that the Bible must use very formal, high language. A good translation speaks the language of the common people.

E. Similes and Metaphors
These "paint a picture" with words. They help the reader visualize a situation. Some languages only have similes. Other languages have neither similes nor metaphors.

1. A **simile** in English uses the word "like" or "as".
   
   He eats like a pig.
   He is stubborn like a mule.
   She is as gentle as a dove.
   This room is as dark as night.

2. A **metaphor** does not use "like" or "as". Many languages have no metaphors.
   
   He is a pig.
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Can you think of some similes and metaphors in your language?

F. Idioms
An idiom is a phrase that uses words to mean something different from their usual literal meanings. You will find that the meaning of the individual words do not help you understand the meaning of the phrase. For example, the English idiom “It's raining cats and dogs” means that it is raining very hard and has nothing to do with cats or dogs.

Can you guess what these English idioms mean?

- You're pulling my leg *[you're tricking me]*
- I'm all thumbs *[I'm clumsy]*
- Over the hill *[someone is old]*
- Shoot the breeze *[idle conversation]*

**Idioms from various languages:**

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throw ashes after person
the stomach is rotten; smells badly

a person doesn't know our language/a person is disobedient
someone who surrenders easily
a woman who makes trouble
(a person gives someone a headache)
dreaming
people are listening (walls have ears)
observe closely (keeping one's eyes peeled)
speak to
don't want to see him again (shake dust off feet)
a person who is cruel and merciless

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1. Write words or phrases that describe how someone moves. For example, in English someone walks, crawls, runs, stomps, tiptoes, shuffles, etc. Some of these may have ideophones in them.

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3. Can you think of some examples of ideophones in your language for:
   a. animal noises
   
   b. objects falling onto the ground or into water
   
   c. feelings

4. List some similes or metaphors in your language.

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- talk alone = a person is crazy
- no ears in your head = you don't understand/you are disobedient
- he is plucking my hairs = he is disturbing me
- he hits him with a stick = he cheats him
- slept on his stomach = he hid the truth
- light fire = troublemaker (firebrand)
- speaks with nose = looks down on people (looks down his nose on someone)
- a person is deaf = a person doesn't know our language/a person is disobedient
- a donkey that slides in the mud = someone who surrenders easily
- woman having a headache = a woman who makes trouble (a person gives someone a headache)
- I sleep with my head = dreaming
- the fence has ears = people are listening (walls have ears)
- scratching my eyes on something = observe closely (keeping one's eyes peeled)
- give mouth to = speak to
- throw ashes after person = don't want to see him again (shake dust off feet)
- the stomach is rotten; smells badly = a person who is cruel and merciless
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5. List some idioms in your language. What idioms express feelings such as fear, happiness, hunger, cruelty, and others?
Idioms:

(from the Luwo people, Bahr el Ghazal)

warm head  

stomach is white with people  

hard liver  

quick hands  

to have a deep stomach  

to have no hair on your body  

proud  

generous  

courageous  

does things quickly  

to hide one’s thoughts  

to have no shame
## Idioms from Sudan

*Note: Vernacular spellings do not show special characters or diacritics.*

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<th>Language</th>
<th>Idiom</th>
<th>Literal meaning</th>
<th>True meaning</th>
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<td>Didinga</td>
<td>Eet ci uuni athiiti</td>
<td>&quot;person with a long hand&quot;</td>
<td>a thief</td>
</tr>
<tr>
<td></td>
<td>Luta thoo cig tiinu</td>
<td>&quot;collect the legs of cows&quot;</td>
<td>collecting firewood</td>
</tr>
<tr>
<td></td>
<td>Eet ci ongolt heeng</td>
<td>&quot;a person whose stomach smells bad&quot;</td>
<td>someone who is rude</td>
</tr>
<tr>
<td>Murle</td>
<td>Anyak azen</td>
<td>&quot;She has hands&quot;</td>
<td>she has many children</td>
</tr>
<tr>
<td></td>
<td>Oong maa naa</td>
<td>&quot;The lion sleeps in the shade&quot;</td>
<td>people have gotten a lot of fish or meat and don’t want to go hunting or fishing again for several days, but want to rest in the shade</td>
</tr>
<tr>
<td>Tennet</td>
<td>Uruk koor dolec</td>
<td>&quot;The sun beats the child.&quot;</td>
<td>The child is thirsty</td>
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STORY WRITING

[Read the paragraphs and ask the questions below. After some discussion, distribute the handouts.

"The day was calm, and the sun was hot. A few birds flew overhead, and the dog was sleeping in the shade."

Is a description a story? No, as there is no problem or conflict to solve.

"John woke early in the morning. He drank his tea quickly, and then started off to the field. After working hard for several hours, he returned home and ate his lunch."

Is a list of events a story? No, for the same reason.]

What makes a piece of writing a story?
1) A story is about something interesting, exciting, or unusual that happens to someone.

2) The main character (or characters) who has (have) some type of conflict or struggle, a problem to solve, a goal to reach, or a difficulty to overcome.

I. The structure of a story
The main structure or idea, which holds a story together, is called the plot. The plot [events which happen in a story] can be compared to the human skeleton which holds the body together. Below are the various parts of a story.

PARTS OF A STORY

1. Title
   A good title will attract the reader and make him want to read the story. This can be done in many ways:
   1. The title may be the name of the main character(s) in the story.
      E.g.  The Turtle and the Cranes
   2. It may indicate the main action upon which the story is based.
      E.g.  Greed and Selfishness Ruin the Hunters’ Friendship
   3. It may tell something about the climax (high point) of the story.
      E.g.  How the Lion Became a King

2. Opening
   The opening words or sentences are important. Not all stories can be started in the same way. Different kinds of stories have different kinds of openings. These are often traditional and they sometimes let the reader know the kind of story he is going to read.
   E.g. In English: Once upon a time... (Used only in fantasy stories and not in history).
   In Aringa: My story opens wide...
   In some African languages, a folktale begins with a sort of invitation to the listeners and a positive response from them.
   E.g. In Keliko: May I tell a story? Response: Yes, tell your story.
   Can you give examples of opening and closing words in your language?

3. Setting
   The setting is at the beginning of the story. It introduces the characters and the place of the story. The location could be a forest, village, river, lake, cattle camp, town, country or other place. Sometimes the location is not directly stated and the reader must discern the place through the clues given in the story. The setting also tells when the story begins and sets the foundation for developing the plot. A problem is usually introduced.
4. **Rising action**
   This is where the suspense and anticipation rise. The reader wonders what will happen. This section is the longest part of the story. It contains descriptions and dialogue, and all the characters are involved. Sometimes the plot will contain a series of problems or obstacles that have to be overcome until the main crisis is reached.

5. **Climax**
   This is the high point of the story. It comes when the reader will be experiencing the most excitement and tension. Will the problem be solved? Will the goal be reached? This part may be only one sentence long but gives the solution or outcome. Ideophones can make the action exciting. Direct speech often occurs here.
   
   \[The climax is also called a high point or turning point. The problem may or may not be solved, the goal may or may not be reached, or a character may or may not be tricked. Usually thoughts and feelings are revealed.\]

6. **Falling action**
   Here, the problem has been solved, the goal has been reached, the character has been tricked or the hero escapes.

7. **Conclusion**
   Often there is a moral, explanation, or some other type of satisfying ending: “And they all lived happily ever after.” or “And that is why the cow has no upper teeth.” This can be very short.

8. **Closing**
   Stories sometimes end with a sentence such as “My story is finished.” or “And that is how it was.” One language group ends their stories with: "Story, go to sleep now." This ending line is thought to prevent the story from disturbing the reader or listener during their sleep.

   \[Read through the stories "The Lion and the Hyena" and "The Turtle and the Cranes". Discuss the different parts of each story.\]

**EPISODES**

In describing the structure of a story, it is important to consider the larger context. Sometimes a story is part of a larger series of related stories. Such a story is called an episode. Each episode forms a coherent story in itself and will contain most elements of a story. For example, a main character such as Mr. Lion may encounter a number of difficulties or characters in an episode. Different episodes will record Mr. Lion's interaction and progression with various difficulties or characters. Episodes are common in many forms of writing and media: folk stories, novels, plays and TV programs.

**II. Characters**

Characters are people, animals, spirits, or any combination thereof. The plot shows the sequence of events but characters are the human part of the story. Without characters, a story would become more like a report than a living story. In most writing, the character names begin with a capital letter.

**A. Types of characters**

1. **Major (Main) characters:** Important in the story, usually introduced in the beginning of the story.

2. **Minor characters:** Less important in the story, may be introduced in the rising action and are dropped before the end of the story.

   Are there any minor characters in “The Turtle and the Cranes”?
B. Introducing characters in a story
Characters are introduced in the story in different ways:
1. In the Title (e.g. Fox the Trickster, Elephant and Hen.)
2. In the Setting (“Once there was a turtle and some cranes...”)
3. At any other place in the story.

C. Character development
A character can be developed and described by:
1. His appearance
2. His speech
3. His behavior
   E.g. In “The Lion and the Hyena”, what does the reader learn about the lion from his speech and behavior?
4. Showing what others think, feel, or say about the characters.
   E.g. “The hyena stood looking at the lion. He knew very well that if he even came near that meat, the lion would kill him.” How does the hyena feel about the lion? What does that tell the reader about the hyena and the lion?

Generally, the characters in traditional folk stories are not greatly developed and described. People usually know what their personalities are like. (E.g. The Hare is often sly; Tortoise is often wise.)

Assignment
[Encourage each participant to join his or her group and orally tell the story. Only after telling the story should the participant write the story.]
A. Think of a traditional folk story that you want to write.
   1. Who are the main characters?
   2. Who are the minor characters?
   3. Think about the plot of your story. What is your story's main conflict or difficulty?
   4. What is a good title for your story?
   5. Are there traditional opening words to start your story?
   6. Does the story end with a traditional ending?

B. Begin writing your story Remember to keep the reader in your mind as you write. [Remember, each participant needs to write his or her own story. This gives each participant practice in writing their language.]
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   3. His behavior
      E.g. In “The Lion and the Hyena”, what does the reader learn about the lion from his speech and behavior?
   4. Showing what others think, feel, or say about the characters.
      E.g. “The hyena stood looking at the lion. He knew very well that if he even came near that meat, the lion would kill him.” How does the hyena feel about the lion? What does that tell the reader about the hyena and the lion?

Generally, the characters in traditional folk stories are not greatly developed and described. People usually know what their personalities are like. (E.g. The Hare is often sly; Tortoise is often wise.)

Assignment
   A. Think of a traditional folk story that you want to write.
      1. Who are the main characters?
      2. Who are the minor characters?
      3. Think about the plot of your story. What is your story's main conflict or difficulty?
      4. What is a good title for your story?
      5. Are there traditional opening words to start your story?
      6. Does the story end with a traditional ending?

   B. Begin writing your story. Remember to keep the reader in mind as you write.
THE LION AND THE HYENA

Setting
One day the lion went to the hyena and said, “My friend, let’s go fetch some meat from the forest.”
The hyena answered, “Very well, my friend, let’s go.”

