



Secondary

Secondary English Student's Book 2 has been written and developed by the Ministry of General Education and Instruction, Government of South Sudan in conjunction with subject experts. This course book provides a fun and practical approach to the subject of English, and at the same time imparts life long skills to the students.

The book comprehensively covers the English Secondary 2 syllabus as developed by **Ministry of General Education and Instruction.**

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

The Teacher's Guide provide:

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



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

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English

Teacher's Guide 2

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FOREWORD

I am delighted to present to you this Teacher's Guide, which is developed by the Ministry of General Education and Instruction based on the new South Sudan National Curriculum. The National Curriculum is a learner-centered curriculum that aims to meet the needs and aspirations of the new nation. In particular, it aims to develop (a) Good citizens; (b) successful lifelong learners; (c) creative, active and productive individuals; and (d) Environmentally responsible members of our society. This textbook, like many others, has been designed to contribute to achievement of these noble aims. It has been revised thoroughly by our Subject Panels, is deemed to be fit for the purpose and has been recommended to me for approval. Therefore, I hereby grant my approval. This Teacher's Guide shall be used to facilitate learning for learners in all schools of the Republic of South Sudan, except international schools, with effect from 4th February, 2019.

I am deeply grateful to the staff of the Ministry of General Education and Instruction, especially Mr Michael Lopuke Lotyam Longolio, the Undersecretary of the Ministry, the staff of the Curriculum Development Centre, under the supervision of Mr Omot Okony Olok, the Director General for Quality Assurance and Standards, the Subject Panelists, the Curriculum Foundation (UK), under the able leadership of Dr Brian Male, for providing professional guidance throughout the process of the development of National Curriculum, school textbooks and Teachers' Guides for the Republic of South Sudan since 2013. I wish to thank UNICEF South Sudan for managing the project funded by the Global Partnership in Education so well and funding the development of the National Curriculum, the new textbooks and Teachers' Guides. I am equally grateful for the support provided by Mr Tony Calderbank, the former Country Director of the British Council, South Sudan; Sir Richard Arden, Senior Education Advisor of DfID, South Sudan. I thank Longhorn and Mountain Top publishers in Kenya for working closely with the Ministry, the Subject Panels, UNICEF and the Curriculum Foundation UK to write the new textbooks. Finally, I thank the former Ministers of Education, Hon. Joseph Ukel Abango and Hon. Dr John Gai Nyuot Yoh, for supporting me, in my role as the Undersecretary, to lead the Technical Committee to develop and complete the consultations on the new National Curriculum Framework by 29 November 2013.

The Ministry of General Education and Instruction, Republic of South Sudan, is most grateful to all these key stakeholders for their overwhelming support to the design and development of this historic South Sudan National Curriculum. This historic reform in South Sudan's education system is intended to benefit the people of South Sudan, especially the children and youth and the future generations. It shall enhance the quality of education in the country to promote peace, justice, liberty and prosperity for all. I urge all Teachers to put this textbook to good use.

May God bless South Sudan. May He help our Teachers to inspire, educate and transform the lives of all the children and youth of South Sudan.



Deng Deng Hoc Yai, (Hon.)

Minister of General Education and Instruction, Republic of South Sudan

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Part A: General Introduction

Aims

English contributes to the development of young people as:

- Good citizens of South Sudan.
- Successful life-long learners.
- Creative and productive individuals.
- Environmentally aware members of society.

Rationale

South Sudan is a country inhabited by people of diverse linguistic background where English is an official language and medium of instruction. It is considered a neutral language and an effective tool for national unity, peace and development. English language will enable the people of South Sudan not only to effectively communicate internationally but also benefit in gaining knowledge, gaining experience of new technologies and preserving cultural heritage.

Learning and communicating in English will accelerate the progress of the Republic of South Sudan towards its goal of becoming recognised as one of the developed countries of the world.

English within the framework

English makes an important contribution to the development of all the four framework competencies.

