**AFE BABALOLA UNIVERSITY ADO-EKITI**

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**Course:** AFE 122 (Use of English)

ASSIGNMENT

1. Attempt an incisive interrogation of Solomon A. Edebor's Good Morning, Sodom, underscoring at least five underlying thematic thrusts the drama engages.

ANSWER

"Good Morning, Sodom" by Solomon A. Edebor is a Nigerian play that explores the lives of individuals in a corrupt society, depicting their struggles and the consequences of their actions. The play has several underlying thematic thrusts, which I will highlight below:

1. **Corruption:** One of the central themes of the play is corruption. The play portrays the rampant corruption that exists in Nigerian society and how it affects individuals' lives. The characters in the play are forced to navigate the corrupt system and are often faced with difficult choices. The play highlights how corruption affects not only those in positions of power but also ordinary citizens.
2. **Bad Peer Pressure:** The play portrays the negative pressure exerted on students by their peers. Bad peer pressure in the play influences the minds of innocent students tremendously which causes unwanted circumstances and wrong decisions. The play highlights how this affects students’ welfare in general.
3. **Christianity:** Christianity is also a significant theme in the play. The play depicts how Christians overcome corruption and ignorance through their strong faith in God. It also connotes how they influence others to stand strong against immorality.
4. **Rape:**  Rape as a theme was also explored in the play. The play narrates how trust was misused and broken which led to hatred and rejection. It also shows how the victim, Keziah, faces disgrace, embarrassment and regret and also her family's disappointment and anger.
5. **Morality and Conscience:** Finally, the play explores the theme of morality and conscience. The characters in the play are often faced with difficult moral dilemmas, and the play questions whether it is possible to remain true to one's moral values in a corrupt society. The play also depicts the consequences of ignoring one's conscience and making choices that go against one's moral values.

**In conclusion**, "Good Morning, Sodom" by Solomon A. Edebor engages with several underlying thematic thrusts, which include corruption, bad peer pressure, christianity, rape and morality and conscience. The play highlights the challenges that individuals face in a corrupt society and questions whether it is possible to remain true to one's moral values in such a society

1. Attempt detailed character analyses of any three characters in Solomon A. Edebor’s GOOD MORNING, SODOM.

ANSWER

**a. Nkanga Nkwoko:** He was referred to as KK throughout the play. He was a 400 level English student of Mayflower University. He was a cultist and Demola’s best friend. He introduced Demola to the life of crime and violence that led to his death. It was later revealed that he came from a poor home which shows how little regard for his mother.

**b. Keziah** Richards: Keziah Richards is a 200 level English student of high moral principles. She understood the reason she came to school and did not give heed to boys or any distractions, until she was distracted by Demola who was very consistent. She did not pay heed to him at first but she was persuaded by her friends so she decided to give him a chance. This led to her downfall as she was a victim of rape by Demola. But in the end, she persevered and was able to safely deliver her child and continue her education.

**c. Demola Diran:** He was a main character of the play. He was the child of Engr. And Mrs. Diran. He was a victim of negative peer pressure from KK. From Demola’s point of view, he had a good heart. Even after he raped Keziah, he had a feeling of remorse because he was truly in love with Keziah. He was a 400 level English language who came from a rich home and the little to no emotional attention he received from his parents can also be seen as a contributing factor to his downfall.

1. What are the points of divergence between the published and the film version of GOOD MORNING, SODOM?

ANSWER

* In movement two, the written version implies that Demola and Keziah had the conversation about his intentions with her standing while in the film version, it was seen that conversation was had with both of them sitting down in the library when Demola interrupted her reading.
* In movement three, Dr Yusuf sent two students out of his class for late coming in the film version, but did not send anyone out of his class in the written version. Also, in the written version, Demola asked Bunmi and Ovie if he could have a word with them. That did not happen in the film version.
* In the sixth movement, it was written that Demola returned Keziah’s phone after he made comments about it, but in the film version, Keziah took her phone back from him.
* Also in the sixth movement, when Stella was recounting her dream, the written version implies that the scene begins with the four men bringing out some clothes from the house, but in the film version, the scene begins with Stella fetching a pot of water.
* Still in the sixth movement, the written version implies that Emmanuella came into Stella’s room to talk about God after she had her bad dream, but in the film version, they had the conversation while stella was outside collecting her dried clothes.
* In the eight movement, the written version implies that Demola was inducted into the cult, but the film version shows that he was already a member of the cult.
* The ninth movement was not shown in the film version.
* In the eleventh movement, it was said that nurses and hospital attendants were seen moving around in the written version, but none were seen in the film version.
* In the twelfth movement, it was written that Keziah was taken to the car by her parents and Stella, but in the film version, her dad was absent and she was instead helped by her mother, Stella and Olumide the driver.
* In the thirteenth movement, the film version implies that the two police officers came in with KK and two others, but in the film version, it was seen that they came in with KK and three others.
* In the thirteenth movement, the D.P.O was referred to as ma in the written version, implying that she is a woman, but, in the film version, it is seen that the D.P.O is a man.
* In the fourteenth movement, in the written version, Mr. Richards told Keziah to pick a book from the center table in which the letter was enclosed, while in the film version, the letter was not enclosed in any book.
* In the fourteenth movement, in the written version, it was implied that Mrs. Richards was present from the beginning of the conversation. In the film version, it was noticed that she joined the conversation halfway.
* In the seventeenth movement, the entire court order between the defense council, the prosecution council and the judge which was acknowledged in the written version were skipped in the film version.
* In the eighteenth movement, the written scene where Mr. Richards rushed Keziah to the hospital was skipped in the film version. Also, the dialogue where Mrs. Richards asked if Keziah would be fit to follow them home that day was skipped in the film version.
* The nineteenth movement was skipped in the film version. It was instead recounted as a memory in the twenty first movement when Engineer Diran was informing Mr. and Mrs. Richards of his new findings.
* It was revealed that Mrs. Diran lost her life in the film version, that was not so in the written version.
* It was mentioned in the written version that Keziah’s daughter was names Mourithia, but in the film version, she was named Heritage Demola-Diran.
* The twenty third movement was skipped. It was only written across the screen in the film version, that Keziah gained admission into the University of Ibadan.