Rising action
They started on their way and searched through the forest for a long time, but they could not find a single animal. Finally, toward evening they came upon some antelope. They began to chase them until they finally caught one and killed it.

After their long chase, they were both out of breath, so they sat down beside their catch to rest. After they had caught their breath again, the lion said, “My friend, let us skin the animal.”

After they had finished skinning the animal, the lion began to divide the meat. He made one heap and said, “This portion is mine, because I am the one who actually caught the animal.”

He made a second heap and said, “And this portion is also mine, because I am the chief of the animals.”

Climax
Then the lion waved his hand toward the remainder of the meat and said to the hyena, “And if you so much as touch the rest of that meat, you will be sorry!”

The hyena stood looking at the lion. He knew very well that if he even came near that meat, the lion would kill him.

Falling action
So there was nothing for him to do but return home with an empty stomach. Since morning he had not eaten a thing.

Conclusion
So, children, this story about the lion and hyena teaches us this: before making someone your friend, you should know what his character is, and avoid taking as a friend anyone who has a bad character. Remember what happened between the hyena and his greedy friend, the lion.

THE TURTLE AND THE CRANES

Once there was a turtle and some cranes in a pool of water. One day the pool was dried up and there was no water.

Then the cranes said to the turtle, “We shall fly away and leave you here.” The turtle replied, “But won’t thirst kill me?” The cranes said, “But you don’t have wings.” The turtle said, “But what about those wings of yours?”

After that, the cranes told the turtle, “We will get a straight stick and hold it with our beaks. You will also hold onto it with your mouth. But if someone talks to us, don’t reply!”

Then they began to fly. On the way some people talked to them and said, “Where are you going?” But when the turtle tried to reply, just as it opened its mouth-whoosh!-it fell down.

But the cranes continued on their journey. They lamented, “But why did he reply to them?”
A very long time ago Kid Goat and Hunting Dog lived together in harmony. They were dear friends.

One day in the dry season, they were very thirsty and wanted to drink some water. They went to look for water in the river bed. After a long search they found a waterhole with very little water at the bottom. The problem was that the hole was deep and the edges were very steep. They found it difficult to get into the hole. In the end they slid into it. They drank until they were satisfied.

When they finished drinking, they discovered that it was not possible to come out. They decided to shout for help but no one came. Fear broke into their hearts and they cried and defecated in the waterhole until it smelled bad.

Hunting Dog thought of cheating Kid Goat. He told him, "Come here; I have an idea. I shall climb onto your back and climb out, and then when I reach out, I shall pull you out too."

Kid Goat stupidly believed Hunting Dog and agreed. Hunting Dog climbed out. When Kid Goat asked to be pulled out, Hunting Dog just laughed and went away. Kid Goat cried for help. Finally another Kid Goat came and helped him out of the hole.

Kid Goat decided to take the matter to court. Tortoise was the Chief so Kid Goat reported the whole issue to him. Hunting Dog was brought before the court to defend himself. When they were all before the court, Tortoise said to those who were present, "Let us all go to the site and see how this thing happened." They all went to the waterhole.

When they reached the place, Tortoise ordered Hunting Dog and Kid Goat to throw themselves into the waterhole so that those present could see and judge. They threw themselves into the waterhole. Tortoise commanded Hunting Dog, "Push Kid Goat out."

Hunting Dog pushed Kid Goat out of the waterhole. Tortoise then told Hunting Dog, "Now, you taste it for yourself and see if what you did was good." Then all the animals left Hunting Dog in the well crying. They said, "Everyone who is bad will also be paid back with badness." The animals all left and disappeared.

From that time Hunting Dog hated Kid Goat and Tortoise. That is why now when Kid Goat sees Hunting Dog prowling around he runs away frightened. Also Tortoise, when he sees Hunting Dog sneaking around, he runs and slips into the water with fear.
HUNTING DOG AND KID GOAT

(Toposa, Sudan)

A very long time ago Kid Goat and Hunting Dog lived together in harmony. They were dear friends.

One day in the dry season, they were very thirsty and wanted to drink some water. They went to look for water in the river bed. After a long search they found a waterhole with very little water at the bottom. The problem was that the hole was deep and the edges were very steep. They found it difficult to get into the hole. In the end they slid into it. They drank until they were satisfied.

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PUNCTUATION

Read the following passages. Which is easier to read?

A. AMANWITHLEPROSYCAMETOHIMANDBEGGEDHIMONHISKNEESIFYOUAREWILLING YOU CAN MAKE ME CLEAN Filled WITH COMPASSION JESUS REACHED OUT WITH THIS HAND AND TOUCHED THE MAN. AMANWITHLEPROSY CAMETOHIMANDBEGGEDHIMONHISKNEESIFYOUAREWILLING YOU CAN MAKE ME CLEAN Filled WITH COMPASSION JESUS REACHED OUT WITH THIS HAND AND TOUCHED THE MAN. HESAID BE CLEAN IMMEDIATELY THE LEPROSY LEFT HIM AND HE WAS CURED. JESUS SENT HIM AWAY AT ONCE WITH A STRONG WARNING: “SEE THAT YOU DON’T TELL THIS TO ANYONE BUT GO, SHOW YOURSELVES TO THE PRIEST AND OFFER THE SACRIFICES THAT MOSES COMMANDED FOR YOUR CLEANSING, AS A TESTIMONY TO THEM.” (Mark 1:40-44 NIV)

What differences do you see between the two paragraphs?

[The first one is all capital letters with no space, etc.]

What does punctuation do?

• It makes writing understandable to the reader
• It gives added information to the reader which would be present in the spoken form by the use of body language and intonation, but which is otherwise lost in the written form

Mistakes in punctuation can be serious! Notice how the following sentences have different meanings:

Did the boy eat, Mary?
Did the boy eat Mary?

Joseph, the donkey is in front of the house.
Joseph the donkey is in front of the house.

Punctuation marks

(Below are some English examples. Languages can modify punctuation use according to their structure.)

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<thead>
<tr>
<th>Mark</th>
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<td>Used to show the end of a sentence. It is always followed by a capital letter. E.g. He is going to sell a cow. He will take it to market. The full stop is also used in abbreviations. Abbreviations are a shortened form of a word or phrase used chiefly in writing to represent the complete form. e.g. Mr. (Mister), A.D. (anno Domini), U.N. (United Nations)</td>
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Mark | Name | Use and examples
---|---|---
, | Comma | Used to separate thoughts in a sentence. When you read aloud, you pause there. E.g. *John, bring me some beans please.* It is also used to separate items in a list. E.g., *We need to buy tomatoes, cucumber, onions and oil.*
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B. A man with leprosy came to him and begged him on his knees, “If You are willing, You can make me clean.”

Filled with compassion, Jesus reached out his hand and touched the man. “I am willing,” he said. “Be clean!” Immediately the leprosy left him and he was cured.

Jesus sent him away at once with a strong warning: “See that you don’t tell this to anyone. But go, show yourself to the priest and offer the sacrifices that Moses commanded for your cleansing, as a testimony to them.” (Mark 1:40-44 NIV)

What differences do you see between the two paragraphs?

What does punctuation do?
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### Mark Name Use and examples

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<th>Name</th>
<th>Use and examples</th>
</tr>
</thead>
</table>
| ,    | Comma | Used to separate thoughts in a sentence. When you read aloud, you pause there. E.g. *John, bring me some beans please.*  
It is also used to separate items in a list. E.g., *We need to buy tomatoes, cucumber, onions and oil.* |
| “ ” | Quotations | Used if you are quoting exactly what is said. E.g., *“Are you going to town?” Mary asked Paul.*  
Compare with: *Mary asked Paul if he was going to town.*  
Single quotes are used to show a quote within a quote. These often occur in Biblical text:  
*“Take care not to be deceived,” he said, “because many will come using my name and saying, ‘I am he,’ and, ‘The time is near at hand.’”* (Luke 21:8). |
| ’    | Apostrophe | Used in English for possession and contractions. E.g. *Mary’s book; don’t* |

The following punctuation marks are not usually needed in beginning literacy materials:

<table>
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<th>Name</th>
<th>Use and examples</th>
</tr>
</thead>
</table>
| :    | Colon | Used before a list. E.g., *Many people came: teachers, students and lawyers.*  
In a songbook e.g. *Chorus:* In Bible references e.g. *Gen. 1:3* |
| ;    | Semi-colon | Joins two independent clauses that are closely related. E.g. *There was a certain man who lived in Ûr; his name was Abraham.* |
| -    | Dash | Used to join two parts of a word together. E.g. *co-operative; full-time* |
| ( )  | Parentheses | Used to provide information that is not essential to the text, but which further explains or clarifies: *When I arrived at 1:00 (I had wanted to come earlier but was delayed), they had already eaten lunch.* |

### Paragraphs:

Start a new paragraph when:

a. The **subject** changes:
   
   One of the favorite instruments at dances in our village is the drum. Drums come in many sizes and shapes and people can play them for hours.  
   
   Another instrument commonly used for dances is . . .

b. The **time** changes:
   
   This morning I went to the market and bought some mangoes, onions, tomatoes, dried beans, and fish.  
   
   Later in the afternoon I . . .

c. The **location** changes:
   
   Today my sister and I went to see our uncle. When we arrived, we entered the house and were given some tea and biscuits. We spent a long time talking.  
   
   Meanwhile, outside in the yard, my aunt was busy . . .

d. A new paragraph can be used when the **speaker** changes. However, if the new speaker is continuing in the same conversation, keeping the dialogue together in one paragraph is preferable.
PUNCTUATION EXERCISE

Punctuate the passages below according to the following instructions:

1. Check the beginning and ending of sentences for:
   - capitals
   - question marks
   - full stops
   - exclamation points
   - new paragraphs

2. Check sentences for commas.

3. Check for quotation marks:
   - opening
   - closing

very early one morning tortoise went out to find some food soon she found some mushrooms
very nice i like mushrooms very much she said to herself tortoise began to eat the mushrooms
she was enjoying her meal when hyena came near what are you doing hyena asked crossly
tortoise answered in a gentle voice i am having my breakfast these mushrooms are very nice
would you like some hyena said unkindly only silly animals like tortoise eat mushrooms i
want some meat

james and mary were going to the market they wanted dura onions oil meat and tomatoes
their friend afaf said could you get some sweet potatoes for me before they had set out
elisabeth marys sister asked for pepper salt meat mangoes and garlic at last they set out but
before they had reached the bus mary said stop i have forgotten the money she had left it
under the mattress she told james to wait while she went back for it after she got the money
they reached the bus and both got seats it took them one hour to reach the market oh dear said
james we forgot the bag never mind said mary we will just have to buy one when they had
bought everything they saw peter their neighbor in his toyota he gave them a lift home where
they all had a drink of water and a glass of tea
PUNCTUATION EXERCISE KEY

FIRST PARAGRAPH WITH CORRECT PUNCTUATION

Very early one morning Tortoise went out to find some food. Soon she found some
mushrooms. "Very nice. I like mushrooms very much," she said to herself. Tortoise began to
eat the mushrooms.