Learning English as an additional language will involve a high degree of critical thinking as learners build their understanding, compare and contrast English with their national, home and tribal languages. Communication is intrinsic to language learning and this requires frequent speaking and listening activities in pairs and groups of different sizes, hence co-operation is also routinely developed. The most effective language learning is founded on relevance to learners' culture and heritage. Therefore a constant focus in literature in the later years of Primary and Secondary should lay emphasis upon the culture and heritage of South Sudan and neighboring countries.

Teaching and learning English

South Sudan has invested much of its ambition in the effectiveness of its strategy with respect to English. From Primary Four (P.4) onwards, English will be the medium of instruction and learners will therefore require a high level of proficiency so that they can access learning across the entire curriculum.

English is a compulsory subject for all learners, from the start of primary up to the end of secondary school education. There is a focus on developing learners' skills in speaking, listening, reading and writing throughout their time in school.

There is a marked difference between the English curriculum in P1--3 and that of P4 onwards. The P1--3 curriculum is an intensive programme of English as a foreign language, while learners learn other subjects through the medium of the appropriate national language for the location of the school. From P4 onwards proficiency in English continues to be developed through learners' learning in English lessons and across the whole curriculum. In English lessons after P3, there is an increasing emphasis on literature, media, presentation, creative writing and writing for different purposes.

In P1--3 speaking and listening are developed through oral language. International evidence shows that reading and writing skills are best developed through the learners' National Language so that these skills can then be transferred to the second language. Hence the National Language is the medium for early reading strategies such as letter and word recognition and for developing manual dexterity, forming letters and words, and building them into phrases, simple and compound sentences. In P4, the transition year, these skills are used to accelerate the development of learners' reading and writing in English.

From P6 the focus of the Reading strand moves more to the understanding and appreciation of a range of literature.

Teaching methods

There are various approaches that a teacher can use to facilitate learning. These include:

- (a) Direct exposition
- (b) Discovery or practical activity
- (c) Group, class or pair discussion
- (d) Project method

- (e) Educational visit/ field trips
- (f) Teacher demonstration
- (g) Experimentation

(a) Direct exposition

This is the traditional way of teaching whereby the teacher explains something while the learners listen. After the teacher has finished, the learners may ask questions. However, remember that in competence-based curriculum, this technique should be used very minimally.

(b) Guided discovery

In this technique, the teacher encourages learners to find out answers to problems by themselves. The teacher does this by:

- Giving learners specific tasks to do.
- Giving learners materials to work with.
- Asking structured or guided questions that lead learners to the desired outcome.

Sometimes learners are given a problem to solve and then left to work in an open-ended manner until they find out for themselves.

With the introduction of the new curriculum, this is the preferred method of teaching.

(c) Group/ class discussion/ pair work

In this technique, the teacher and learners interact through question and answer sessions most of the time. The teacher carefully selects his questions so that learners are prompted to think and express their ideas freely, but along a desired line of thought. Discussion method should take learners from known to unknown in a logical sequence; and works well with small groups of learners. The disadvantage of this method is that some learners may be shy or afraid to air their opinions freely in front of the teacher or their peers. This may give the more confident learners a chance to dominate the others. However, the method should be embraced as it intends to eliminate the lack of confidence in learners. Further, it is hoped that it will help improve interpersonal and communication skills in learners.

(d) Project method

In this approach, the teacher organises and guides a group of learners or the whole class to undertake a comprehensive study of something in real life over a period of time such as a week or several weeks.

Learners using the project method of studying encounter real life problems which cannot be realistically brought into a normal classroom situation. A project captures learners' enthusiasm, stimulates their initiative and encourages independent enquiry. The teacher, using the project method, must ensure that the learners understand the problem to be solved and then provides them with the necessary materials and guidance to enable them carry out the study. In upper primary, a teacher can use the project method for topics which cannot be adequately studied during the normal time-tabled school lessons.