She was enjoying her meal when hyena came near. "What are you doing?" Hyena
asked crossly. Tortoise answered in a gentle voice, "I am having my breakfast. These
mushrooms are very nice. Would you like some?"

Hyena said unkindly, "Only silly animals like Tortoise eat mushrooms. I want some
meat."

SECOND PARAGRAPH WITH CORRECT PUNCTUATION

James and Mary were going to the market. They wanted dura, onions, oil, meat and
tomatoes. Their friend Afaf said, "Could you get some sweet potatoes for me?" Before they
had set out, Elisabeth, Mary's sister, asked for pepper, salt, meat, mangoes and garlic.

At last they set out, but before they had reached the bus, Mary said, "Stop! I have
forgotten the money." She had left it under the mattress. She told James to wait while she
went back for it.

After she got the money, they reached the bus and both got seats. It took them one
hour to reach the market.

"Oh dear," said James, "we forgot the bag." "Never mind," said Mary. "We will just
have to buy one."

When they had bought everything, they saw Peter, their neighbor, in his Toyota. He
gave them a lift home, where they all had a drink of water and a glass of tea.
**PROOFREADING SYMBOLS**

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>✗</td>
<td>Delete</td>
</tr>
<tr>
<td>≈</td>
<td>Close up</td>
</tr>
<tr>
<td>⊃</td>
<td>Delete and close up</td>
</tr>
<tr>
<td>□</td>
<td>Insert</td>
</tr>
<tr>
<td>#</td>
<td>Insert a space</td>
</tr>
<tr>
<td>eq#</td>
<td>Space evenly</td>
</tr>
<tr>
<td>∇</td>
<td>Transpose</td>
</tr>
<tr>
<td>/</td>
<td>Separates 2 or more marks</td>
</tr>
<tr>
<td>◊</td>
<td>Begin new paragraph</td>
</tr>
<tr>
<td>�=out</td>
<td>Spell out</td>
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<tr>
<td>≡ap</td>
<td>Set in capitals</td>
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<tr>
<td>≡lc</td>
<td>Set in lower case</td>
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<td>=</td>
<td>Insert hyphen</td>
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<td>↑</td>
<td>Insert comma</td>
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<td>◐</td>
<td>Insert apostrophe</td>
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<td>⊙</td>
<td>Insert period</td>
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<td>;</td>
<td>Insert semicolon</td>
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<td>:</td>
<td>Insert colon</td>
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<tr>
<td>&quot;&quot;</td>
<td>Insert double quote marks</td>
</tr>
<tr>
<td>&quot;&quot;</td>
<td>Insert single quote marks</td>
</tr>
<tr>
<td>?</td>
<td>Insert question mark</td>
</tr>
</tbody>
</table>

Example sentences:

- Be humble and gentle. ✗
- Love is patient and kind. ≈
- Let love be your highest goal. ⊃
- God blesses those who are gentle. □
- His faithful love endures forever. #
- I pray that Christ will be at home in your hearts. eq# / eq#
- We pray always for you. ∇
- Give all you cares to God. # / suc / c
- He cares about you. Be careful. ◊
- We have only 3 loaves of bread and 2 fish. ≡out / ≡out
- All who are led by the spirit of God are children of God. ≡ap
- God causes everything to work together for the good of those who love God and are called according to His purpose. ≡lc / ≡lc
- Your gifts are a sweet smelling sacrifice. =
- If I could speak in any language but didn’t love others I would only be making meaningless noise. ⊙
- They will receive the Lord’s blessing. ◐
- Always be joyful, keep on praying. ⊙ / ≡ap
- The Lord is my shepherd; I have everything I need. ;
- Here is a list of some of the members of the body of Christ, apostles, prophets, teachers. :
- "Your kindness has often refreshed the hearts of God’s people." "
- God replied, “I AM THE ONE WHO ALWAYS IS. Just tell them, "I AM has sent me to you." "
- Where were you when I laid the foundations of the earth? ?
REVISING (IMPROVING) YOUR STORY

All good writers revise their material. A writer should always have the attitude that his writing can be improved. Revision is not punishment!

Revision is usually done first by the writer, then by another person, and finally by a group in the community as they read the article or story and make suggested changes. The story should be read both silently and out loud.

Revising of content

After going over your story or article yourself, have someone else read it out loud and silently. That person should answer the following questions:

1. Is the story interesting? Do you like it? Why?

2. Is there anything not clear that you do not understand? How can this be improved?

3. Does the writer use words to make you feel that you are there? Does the writer use descriptive verbs, ideophones, direct speech, and good descriptions and action?

Revising of structure

Revising of the structure of the text should be done first by the writer and then by another person.

1. Check sentence length. Are any sentences too long or too short? (Often when a language is being written for the first time the main problem is that the sentences are too long). Give suggestions for improvements.

2. Does the writer make new paragraphs at the right places?

3. Is there anything that does not contribute to the story and should be deleted? Is there information that should be added so that the story can be better understood?

4. Should any sentences, sections or paragraphs be rearranged in a different order?

5. How do traditional storytellers tell stories? How do they begin and how do they end a story?

Revising for detail (Proofreading)

Proofreading for punctuation, spelling mistakes, and typing mistakes should be done several times by at least two different people. It needs to be done SLOWLY. Because good readers read in chunks (a phrase at a time as opposed to a word at a time), mistakes are often not caught unless the material is read slowly. Reading aloud helps, as does putting a finger under each letter. Reading the document several times at different times, looking for one thing each time (such as spelling, punctuation, and paragraphing), is also helpful.

Your final copy needs to be in clear handwriting so that the typist can read it accurately, even if he or she does not know the language. It is best to retype or reprint after each revision. A clean copy will show new mistakes clearly. Authors often think they have made a final revision, but when they get a clean copy, they see more things to change.
“There is no such thing as good writing, only good rewriting.”
“You must become merciless in cutting out unnecessary, tired, empty words. Such words do little but add length to the article. They cost money to print and often bore or confuse the reader. Most writing is improved by cutting.”

Marian Van Horne
THE CRAFT OF WRITING

- “A perfectly healthy sentence, it is true, is extremely rare.”
  - Henry David Thoreau

- “...revision will clear away the embarrassing clutter before anyone important sees it.”
  - Theodore Cheney, Getting the Words Right

- “Some writers use mechanical devices, such as underlining, italics, capitals, quotation marks, exclamation points, or bold type, to stress certain words or passages. The competent writer does not need such devices to make up for deficiency in style or content.”
  - Marion Van Horne, Write the Vision

- “Writing is not like painting where you add. It is not what you put on the canvas that the reader sees. Writing is more like a sculpture where you remove, you eliminate in order to make the work visible. Even those pages you remove somehow remain.”
  - Elie Wiesel, Interview in Writers at Work

- “Revision is seen by some as drudgery, like taking out the garbage. It has to be done, so it might as well be done fast, they reason. Most successful writers do not look upon revision as uncreative drudgery.”
  - Theodore Cheney, Getting the Words Right

- “Instead of telling us a thing was TERRIBLE, describe it so that we’ll be terrified. Don’t say it was DELIGHTFUL; make us say, ‘Delightful!’”
  - C. S. Lewis
STEPS FOR WRITING AND REVISING AN ARTICLE IN A WORKSHOP:

1. Presentation of topic: lecture with handouts, examples, and discussion
2. Talk through idea with another person or in a small group
3. Draft article
4. Go through revision and proofreading process:
   - revise yourself
   - exchange with another person
   - reviewed by group
   - final revisions
   - proofreading

Summary of Revision Process (see handout for full explanation)

1. Revision should be done by:
   - the writer
   - another person
   - a group
2. The article can be read:
   - silently
   - out loud
3. The article should be revised for:
   - content
   - structure
4. The last step is proofreading
WORKING WITH AN ARTIST

I. Introduction
A. Why do we want pictures?
   1. To help the reader understand the story
   2. To make the stories more interesting
B. Where do we get the pictures?
   1. We invite an artist to draw pictures for us
   2. From a file of pictures
   3. From magazines
   4. From other people's books (only if you ask permission!)

II. Guidelines for story pictures
A. Keep pictures simple
   One object or action in a picture is often better than having too much going on in the drawing. If it is necessary to have several actions going on, you must make clear what you want the reader to learn from the drawing. Avoid irrelevant details that confuse the reader.

B. The picture should help the reader understand the text
   Be careful that the drawings really show something that is in the text. New readers use pictures to understand the text. A picture that has nothing to do with the writing on the page may hinder the reader.

C. Do not draw pictures from unusual angles
   Draw animal or an object the way that you normally see them, or think of them. That is the easiest way for the reader to understand them.
D. **It takes people time to learn to read pictures if they have not had much exposure to printed material**

   If people are not used to seeing pictures, you will need to help them understand what they are seeing because a drawing is only a representation of what is real.

E. **Use simple line drawings**

   1. They are more easily recognized and understood by the readers.
   2. They appear clearer when they are printed. Heavy shading does not usually come out clearly.

   ![This is a clear picture](image1) ![This picture has too much shading](image2)

   The artist should draw with a black pen on one side only of clean white paper. He should NOT draw a box around the picture.

F. **Size**

   Make the drawing the size needed or a little bigger. A good size is 1/2 of a sheet of A4 paper. The picture can be reduced for printing.

G. **Appropriate picture**

   A picture must be culturally accurate. Just as you check a story, you need to test the pictures with the language community to see if they like and understand them.
MATERIALS DEVELOPMENT

[The instructor can show the participants a mother tongue Bible or other piece of advanced literature. Ask the group: "If you give this to a child, or someone without much education, will they be able to read it?" Then ask: "What needs to happen before someone can read this book?" Answers include learning the letters, learning to read simple materials, having more reading practice, etc. Show the participants different types of instructional material. Review the Literacy Program Cycle if you introduced it earlier in the week. The cycle is found in the Course Overview lesson. For this cycle to continue, the production of materials is necessary. Among other things, materials provide reading materials, community involvement and training.]

Types of literature in a literacy program

A. Books for reading instruction
   1. Alphabet book (book 1) and alphabet chart
   2. Primer (books 2 and 3)
   3. Teachers' guides
   4. Readers:
      • Sentence books
      • Graded readers: use vocabulary from the primers. The number of new words is limited
   5. Transition primer. An instruction book to teach people who already know how to read a second language, such as English, how to read their own language
   6. Teaching aids: games, posters, puzzles
   7. Dictionaries, grammars

B. General Literature
   1. Traditional:
      • Folktales
      • Proverbs
      • Poetry
      • Songs
      • History
      • Riddles
      • Other cultural materials (technologies, customs, and beliefs)
   2. Development and "how to":
      • Agriculture
      • Health
      • Income generating (soap making, etc.)
      • How to do a new thing – e.g. a new way to care for cattle, a new farming method
      • Description of how to do an activity or ceremony – e.g. how to make a roof
   3. General knowledge (school subjects, etc.):
      • Geography
      • History
      • Hygiene
      • Mathematics
      • Science
4. Personal experiences (true stories)
5. Non-books:
   - Calendars
   - Caps
   - Cassette tapes
   - Christmas cards
   - Drama
   - News bulletins
   - Posters
   - Shirts with emblems
   - T-shirts

6. Children's books
   Are there any books in your language which are specifically for children? The books may be in any of the above areas. Children's books are often changed for differences in age and reading ability, e.g. bigger print size for younger children, more pictures, and characters suitable for children. Topics for children often concern values, relationships, fear, etc.

7. Other books:
   - Political speeches
   - Civic duties

C. Religious materials
   1. Scriptures
   2. Bible stories
   3. Sermons
   4. Liturgy
   5. Devotional books
   6. Special services: baptism, marriage
   7. Sunday school materials
   8. Tracts
   9. Songbooks, hymnals
   10. Theological Education by Extension (TEE)

Discussion

1. What kinds of literature exist in your language?

2. What kinds of literature are needed? What type of books do you think your community would desire and enjoy?
MATERIALS DEVELOPMENT

Types of literature in a literacy program

A. Books for reading instruction

1. Alphabet book (book 1) and alphabet chart
2. Primer (books 2 and 3)
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**Discussion**

1. What kinds of literature exist in your language?

2. What kinds of literature are needed? What type of books do you think your community would desire and enjoy?
INTERMEDIATE
WRITERS' WORKSHOP
PERSONAL EXPERIENCE WRITING

1. Comparing a personal experience to a folk story:

A. Review story structure in “The Lion and the Hyena”
   1. What are some features that make a story interesting? [Interesting characters, good description, conflict, suspense, a good ending, dialogue.]
   2. How is the story structured (i.e. what are the different parts)?

B. Read “The Violent Robber” and discuss the questions at the end.

C. Compare the structure of a folk story with that of a personal experience [The chart below is not included on the handout. Write the chart on the blackboard or prepare ahead of time on a large paper to post on the wall of the classroom or area]

<table>
<thead>
<tr>
<th>Story parts</th>
<th>The Lion and the Hyena</th>
<th>The Violent Robber</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Setting:</td>
<td>“One day…”</td>
<td>“In August this year during out term holidays…” [note that this gives specific time and place]</td>
</tr>
<tr>
<td>Time</td>
<td>going to the forest [note that this is general]</td>
<td></td>
</tr>
<tr>
<td>Place</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Rising Action:</td>
<td>1) looking for meat</td>
<td>1) finding passengers</td>
</tr>
<tr>
<td></td>
<td>2) how to divide the meat</td>
<td>2) the boy (robber) attacks them</td>
</tr>
<tr>
<td>Introduction of problem(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Climax</td>
<td>Lion waves hand and refuses to share meat</td>
<td>Taking robber to Local Guards</td>
</tr>
<tr>
<td>4. Falling Action</td>
<td>“So there was nothing left for him to do . . .”</td>
<td>Discussion of what to do with the robber. Cyclists decide he should go free.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Conclusion and Ending</td>
<td>Lesson/moral about choosing friends</td>
<td>“He was just a foolish thief . . .” proverb (lesson/moral)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“This is what happened . . .”</td>
</tr>
</tbody>
</table>

2. “The African Child” is a personal experience with the same structure as a folk story.
   Read the story and discuss the questions at the end.

3. Writing a personal experience story.
   A. A personal experience story is a true story. It is a story is about YOU: you are the one who was there and knows what happened; you are the main character. More information is usually needed, as personal stories are not familiar material like folk stories. I.e. you know the situation, but it is new for the reader.
   A personal experience article could be a series of episodes, with one main theme or idea. For example: "When I look back over my life, I see many times when I almost died." The writer can then describe different times when he was close to death. This is not one story, but a series of events (episodes) held together by a common theme.
B. Factors in writing a personal experience story:

1. The purpose for writing about a personal experience.
   Why do you want to write this story? Why do people want to write about a personal experience?
   
   [Ask the participants for their ideas. People may write to share their experiences, to encourage others, and to share a new experience. Some reasons may be spiritual: to say how they became a Christian, how God helped them. This can be used for evangelism, and to encourage other Christians.]

2. Target Audience:
   Who are you writing for? If you are writing about something new, how much information do you need (explicit information) to give them to understand? How much do they already understand (implicit information)?

3. Detailed descriptions:
   Because the experience is your own, you know how you felt, what you thought, saw, heard, experienced while you were going through the experience. Describing the details of your experience helps readers become involved and identify with you.

4. Perspective:
   The story does not have to be written in the first person, even though it is a personal experience. Once a man wrote a story about a young boy who was traveling to his school and was detained by the police. The story was actually about himself, though he wrote it in the third person.

5. Remember that a personal experience story is about something that happened to you or your family. For example, a description of marriage customs in your culture is not a personal experience story. A description of how you got married is.

Remember: When you write a story you will describe others and include them in your story. Be careful not to hurt others by including them.

**Exercise**

1. Using the worksheet, think about experiences you have had in life and make notes about them. (Give short answers. Do not write all the details. You will write the details later.)

2. Discuss your ideas with another person.

3. From the worksheet, choose the experience that you want to share with others. What are the main points? [The worksheet referred to here is: "Remembering Personal Experiences"]

4. Begin writing. Use good storytelling skills.
   - Write an interesting beginning that attracts attention
   - Include a problem, difficulty, or unusual situation you had to face or overcome
   - Write so that your ideas are clear and easy to understand
   - Finish with a good conclusion that makes the reader feel satisfied (like a good meal)
PERSONAL EXPERIENCE WRITING

1. Comparing a personal experience to a folk story.
   A. Review story structure in “The Lion and the Hyena”.
      1. What are some features that make a story interesting?
      2. How is the story structured (i.e. what are the different parts)?
   B. Read “The Violent Robber” and discuss the questions at the end
   C. Compare the structure of a folk story with that of a personal experience.

2. "The African Child" is a personal experience with the same structure as a folk story.
   Read the story and discuss the questions at the end.

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   A personal experience article could be a series of episodes, with one main theme or idea. For example: "When I look back over my life, I see many times when I almost died." The writer can then describe different times when he was close to death. This is not one story, but a series of events (episodes) held together by a common theme.
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      1. The purpose for writing about a personal experience.
         Why do you want to write this story? Why do people want to write about a personal experience?
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Exercise

1. Using the worksheet, **think** about experiences you have had in life and make notes about them. (Give short answers. Do not write all the details. You will write the details later.)

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AFRICAN CHILD*

By Laye Camara

I was a little boy playing around my father's hut. How old would I have been at that
time? I cannot remember exactly. I must have been very young: five, maybe six years old.
My mother was in the workshop with my father, and I could just hear their familiar voices
above the noise of the anvil and the conversation of the customers.

Suddenly I stopped playing; my whole attention fixed on a snake that was creeping
round the hut. He really seemed to be "taking a turn" round the hut. After a moment, I went
over to him. I had taken in my hand a reed that was lying in the yard, and I pushed this reed
into the snake's mouth. He did not try to get away; he was beginning to enjoy our little game.
He was slowly swallowing the reed; he was eating it, I thought, as if it were some delicious
insect, his eyes glittering with pleasure. Inch by inch his head was drawing nearer to my
hand. At last the reed was almost completely swallowed up, and the snake's jaws were
terribly close to my fingers.

I was laughing. I had not the slightest fear, and now I know that the snake would not
have hesitated much longer before burying his fangs in my fingers. But, at that moment,
Damany, one of the apprentices, came out of the workshop. The apprentice shouted to my
father, and almost at once I felt myself lifted off my feet. I was safe in the arms of one of my
father's friends.

There was a great noise going on all round me; my mother was shouting harder than
anyone, and she gave me a few hard slaps. I began to weep, more upset by the sudden uproar
than by the blows I had received. A little later when I had calmed down a little, my mother
warned me never to play such a game again. I promised, although I could not really
understand why it was dangerous.

* The African Child (L'Enfant Noir) by Laye Camara. 1953.

Discussion Questions
1. Who is writing this?
2. What do you find interesting about this story?
3. What word signals the beginning of rising action and tension?
4. The writer has done a very good job dividing the story into paragraphs. Note how each
   paragraph begins. Do you see a change in action from the previous paragraph?
5. What do you think was the writer’s purpose in writing this?
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understand why it was dangerous.

* The African Child (L'Enfant Noir) by Laye Camara. 1953.

Discussion Questions

1. Who is writing this? [A man who is remembering an event in his childhood]

2. What do you find interesting about this story?

   [One possible answer is that we see life from the mind and viewpoint of a child who did
   not understand why the adults were upset about what was an enjoyable game to him ("I
   was laughing")]

3. What word signals the beginning of rising action and tension? [Suddenly]

4. The writer has done a very good job dividing the story into paragraphs. Note how each
paragraph begins. Do you see a change in action from the previous paragraph?

5. What do you think was the writer's purpose in writing this?

   [Some may answer that it is to teach people to take care of children, but a deeper answer
   may be that of showing how life's events are seen through the eyes of a child.]
REMEMBERING PERSONAL EXPERIENCES

Read the following questions and think about them. Write down short answers to the questions. DO NOT write everything that happened. When you finish, discuss what you wrote with another person.

Fear:
Think back over your life and think of a time when you were very afraid. What happened?

What made you afraid?

What did you do?

Were others involved?

What was the result of the incident?

Describe what happened to another person.

Now do the same with the different experiences and emotions below. You may choose from the following topics, or think of another experience or emotion that you have experienced.

Happiness:
Think back over your life and think of a time when you were very happy. What happened?

What made you feel happy?

What did you do?

Were others involved?

What was the result of the incident?

Describe what happened to another person.

Humor:
Think back over your life and think of a time when something humorous happened to you. This may be when you were embarrassed. What happened?

What did you do?
What were others doing?

Describe what happened to another person.

**Shame:**
Think back over your life and think of a time when you were very embarrassed or ashamed. What happened?

What made you embarrassed?

What did you do?

What were others doing?

What was the outcome?

Describe what happened to another person.

**Sorrow:**
What has been the saddest experience in your life?

Who was involved?

Does this event still make you feel sad?

Describe what happened to another person.

**Spiritual experience:**
Think back over your life and think of a time when you feel you had an experience with God. What happened?

Were you praying or did God intervene in your life in some way?

Did it come because of Bible reading or the influence of another person?

Did it have a lasting effect on your life? Did you change in some way?

Describe what happened to another person.

**ASSIGNMENT:** Now pick one of these events and write a true story (personal experience) about it.
Evaluation of the personal experience accounts

Name of writer: ______________________________________________________

Title of article: ______________________________________________________

1. What features make the account well written? If it is a good account, decide what aspects of it make you feel that it is good and interesting.

2. How could it be improved?

3. Do the descriptions make the story seem real?

4. What words does the writer use to arouse emotions in the reader? E.g. enjoyment, anger, fear, etc. Are there ways these words can be improved?

5. Pick out one descriptive part that you think is particularly good and try to identify what makes it good.

6. Do you think the reader can identify with the characters?

7. Has enough information been made explicit (explained), or is too much left implicit (assumed that the reader understands)?