Disadvantages

If a project is not closely supervised, learners easily get distracted and therefore lose track of the main objective of their study. Studying by the project method does not work well with learners who have little or no initiative.

(e) Educational visits and trips/nature walks

This is a lesson conducted outside the school compound during which a teacher and the learners visit a place relevant to their topic of study. An educational visit/nature walk enables learners to view their surroundings with a broader outlook that cannot be acquired in a classroom setting. It also allows them to learn practically through first-hand experience. In all "educational visit/nature walk lessons", learners are likely to be highly motivated and the teacher should exploit this in ensuring effective learning. However, educational visits are time consuming and require a lot of prior preparation for them to succeed. They can also be expensive to undertake especially when learners have to travel far from the school.

(f) Demonstration lessons

In a demonstration, the teacher shows the learners an activity or a procedure to be followed when investigating or explaining a particular problem. The learners gather around the teacher, where each learner can observe what the teacher is doing. It is necessary to involve the learners in a demonstration, for example by:

- Asking a few learners to assist you in setting up the apparatus.

- Requesting them to make observations.
- Asking them questions as you progress with the demonstration.

This will help to prevent the demonstration from becoming too teacher-centred. A teacher may have to use a demonstration, for example when:

- The procedure is too advanced for learners to perform.
- The procedure is dangerous.
- The materials and equipment involved are delicate for learners to handle.
- The materials and equipment needed are too few

The particular teaching method that a teacher chooses to use is influenced by factors such as:

- The particular group of learners in the class.
- The skills, attitudes and knowledge to be learned.
- Learning and teaching aids available.
- The local environment.
- The teacher's personal preference.
- The prevailing weather.
- The requirements of the syllabus.

Making learning learner-centred

Since each learner is an individual with his/her own needs, pace of learning, experiences and abilities, teaching strategies must be varied but flexible within well-structured lesson sequences.

However, learner-centred education does not mean that the teacher no longer has responsibility for seeing that learning takes place. Teachers will find useful suggestions to implement the child-centred and interactive learning approach in the activities and methodology columns of this curriculum.

Language learning is a process. By the time they reach this level, a student is expected to have achieved the English language basics. When they make errors, the teacher should support them accordingly but also accept their attempts to use the language correctly.

At this stage, students are also encouraged and expected to further develop the culture of reading for both information and enjoyment.

Schools should provide a conducive environment for students to practise their English by participating in different clubs such as debating, drama and music. This is essential as students learn well when they are actively involved in the learning process through a high degree of participation, contribution and production.

With strong language abilities at this level and continued teacher to student support, learners will be able to read more fluently and write more accurately. Teachers must also bear in mind that students learn in different ways and at different rates.

Teachers need to provide a variety of learning experiences to support all learners. The classroom should be a safe and friendly place in which to learn and experiment with the language. This can be achieved by:

- Ensuring constant access by students to the library and encouraging them to read and write within and beyond the framework of the curriculum with comprehension.
- Writing accurately for both functional and creative writing purposes.
- Integrating into other English speaking communities with sufficient command of the English language characterised by adequate competences, knowledge and attitudes.

Role of the teacher

The change to a competence-based curriculum is about transforming learning, ensuring that it is deep, enjoyable and habit-forming.

The teacher ought to shift from the traditional method of instruction to adopt a facilitator role, which will allow learners' active involvement in the teaching-learning process.

The teacher must identify the needs of the learners, the nature of the learning to be carried out, and the means to shape learning experiences through challenging (level appropriate) situations in order to enhance critical thinking and problem solving skills. The role of the teacher is to organise learners in and outside the classroom and engage them while using participatory and interactive methods throughout the learning process. Tasks can be given to individuals, pairs and groups. This ensures that learning is personalised, participative and co-operative. The teacher will design and introduce tasks to the class to perform (as in role play) or for immediate

discussion. The role of the teacher will be to guide the learners in constructing their own knowledge and to translate that knowledge into set competences.