8. Is the account easy to understand? Does the story “flow” well? How can the story be improved?

9. Does the story use correct punctuation and grammar? Find any parts that can be improved.
THE VIOLENT ROBBER
- by Siro Dimo Kang

In August this year during our term holidays, I went to Kakuma Two Somali Refugees Zone with friends in order to hire out our bicycles by carrying passengers to make some pocket money. At first we could not get any passengers; but after a long time, four passengers came and we picked them up on our four bicycles. When we reached near Boma Primary School, we saw a boy standing near the road. The first cyclist rang his bell but the boy refused to move away from the road. When the rider reached near him and tried to bypass him, he leapt into the air and kicked the Somali passenger who was sitting at the back, which made the cyclist lose balance and they both fell to the ground. The Somali lost one of his teeth in the fall. When the second cyclist reached the scene in a few seconds, the robber kicked him also and the second pair fell. The third rider decided to push down the robber with his bicycle and they all fell down in a heap of struggling bodies.

When I reached the spot, I stopped and alighted from my bicycle and at the same time the fallen three Somalis got up and one of them drew his small short sword and dealt the thief a blow on the head which wounded him seriously. Another one stabbed him with is knife on the arm.

A crowd soon gathered and began shouting one thing and another. Some shouted to us to do away with him, but we seized him and dragged him to the Local Guards station.

When we reported what he did, the Local Guards fell on him and thrashed him mercilessly until he cried out: “My people, what I did was just to get money to help myself with.” The Local Guards Chief asked him: “If you want to survive, must you violently rob people on the way?” He replied: “My people I have become used to such a thing that it is very hard for me to do without it.” All those present burst out laughing when he honestly accepted his crime.

Some people took pity on him and said that he should be forgiven and let go. Others insisted on his being taken to Kenya Police so that would be sent to Kitale Prison for rehabilitation because the rate and incidents of theft, burglary, violent robberies, rapes and missing objects in homes had increased terribly.

At last, we the cyclists said that he should be left to go free to nurse his injuries by himself. He was just a foolish thief and robber who had nowhere to eat or make a living.

That is when I believed what was told to me when I was young that:

“Hunger is a very bad state in which if you have no strong will power to endure it, it will drive you mad to steal or rob people using violence.”

This is what happened in front of me in Kakuma Refugee Camp.

Discussion
1. What action words and descriptions make this story interesting and exciting?
2. What good writing technique is used in the climax (high point of the story) in the fourth paragraph?
3. Are there any other story features or examples of good writing which you have noticed?
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Discussion Questions:

1. What action words and descriptions make this story interesting and exciting?
   [Paragraph 1: leapt, kicked, fell, lost one of his teeth, kicked, push, heap of struggling bodies
   Paragraph 2: fallen, drew his . . . sword and dealt . . . a blow, stabbed
   Paragraph 3: shouting, seized, dragged.
   Paragraph 4: thrashed him mercilessly]

2. What good writing technique is used in the climax (high point of the story) in the fourth paragraph? [Dialogue]

3. Are there any other story features or examples of good writing which you have noticed?
PERSUASIVE WRITING

Introduction

- Is there something in your communities in exile or in Sudan that you think should be changed? What?
- Who should change it? (What things could the people themselves change? What things could outside people and groups change?)
- What kind of things do you want to convince people to do?
  - **Education**: [girls should go to school, our language should be valued]
  - **Health**: [wash your hands before preparing food]
  - **Politics**: [vote for a certain person, get rid of corruption]
  - **Religion**: [read your Bible every day]
  - **Family life**: [family planning, respect for traditional culture]
  - **Other**: [seat belts, drinking and driving]

I. Purpose and characteristics

The goal of persuasive writing:

- Change the reader's attitude
- Influence behavior

How do you convince people to change something? We may feel strongly about something, but they may not feel the same way.

Which of the following two paragraphs is the best for convincing people to read their Bible? Why?

1. A woman's personal experience:
   "Once I was a very sad person. I experienced many difficulties, and found no one to encourage me. But after I started reading the Bible, God's word gave me encouragement and strength for many situations. Now I am thankful to know that Jesus loves me and is always with me, even when I am alone. I am no longer a sad person."

2. Only bad Christians do not read their Bible. Everyone should read their Bible. I am a good Christian, and I read my Bible.

Good persuasive writing uses:

- Logical arguments
- Examples of problems
- Demonstrates consequences of not changing
- Treats the reader as a responsible adult

Persuasive writing can incorporate other styles of writing, such as:

- Personal experience or other stories
- Informative writing
- Descriptive writing
- Traditional styles such as proverbs (e.g., "A stitch in time saves nine" to convince people that acting early enough will prevent greater problems later).
It can have different forms, such as:
- Stories (personal experience, folk/traditional)
- Articles (newspaper editorials, letters to the editor, magazine articles)
- Posters or magazine advertisements
- Tracts, leaflets
- Songs, etc.

[Note: The teacher should have examples to show the group.]

A good argument uses rational thinking and logic, but also should have some emotional appeal. The reader must want to change something after reading your article.

We try to change children's behavior by punishing them for bad behavior. But an adult needs to change his opinion before he changes his behavior.

II. Target audience
Who is your intended audience?
- town or village
- male or female
- educated or non-educated
- Christian, Muslim, or animist
- friendly/hostile
- large/small (in number)

Knowing your target audience will help you to know what level of vocabulary to use and what arguments will be important to them.

III. Persuasive writing steps
A. Decide what change you want to see.
- A change of opinion (e.g., people should favour the use of the vernacular in education)
- A change of behaviour (e.g., there should be no more drinking beer during working hours)
- A change of support for or against a specific person or program (e.g., people should support the Literacy Program; people should vote for a unified curriculum)

B. Do research. Gather facts and information that will help you understand the situation better and give a good argument for change. What do people do at present? Why? What are their beliefs about the matter? Will people really understand the reasons for the proposed change? (Adults need to understand the reasons for change.) Will the change benefit the whole community (not just the writer and his family)? What are possible negative consequences of the change and how can they be dealt with?

C. Decide the approach you will recommend for making the change. What part of the problem will you start with? Whom will you target? Who are the leaders in making changes like this? Who are the decision-makers in the community? What are the benefits of the change? How will you fill any gaps that the change may create?

D. Organize your arguments. List the main points. Under each point, list the facts and opinions that relate to that point. When you are all done, look over your arguments: Is all of your information accurate? Is there enough information under each point? Is anything missing which would make your article more convincing? Make any necessary changes.

E. Decide what form (article, song, poster, etc.) and style (personal experience, informative, story etc.) to use.

F. Write your persuasive text. How you present your research and your arguments for change depends on the form and style you choose.
• For articles, a **good title** will attract attention. The title should mention the current problem or the change you desire.

• The main body of the text should present the **current situation**, and the **arguments for change**. You should **address possible objections** that people might use to the challenge your argument.

• The same applies to a poster or song, though you may have to restrict yourself to using the **major points** only.

• For posters and advertisements, **pictures**, if selected carefully, can play a powerful part [Supplement 4-Luwo Poster is an example of a persuasive poster. It uses a Luwo proverb to persuade others to avoid the dangers of alcohol.]

**IV. Using stories in persuasive writing**

You can use stories as supporting arguments in a persuasive article, or your persuasive literature can be simply one story in which you bring in the points you want to make as you go along. In any case, fictional stories should be built around people who sound real, so that the reader will say to himself, "Yes, this person thinks just like me!" Often this less direct approach can be very effective.

See the example “Farsight and Nearsight.” [Read the example to the class, or have participants read the story aloud as the others follow along.]

**V. Assignment**

1. Think of a change that you would like to see made.
2. Discuss the present situation with two or three people to discover their opinions.
3. Decide what approach you will recommend for making the change.
4. Organize your arguments.
5. Decide what form and style you will use.
6. Create (write, draw, etc.) your piece of persuasive literature.
PERSUASIVE WRITING

Introduction

- Is there something in your communities in exile or in Sudan that you think should be changed? What?
- Who should change it? (What things could the people themselves change? What things could outside people and groups change?)
- What kind of things do you want to convince people to do?
  - Education:
  - Health:
  - Politics:
  - Religion:
  - Family life:
  - Other:

I. Purpose and characteristics

The goal of persuasive writing:

- Change the reader's attitude
- Influence behavior

How do you convince people to change something? We may feel strongly about something but they may not feel the same way.

Which of the following two paragraphs is best for convincing people to read their Bible? Why?

1. A woman's personal experience:
   "Once I was a very sad person. I experienced many difficulties, and found no one to encourage me. But after I started reading the Bible, God's Word gave me strength and encouragement for many situations. Now I am thankful to know that Jesus loves me and is always with me, even when I am alone. I am no longer a sad person." (From a woman's personal experience)

2. "Only bad Christians do not read their Bible. Everyone should read their Bible. I am a good Christian, and I read my Bible." (Anonymous)

Good persuasive writing uses:

- Logical arguments
- Examples of problems
- Demonstrates consequences of not changing
- Treats the reader as a responsible adult

Persuasive writing can incorporate other styles of writing, such as:

- Personal experience or other stories
- Informative writing
- Descriptive writing
- Traditional styles such as proverbs (e.g. "A stitch in time saves nine" to convince people that taking action early will prevent greater problems later.)
It can have different forms, such as:

- Stories (personal experience, folk/traditional)
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   - A change of opinion (e.g. people should favor the use of the vernacular in education)
   - A change of behavior (e.g. people should not drink beer during working hours)
   - A change of support for or against a specific person or program (e.g. people should support the Literacy Program; people should vote for a unified curriculum)

B. Do research. Gather facts and information that will help you understand the situation better and give a good argument for change. What do people do at present? Why? What are their beliefs about the matter? Will people really understand the reasons for the proposed change? (Adults need to understand the reasons for change.) Will the change benefit the whole community (not just the writer and his family)? What are possible negative consequences of the change and how can they be dealt with?

C. Decide the approach you will recommend for making the change. What part of the problem will you start with? Whom will you target? Who are the leaders in making changes like this? Who are the decision-makers in the community? What are the benefits of the change? How will you fill any gaps that the change may create?

D. Organize your arguments. List the main points. Under each point, list the facts and opinions that relate to that point. When you are all done, look over your arguments: Is all of your information accurate? Is there enough information under each point? Is anything missing which would make your article more convincing? Make any necessary changes.

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• For posters and advertisements, **pictures** (if selected carefully) can be powerful.

### IV. Using stories in persuasive writing

You can use stories as supporting arguments in a persuasive article, or your persuasive literature can be simply one story in which you bring out the points you want to make as you go along. In any case, fictional stories should be built around people who sound real so that the reader will say to himself, "Yes, this person thinks just like me!" Often this less direct approach is very effective.

See the example “Farsight and Nearsight.”

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2. Discuss the present situation with two or three people to discover their opinions.
3. Decide on the approach you will recommend for making the change.
4. Organize your arguments.
5. Decide what form and style you will use.
6. Create (write, draw, etc.) your piece of persuasive literature.
FARSIGHT & NEARSIGHT

(This is an example of persuasive literature in story form)

There were once two young men, Farsight and Nearsight. They had been neighbors all their childhood years and were good friends. Now they were old enough for marriage, and their parents were making the proper arrangements.

One day Farsight and Nearsight were telling each other what their plans were for their homes.

"I want to have many children," Nearsight said. "I come from a large family, and my family is going to be large, too."

"As you know," Farsight replied, "I also come from a large family, but I plan to keep my family small. True, it would be nice to have many children, but I have seen that in some ways it's difficult to provide for a large family. I think it's more important for my children to have a good life than for them to be many."

"That's foolish!" Nearsight exclaimed. "It is possible to have many children and provide for them all. We have always done it that way."

"Maybe so," Farsight said, "but the times are changing. It's good to think ahead. I'm going to find out more about family planning methods."

"Family planning is for westerners," said Nearsight. "We don't need that."

Some time later, they both got married. Soon they began to have children. When Farsight and his wife had three children, they stopped having more.

"All you have is girls!" Nearsight said. "Don't you want a boy? You should keep trying till you get a boy!"

But Farsight was unmoved by Nearsight's urgings. "It's true that I would have liked a boy," he said, "but who knows whether our next child would be a boy? We could have three more children-- all girls! No: we decided on three children, so we are stopping here."

Meanwhile, Nearsight's family kept growing and growing. He and his wife ended up with eight children: five boys and three girls.

One day Nearsight came to Farsight's house. He was wearing old, worn-out clothing, and looked thin. "Farsight," he said, "I'm in a bit of a difficulty right now. School is going to reopen next week, and I am unable to pay my children's fees or buy them new clothes. It's hard enough just bringing enough food in to feed them all. I see that you are well dressed and eating well. Can you help me out?"

"Nearsight," said Farsight, "your problem is a result of having many children. I'm sorry, but I can't give you any help now: what I have on hand is for my own children's school fees. As a matter of fact, I tried to help you prevent this problem many years ago, but you refused to listen. The best thing you can do now is admit your error and teach your children to limit the size of their own families, so that at least your grandchildren will have a better quality of life."
Evaluation of persuasive writing
Title of article: ____________________________________________
Name of author: ___________________________________________

1. What is the writer trying to convince his reader to do?

2. What kind of writing is it? (E.g. poster, editorial, sermon, song, story, poem, etc.)

3. What are the best arguments and examples?

4. Do you feel convinced? Why or why not?

***Discuss in your group the good points of the articles, and where the articles could be improved if there were more time.

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PERSUASIVE ARTICLE USING A PERSONAL EXPERIENCE

(From a speaker of the Didlinga language)

Last year, I went for an operation at a hospital in Khartoum. I was very sick and agonized, and then I decided to go to the hospital. When I reached the hospital, I stayed for quite a number of days. There, the child I was pregnant with had to be removed by surgery. And by that time I was very much fearing surgery, thinking it was something which would lead to death. But there I saw it is obviously a good thing.

I think if ever a person lives and maybe has a child who is still young, she should know how to bring up this child well. So that the child would learn how the people of the hospital worked and came to help their own people. This is something which is essential here on earth. And it is bad for some to fear surgery. I too at that time gave birth well. Even the child lives well because surgery helped it. Had the surgery not been done, we might not have seen each other again. The story ends here.
Maadh koongo abea rihi keá meehg maadh yihr koongo. Maadh thabo unaah!
NEWS WRITING

A news article about a current event is a special type of informative writing.

I. What makes news?
   A. News is “history in a hurry”. A news item needs to:
      1. Be current - a recent event.
      2. Touch “local feelings”.
   B. What do people like to read about?
      [Themselves, people they know, issues that are important to them, important people or events such as disasters, wars, politics, business, sports]
   C. A news item should contain one or more of the following:
      1. News about an important event or person.
         [Two of the instructors drinking tea is not a news item. Two of the instructors drinking tea with an important political leader (name someone) is. The event is not important but the important person makes it a news event.]
      2. An unusual event.
      3. Human appeal; what interests people
      4. Relate to a universal problem which concerns many people, such as health, education, and housing.
      5. Conflict and suspense - make the reader feel, “What will happen?”

II. Writing a good news article
   A. What is the important information that needs to be given?
      Answer the questions: who, what, where, when within the first two paragraphs.
   B. The questions why and how can also be important.
   C. Give enough background information needed for the reader to understand. You need to have an idea of who your audience will be.
   D. Be accurate and concise.
      [The writer has responsibility. Be careful, and be sure that your information is true and accurate.]
   E. The role of the writer:
      The writer should tell happened in an objective way. Do not give personal opinion or express emotions. You should not write in the first person, using “I.”
      [An editorial vs. a straight news report will give more of the editor's opinion or comment on something. Critics (usually of music, films, and 'the arts') also give personal opinion.]

Discussion
   1. How is information transmitted in traditional society?
      [Orally, often through a messenger. Drums and symbols such as flags can also be used.]
   2. What are the qualities of a good messenger?
      [The messenger is accurate; the messenger does not add his own information. His character may also be important.]
   3. Compare this with the role of the writer above.
III. How to begin and end

A. The beginning of an article is called a **lead**. Getting the reader’s interest in the first sentence or paragraph is important.

B. Types of leads:
   - A question: Do you know how much quinine 30,000 people need in one month?
   - A quote: “It was the worst accident I have ever seen,” said the Nairobi chief of police
   - A summary or short statement: 2,000 children were vaccinated in a 2-week campaign sponsored by UNICEF last week

C. The title or headline should have a few words that grab the reader’s attention.

D. Pictures can also convey a lot of information.

E. The ending.
   - When you are finished, stop!

Reference


Exercise

Look at different news articles from recent newspapers.

- Do the titles and leads (opening sentences) attract interest?
- Do the articles answer the questions **who**, **what**, **where**, **when** within the first two paragraphs? Are the articles clear and well organized?
- Is enough information given?
- Will someone find them interesting? Why or why not?

Assignment

1. Think about something that has happened recently that your community would be interested in reading about.
2. Discuss your ideas with another person.
3. Write your news article.
NEWS WRITING

A news article about a current event is a special type of informative writing.

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   A. News is “history in a hurry”. A news item needs to:
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- Is enough information given?
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Assignment

1. Think about something that has happened recently that your community would be interested in reading about.

2. Discuss your ideas with another person.

3. Write your news article.
Evaluation of news article

Title of article: _________________________________ _____________________________

Name of author: ___________________________________ __________________________

1. Who was this article written for? What is the topic? Is there enough information to understand the topic? If not, what should be added?

2. Does the article have a beginning sentence or paragraph that attracts your interest? Why is your attention attracted?

3. Did the writer answer the questions who, what, where, when? Was the information well covered? How could it have been improved? Is there other information that is useful to include? Could the article have been organized differently to make it clearer? (Use the other side to write your answer if you need more space.)

4. What makes this topic a good news item? Why will people want to read about this?
**NEWSVIEW**

in brief

Copter: Team compiles report

NAIROBI: The commission investigating the police helicopter crash in the outskirts of Mvita town last July, 2, continued yesterday to compile a report on its findings. The findings will be submitted to the government, the commission said.

Moi pledge: President Moi yesterday said he will make an equity of 2, to meet at the invitation of his cabinet, to discuss the current situation in the country.

Ndicho alarm: The National Council of Non-Governmental Organizations yesterday asked the National Assembly to legislate on a law to protect the environment. The council said it was concerned about the state of the environment in the country.

Temper flare: Nairobi: Tempos fired yesterday night over a dispute between two groups over the assignment of a plot of land.

Activists hold: LAKHWA: Twelve Kenyan activists were arrested yesterday by police in Nakuru Town.

Detained nuns leave prison

NAIROBI, Tuesday

Three Dominican nuns who have been detained for their role in the recent unrest in Kenya have been released.

The nuns, who were detained last week, were released after they were granted bail by a court. They were arrested for allegedly instigating the unrest.

They were among the 12 nuns who were arrested on charges of instigating the unrest.

Regional: UNHCR closes refugee camp

BUTARE (Rwanda), Tuesday

The government of Rwanda has closed its largest refugee camp, which housed more than 100,000 people. The camp was closed due to security concerns.

The camp, which was opened in 1994, was closed after a series of outbreaks of violence. The UN High Commissioner for Refugees (UNHCR) said that the move was necessary to ensure the safety of the refugees.

The camp was closed after the government received intelligence reports that it was being used as a base for armed groups. The government said that it had taken the decision to close the camp to prevent the spread of violence.

The government said that it would continue to provide support to the refugees, including food and medical assistance.

**Nyerere to attend peace talks**

ROME, Tuesday

Former Tanzanian president Julius Nyerere, who is in Rome, is expected to attend peace talks between the government and the anti-government forces in Tanzania.

Nyerere is expected to meet with the leaders of the two sides to discuss the ongoing conflict.

The peace talks were brokered by the African Union and are expected to address the concerns of the anti-government forces.

The talks are expected to be held in Tanzania, but the location has not been announced.

**Butare**

The Butare district in southwestern Rwanda is being hit by protests against the closure of the refugee camp.

The protests have been sparked by the closure of the camp, which is home to thousands of refugees. 

The refugees have been calling for the reopening of the camp, but the government has refused to do so.

The closure of the camp has caused widespread protests, and the government has been accused of using violence to suppress the protests.

The government said that it was necessary to close the camp to ensure the safety of the refugees.

The government has been accused of using censorship and harassment to prevent the refugees from speaking out.

The government has been accused of using violence to prevent the refugees from protesting against the closure of the camp.

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DO'S AND DON'TS FOR WRITERS OF NEWS

1. Do respect the power of the printed word for good or for evil.
2. Do feel responsible to do your best work in every news report.
3. Do read your own and other newspapers and magazines regularly, thoroughly, and critically.
4. Do think first-then write. Try putting the main facts into one sentence. This will help you see what is most important.
5. Do strive for accuracy, brevity, and fairness.
6. Do remember, as you write, the date or hour when your news report will be read. Choose the tense of your verbs with this time in mind.
7. Do be specific. "A big crowd" tells much less than "10,000 people."
8. Do use verbs that most vividly suggest action. In English, for example, "David hit the ball" is much more lively than "The ball was hit by David."
9. Do describe the event in short phrases and sentences.
10. Do keep paragraphs short.
11. Do vary the grammatical construction of your sentences and paragraphs.
12. Do introduce clearly every person you mention.
13. Do leave your own opinions out of the report.
14. Don't use unnecessary words. Every word that goes into print costs money.
15. Don't repeat over and over again the same word or phrase.
16. Don't fail to give all the facts your readers need to come to a reasonable conclusion.
17. Don't begin a sentence with numbers unless you write them out in words.
18. Don't assume too much information on the part of your readers, but never underestimate their intelligence or "write down" to them.
19. Don't use the names of persons or initials of organizations without giving the name in full the first time it appears.
20. Don't use technical terms, foreign words, legal expressions, or other unfamiliar words unless you have space to define them.
21. Don't use words that will seem unnatural or affected to your readers. Use familiar language.
22. Don't reveal sources of information when facts have been given to you confidentially.

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Intermediate Writers' Workshop
PROCEDURAL WRITING

I. Purpose
A. Tell how to do something, or how something is done.
B. Teach others how to do it.
C. Preserve it for coming generations.
   • Activity: how to play a certain game
   • Production: how to build a tukel [preserves traditional technology]
   • Ceremony: what happens at a funeral
   • Directions: how to use a solar oven [introduces new technology]

II. Characteristics
A. The opening words can tell what procedure will be given (can be the title), why the activity is good, when an activity is performed. Cultural or historical background can also be included.
   Examples:
   How to make a Zande mat
   The Zande people use a kind of woven mat called 'ira'. Both men and women know how to make it. It is made like this:
   How our grandfathers used to marry
   Long ago the marriage customs were different than they are today. When our grandfathers wanted to marry, they use to do this. First...

B. The next section contains the main body of instructions.
   1. For instructions on how to make things list at the beginning all of the items needed to the activity: materials and ingredients with the amounts needed, tools and equipment, etc.
   2. Write step-by-step details. Do not leave a step out, assuming that someone will know it. Think about what the parts of an activity are. You also need to know what the reader already knows and what needs to be explained.
   3. The order should be based on time. You may include all the necessary details, but if they are not in good order, it will be confusing and the procedure will be difficult to follow.

   Read the following paragraph:
   "When you get to the airport, you must show your exit visa and your health certificate. You should apply for your exit visa several days before your departure date. When you apply for it they may ask about your immunizations, so you should go to get these before going to apply for your visa."
   Are the instructions clear? Why or why not? How can it be improved? [Note how the order is very confusing. Listing the tasks in chronological order would be very helpful.]

C. Use time words and phrases such as then, next, after that.
   You should be able to number the steps in order; this may be a way to test if the steps are in correct order or not.

D. In the closing words, there should be something like a conclusion or summary, a final piece of advice, or the expected result.
...The result is a light but durable mat which the Zande people like to use for sitting or resting on.
...And that is all what our grandfathers used to do when they wanted to marry.

**III. Types of instructional writing**

A. Give instructions as a list in time order. They should be clear and short. Compare the following two paragraphs:

    Go along the road for two kilometres until you see a mango tree. After the tree, you will see a little house with a red door. Give this packet to the man who lives there.

    Go along the large muddy motor road for two kilometres until you see an old mango tree with its large branches full of fruit. After the tree, you will see a little house with a red door and an old roof. Give this large red packet to the tall thin man who wears a green hat who lives there.

    The second paragraph is much more descriptive but most details are not needed for the instructions.

B. Give instructions in story form and they may be more easily remembered. Read and consider the following paragraph:

    Last year I went to Uganda. This is what I had to do to prepare for the trip, and to get out of the country. I am writing this to help others who may want to travel and will not know what they need to do.

    "Gathering White Ants" is a procedural example in a first person story form, and is entertaining as well as informative. *Read this example if time allows.*

C. Many instructions have pictures or drawings which show actions or label different items and their positions. *Have some examples on hand, such as something from an instruction manual, development journal, poster, or a cookbook. See instructions on how to make oral rehydration fluid in the book "Where There is No Doctor".*

D. Other forms include songs and poems.

**Discussion**

*The discussion can be done in small groups.*

Make a list of the kind of procedural writing that might be helpful to your people. Is there a need to write instructions on how to do or make something? Would people want a traditional ceremony or ritual explained?

1. Decide on a topic.
2. Will you write a list, or in story form?
3. Write your article. Make sure the instructions are clear and in proper order. Do not forget your opening and closing words.
PROCEDURAL WRITING

I. Purpose
A. Tell how to do something, or how something is done.
B. Teach others how to do it.
C. Preserve it for coming generations.
   • Activity: how to play a certain game
   • Production: how to build a tukel
   how to use a solar oven
   • Ceremony: what happens at a funeral
   • Directions: how to get to the post office

II. Characteristics
A. The opening words can tell what procedure will be given (can be the title), why the activity is good, when an activity is performed. Cultural or historical background can also be included.

Examples:
How to make a Zande mat
The Zande people use a kind of woven mat called 'ira'. Both men and women know how to make it. It is made like this:

How our grandfathers used to marry
Long ago the marriage customs were different than they are today. When our grandfathers wanted to marry, they used to do this. First...

B. The next section contains the main body of instructions.
   1. For instructions on how to make things, list all of the items needed for the activity at the beginning: materials and ingredients with the amounts needed, tools and equipment, etc.
   2. Write step-by-step details. Do not leave a step out, assuming that someone will know it. Think about what the parts of an activity are. You also need to know what the reader already knows and what needs to be explained.

   2. The order should be based on time. You may include all the necessary details, but if they are not in good order, it will be confusing and the procedure will be difficult to follow.

   Read the following paragraph:
   "When you get to the airport, you must show your exit visa and your health certificate. You should apply for your exit visa several days before your departure date. When you apply for it they may ask about your immunizations, so you should go to get these before going to apply for your visa."

   Are the instructions clear? Why or why not? How can it be improved?

C. Use time words and phrases such as then, next, after that.
You should be able to number the steps in order; this may be a way to test if the steps are in correct order or not.

D. In the closing words, there should be something like a conclusion or summary, a final piece of advice, or the expected result.

   ...The result is a light but durable mat which the Zande people like to use for sitting or resting on.
   ...And that is all that our grandfathers used to do when they wanted to marry.
III. Types of instructional writing

A. Give instructions as a list in time order. They should be clear and short. Compare the following two paragraphs:

Go along the road for two kilometres until you see a mango tree. After the tree, you will see a little house with a red door. Give this packet to the man who lives there.

Go along the large muddy motor road for two kilometres until you see an old mango tree with large branches full of fruit. After the tree, you will see a little house with a red door and an old roof. Give this large red packet to the tall thin man who wears a green hat who lives there.

The second is much more descriptive but most details are not essential to what you are told to do. The additional information is not needed for the instructions.

B. Give instructions in story form and they may be more easily remembered. Read and consider the following paragraph:

Last year I went to Uganda. This is what I had to do to prepare for the trip and to get out of the country. I am writing this to help others who want to travel and will not know what they need to do. "Gathering White Ants" is a procedural example in a first person story form, and is entertaining as well as informative.

C. Many instructions have pictures or drawings which show actions or label different items and their positions.

D. Other forms include songs and poems.

Discussion

Make a list of the kind of procedural writing that might be helpful to your people. Is there a need to write instructions on how to do or make something? Would people want a traditional ceremony or ritual explained?

1. Decide on a topic.
2. Will you write your topic as a list or in story form?
3. Write your article. Make sure the instructions are clear and in proper order. Do not forget your opening and closing words.
Evaluation of procedural writing
Title of article: __________________________________________
Name of author: __________________________________________

1. What type of form is used? (Story, list, or other)

2. Are there "opening words"?

3. Are there "closing words"?

4. Are the instructions clear and detailed? Give examples of any unclear parts.

5. Are any steps missing?

6. Are the instructions in proper order?

7. After reading these instructions, could you accomplish the task? If no, why not?
GATHERING WHITE ANTS (TERMITES)  

- by Edward Kasran

Gathering white ants is an activity enjoyed by the Baka ethnic group in Maridi, southern Sudan. Because they like eating these insects so much, they also know how to gather them very well. If you want to succeed in gathering white ants, the following is what need to do considering that you are in Maridi. When the first heavy rain of the year falls, you can prepare yourself to go and gather white ants. First, you should equip yourself with tools such as a hoe, a sickle, a panga and then some containers such as baskets or empty sacks.

Finding that you are prepared, you may now leave for the wilderness to look for anthills (termite mount). You will keep walking until you reach a place where there is a collection of many anthills close by. Here, you can erect a temporary shelter. You may then tour the anthills to confirm that they are alive and active. Before reaching a particular anthill, you should tip toe carefully to avoid any sound. Reaching it, you rub part of it, and then pay close attention to hear whether there is any hissing sound from inside. If there is, it means there is a chance that the white ants will come out that night. After identifying enough of these kinds of anthills, you may now clean around them using your hoe. Then you dig two holes about a quarter of a meter deep on either side.

Now, you can go and cut dry grass using your sickle. Make sure you cut only the stock without the blade, to avoid smoke. Tie these in bundles like poles for easy handling. Also before the sun sets, you make sure you drop green leaves from your post to each of the ant hills so that you can follow them later at night or else you get lost.

Well then, you may now retire to your post and eat some wild roots that you might have harvested some where there during the day. But watch out. As you sit near your fire consuming your light meal, you should pay attention to the sounds of insects and birds. Pay special attention to bats. If they are gnashing their teeth, you should light your grass torch to go and check the little “eyes of the ant hill” (openings made by termites through which the white ants come out). In case you want to show any of these to someone, there’s a taboo that you should bend your index finger and point with the back of it so that they don’t close up. When you are satisfied with your findings, you return and wait for the time. There are two rounds, those that come out between seven and eight and those that come out at midnight.

Finally, when you see the white ants flying around, you should light your grass torch and find the ant hill. Then go and set the fire right above the holes you had dug. The white ants coming to that fire will fall into the hole and then you should cover them with green leaves. From time to time, you should break away the black ashes of the grass to keep your goods clean. The time you will see that the hole is full. You may now load the contents into your basket or preferably an empty sack. There also is a ritual to be observed: you must smell the first bunch before throwing it into the container so that they die immediately to prevent them from escaping when cleaning them the next day. Furthermore, to avoid stomach problems after eating too much later, you should vaccinate yourself by starting to eat the first taste right there. Take a tip of a green grass, chew it together with the raw white ant, and swallow it. In case you forget to do this and later you are attacked by stomach problems, you may tie a blade of grass around your left leg. It is believed it will stop.

When you see that they are no longer emerging as much as before, you take a little stick and you beat the fire grass while making a gentle whistling. They say this will make them come out even more. Some people use opium. They blow a puff of it into the openings on either side. This makes all of them to come out at once. But society’s laws don’t allow that because there will be nothing for the next year.

All right! There you are. Now you can transport your sack of white ants to your post and wait for the next morning to dry and clean them. If you have a clever wife, she can quickly make a meal of the fresh ones even that night. When morning comes you can clean them, pack them and then walk back home happily carrying your white ants.
The uses of beeswax

HERE IN ARU, N. E. CONGO, we find beekeeping to be a most hopeful activity for raising income and also for raising funds to support the Church. We always encourage the use of Kenyan Top Bar hives which improves the profits and the quality of honey. Here are some ideas for the reader asking about the use of beeswax.

Separating the wax

After extracting the honey, bees, dirt, and eggs need to be removed before the wax can be used. The easiest way to do this is to boil the wax in water and stir until whitened. Leave the pan to cool somewhere it will not be disturbed. You will find the wax sets on top of the water with all the dirt still in the water. Remove the disc of wax and scrape off any dirt still on the bottom side of the wax.

Making candles

1. Prepare the stem of a papaya leaf or similar hollow stem to the length required.
2. Thread a piece of thick cotton or flax string through the tube and tie it to a piece of grass at each end of the tube to keep it tight and in the centre of the tube. If string is not available, a thin strip of cotton material twisted into a cord can be used in the same way. If you can soak the string in kerosene first, this improves the candle, but is not essential.
3. Stand the tube on sand or soil so it will not fall over.
4. Melt the wax over gentle heat until liquid.
5. Pour into the prepared tube and leave the candle to set for an hour or two before moving.
6. Sift the tube lengthways and carefully remove the candle, now ready for use.

Now you can have light without expense!

An alternative method is to melt a thin layer of wax over water and leave it to set — but before it gets quite cold, roll it around a piece of string on a flat surface to form a candle shape.

Furniture wax

Beeswax is also very useful as a finish for wooden furniture. Soften the wax by mixing in a little turpentine or kerosene. Rub the wax into the wood using plenty of energy! With another clean cloth rub it off, leaving a very pleasing shine that also keeps the wood clean.

With thanks to David Sharland and Jose Leuko of EAC Aru (PO Box 226, Arua, Uganda) and to Food Chains, Intermediate Technology, UK.

Petroleum jelly

You will need...
- 25 grams of beeswax
- ½ cup of baby oil

Melt the beeswax very slowly in a double boiler (pan within another pan of water). When liquid stir in the baby oil. Pour into attractive containers.

Dry lip balm

You will need...
- 1 tablespoon of shredded beeswax
- 1 tablespoon of petroleum jelly
- 1 teaspoon of honey
- 1 tablespoon of lanolin
- a few drops of aromatic essential oil (e. pepper, eucalyptus, wintergreen or camphor) so the balm smells attractive.

Melt the wax, lanolin and petroleum jelly in a double boiler. Add the honey and essential oil. Stir until cool and place in attractive container.
MAKING YOUR NEWS BULLETIN

I. Overview of a news bulletin project
A. A news bulletin or newsletter can be printed several times a year.
   [Show examples of news bulletins to the class.]
B. PERSONNEL: What types of people are needed to make a newsletter?
   [Writers, editors, typists, artists, printers, readers]
B. LAYOUT (making it look good): How should the bulletin look?
   [Show the different parts on a sample bulletin.]
   The title can be at the top, with an issue number and date on the second line. The text is usually printed in two columns.
C. PRODUCTION (getting it printed): A bulletin can be produced with little or no technology. It can be handwritten and posted somewhere for the community to see. It can be typed, or put on the computer. You can use a duplicating machine, silk-screen press, or send it to a commercial printer.
D. DISTRIBUTION (getting the bulletin to the people): Who is your target audience? How will you distribute and sell the bulletin?
   [E.g. just this area, or other places where your group is living both in exile and in the homeland, market, church, classes]

II. What should your bulletin contain?
A. CONTENT: Articles such as news items, personal experience, persuasive, and instructional can go into your bulletin. You can have messages from important leaders, such as an elder, a pastor, the bishop, or a chief. Remember that people like to read about themselves, and matters and problems that they are concerned with.

B. FILLERS (fun materials): After writing your articles, you may still have empty space in your bulletin that needs to be filled. Other items that you can include are pictures, proverbs, cartoons, and word games (puzzles). A puzzle is a game played on paper with words. A proverb can be used together with an article about that topic, especially if there is still space that needs to be filled on that page.

   Crossword Puzzles:
   [Demonstrate how to make and do different types of word puzzles, such as crossword puzzles, and word search puzzles.]
   Fitting different words together horizontally and vertically can make a crossword puzzle. Fill in the easier items first and you will have more letters in the spaces so you can guess the harder ones. You should place the answer on another page of the bulletin, or in the next issue. If the answer is in the same bulletin, it can be given upside down so the user cannot easily look at it. Crossword puzzles may not be suitable for certain language structures.

   Find-the-Words Puzzles:
   Words are found either going down, across or diagonally.

   Cartoons:
   [Show and explain examples of cartoons.] When teaching about cartoons, remember that what is humorous in one culture may not be funny in another. Much humor is related to language, culture, and social and other factors. Try to note what type of story or incident makes people laugh.

   Proverbs & Riddles:
   A proverb can be used together with an article about that topic, especially if there is still space that needs to be filled on that page.

C. ARRANGEMENT/ORDER: Arrange items in an appropriate way. Important items, such as an important recent event, should go on the first page. Something funny should not occur right next to something serious or sad. Humorous articles, and entertaining items such as cartoons and puzzles, can be put near the end of the bulletin.
Assignment

Do one or more of the following items for your bulletin:

1. Write proverbs about different topics. (These can be used together with articles about those topics, especially if there is still space on the page that can be used.)
2. Make a word search puzzle.
3. Make a crossword puzzle.
4. Make a cartoon.
5. Draw a picture for one of your articles.
MAKING YOUR NEWS BULLETIN

I. Overview of a news bulletin project
A. A news bulletin or newsletter can be printed several times a year.

B. PERSONNEL: What types of people are needed to make a newsletter?

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5. Draw a picture for one of your articles.
CROSSWORD PUZZLES

Crossword puzzles can be educational and enjoyable. Below is an example of a crossword puzzle in English.

How to complete a crossword puzzle

Cover up the completed puzzle on the right and try to complete the unfinished puzzle. Starting with 1. across, think of a word that means "to cut many times." You may have to fill in other words to help find a word. E.g. if you fill in 1. down "hats", 2. down "awaken" and 3. down "kiln" that will tell you that the first, second and fourth letters of 1. across are "h", "a" and "k."

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### Across:
1. to cut many times
4. an imperfection
5. someone is long
7. body covering
8. to move, leave
10. abbreviation for education
11. machines that blow air

### Down:
1. head coverings
2. rouse from sleep
3. oven for baking bricks
4. jumping animal with no tail
6. container covers
9. possessive preposition
   the son ____ John

Making a crossword puzzle: Start by putting words together which can be defined easily. Then add the numbers, definitions, and shading in the blank spaces.

Answer keys: Answers can be a) put in a list or b) filled in a puzzle.
This is from the Sudanese Luwo:

**WORD GAMES**

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

Find these words in the puzzle above:

ACIELO
BAAHR
BATIEN
CAHNG
DHAAGO
DOM
TONG
This is from the Sudanese Luwo:

**WORD GAMES**

```
D J R U C G B R
O H C K D N A G
M B A A H R T K
N C H A M U I Y
T O N G G D E M
I K G U W O N E
J A C I E L O J
R H N B T K M P
```

Find these words in the puzzle above:

- ACIELO
- BAAHR
- BATIEN
- CAHNG
- DHAAGO
- DOM
- TONG
SAMPLE CARTOONS

Example from Luwo language

Nyieh gihn e caahdhi e wuor tooro yi tieni, abea wuru tiihyo ke kar tiihj wuor?!

A gihn e nyuol umiihu gihn thiin e lag tooro yi dhee abea wuru beehda akiihm gihr lag?!

If your father works in the place where they make shoes, why aren’t you wearing any?

If your father works in the place where they fix teeth, why doesn’t your baby sister have any?
Olë cì baa atturi

Albert Popo

Baa kör umwa haaï naa 'thukuula loocca īcì Madì. Baa mëëlìg dohòlia cìg 'thukuula cì au loonyini cùümö–cùümö 'Thüddaanatöö gërrët nga ìtího.

Ma kör umwa, a'nyakta 'gaala cìg 'thukuulag olë cì aï hatï hiita hetedia 'thukuula. Baa a'nyakiaa taang tìho toromilla. Ma baa ma ödölanì eeta niceeeg taang nicci 'thukuul ho, òdöngak looc nà ecebbeek hëëta. ëttëëd hinna olë nicce eelorong thong. Ma ëttëëd eelorong ho, ëlë itigga dëhöli cìg 'thukuulag! Hukulia 'thék naag vëlëk hiithooya 'ceethi cìg baag gööng hooginna.
Baa kör tìho aaï ëëtì hödéëthông cì höllö awìreek taang nicci. Höllö haga naa aku eet tìho nga; ëïn 'thék nëë buuk doholeec cìg 'thukuulo. Ma adtuuha nëë taang nicci iiga dëhöli cìg 'thukuulag ho, ëlë ittiha vattihir noho; òthükëc 'thék noho üük ìcì aayyi taang. Ma tarë ma adtuuha taang ìnöönhë ho, ëcëccëda noho. Ìkë tarë 'thék ëëttì nicce buuk ìcì akuuni olë nicce ho noho. Ëcëccëda olë nicce ë'jong ma oboki ëëttì nicce ho, ìngëlana. Ëngëttì tarë uukö'ëëthë ëëttì nicce olë nicci.

Ma adtuuha dohòlia ho, ëlë atatarita! Ëëtö, “Ìkë hatï ìggoolleet taang caa haaga.”

Edëcia dtëëllëna ngaati.

Haggamit thööth cënaac jurrung

Albert Popo hì Pio Lökörö


Ma nîngaata, udhukta 'gaala Narriba dtîica îcî akiimitu ho, hînîngîtî baa Ērêk înôonnî ngaatî ēhëëdî thöôth cî Dîdinga.

Hîcînît miî naag 'gôöl cî occa hadhukiaanî dtîica biyya îcînaac ho hatî erekete ngageet thöôth cînaac.

---

'Gôöl cî hîlacaani ngôörrö Dîdingayyi ceeni.

Albert Popo hî Pio Lökörö

Hättiha nöö callang nê huturudieek deeri haahto haal. Hîlacho to thî ʾtʰôông, ma ho, hubbuuhito deeri nê hiciidia ira cîg abadtêc hîcînît ma aau ngôörrö.

Hînînînînganîto thî hûlûtî ngôörra.


Îï cee ngôörrö cî urrohî. Ma hadiim ngôörrö cî îyîn ôccöîl, hättiha ngôörrö nicci urrohî ho nê haahto ʾtʰôông hûtûhûî hîî marîk hûût haahto irâa loota. Ma ütûhûî îyî marîk, hitikteek thî locc hiyîman halal. Ma alala, hûtûrûdît thî. Îï cee ngôörrö cî îyîn ôccöîl.
Liitënït

1. Tīïn cįg ngaa hidicig.
5. Adiim haanyïk ēētï.

Lūücēnït

1. Haal cįg abbiiri uruta icį 'goonogiinni.
2. 'Gii cį haduhi.
3. Iitiö höllö aaburii.
4. 'Gii cį mürrï cį holli öö nē a'nyak 'thoo 'ramma.
6. Apadan buheeyyi eet tabattî 'ramma.
8. 'Rōök cį ēđēllaa.
------------------
Baa alaam toromile umwaa 'göönögï

Albert Popo

Baalö baa edecia dtiici, aï eet ci eheedothoothïk
Toromeec:


Aï baa tari aitö doholeec hïllo adtuua toromile buuk. Në nëeg buuk aitö hïllo acïn doholeec.

Aduha teheediohiti tiho aï:

Hitinyeeha 'thëk doholeec ngaati noho! Èrëk eet 'gööl ci adtahi hoodï buuk.