Learners should be taught how to use textbooks and other resource materials in different ways e.g. to search for and make use of information in expressive, denotative and connotative contexts.

Role of the learner

The activities of the learner are indicated in each learning unit and reflect appropriate engagement in the learning process.

Teaching and learning processes will be tailored towards creating a learner-friendly environment based on the learners' capabilities, needs, experience and interests.

Learning activities will be organised in a way that encourages learners to construct their knowledge, either individually or in groups, in an active and engaging way.

Learners will work on key competences in the form of concrete units with specific learning outcomes broken down into knowledge, skills and attitudes.

In practical lessons, learners will work in groups where the availability of the apparatus will not permit working individually, but they will be encouraged to do simple project work individually.

Handling learners with special needs

All South Sudanese have the right to access education regardless of their different needs. The underpinnings of this provision would naturally hold that all citizens benefit from the same menu of educational programs. The possibility of this assumption is the focus of special needs education. The critical issue is that we have persons/ learners who are totally different in their ways of living and learning as opposed to the majority. The difference can either be emotional, physical, sensory or intellectual learning challenged, traditionally known as mental retardation.

These learners equally have the right to benefit from the free and compulsory basic education in nearby ordinary/mainstream schools. Therefore, the schools' role is to enrol them and also set strategies to provide relevant education for them. The teacher therefore is requested to consider each learner's needs during the teaching and learning process. Assessment strategies and conditions should also be standardised to the needs of these learners. Below is some guidance on how to cater for each category of learners with special education needs:

(a) Learners with physical difficulties

In this group of learners, the affected areas are normally some body parts, especially the limbs. There may be partial or total loss of use of the limbs. In case the legs are affected, the learners will need assistance during activities that involve movement. This could be during a nature walk and other activities that learners have to stand for some reason. The teacher should organise for the learner's ease of movement around. The learner should also be given time to catch up with the others.

In case the hands are affected, the learners should be given more time to finish their work. In both cases, the learners should not be pressurised to do things that can cause injury or ridicule.

(b) Learners with visual difficulties

These learners normally have problems with their eyesight. They should sit in a position where they are able to see the board without straining.

Note: The learner could be longsighted or short sighted.

The material to be observed should be brought closer to the learner and a magnifying lens used where necessary. The teacher should use large diagrams, charts and labels. In some cases, the learners can be allowed to touch and feel whatever they are looking at. Other learners can assist by reading aloud. The lighting system in the classroom can also be improved.

The teacher should read aloud most of the things he/she writes on the board.

(c) Learners with hearing difficulties

The affected part in this case is the ear. The learner should have hearing aids. The teacher should use as many visual aids as possible. They should also project their voice and always talk while facing the learners. Use of gestures and signs while talking helps the learner figure out what the teacher is saying as well.

(d) Learners with speech difficulties

A common example in a normal class is the stammerer. They always speak with a lot of difficulties. The teacher should be patient with them and encourage such learners to express themselves in their own way. Such learners should be given more written exercises.

(e) Learners with mental difficulties

The teacher should try to identify the nature and level of the mental difficulty. Learners with mental difficulties should then be given special assistance and attention at an individual level. They can be given special tests or assessments. In general, all the learners with difficulties should be reinforced promptly. This encourages and motivates them. The teacher and the rest of the class should never ridicule learners with any of the difficulties. Note that generally, people with any kind of disability can be very sensitive to any kind of negative comments or criticism.

Remind them that ‘Disability is not inability’.

The teacher should avoid giving privileges where the learners do not deserve them. Treat them fairly but not with undue favours. In extreme cases, it can be recommended for the learners to join a special school.

Assessment of learners

Assessment evaluates the teaching and learning process through collecting and interpreting evidence of an individual learner’s learning progress and makes a judgment about the learner’s achievements measured against defined standards. Assessment is an integral part of the teaching learning process.

Teachers should consider all the learning that the Curriculum Framework sets out. This not only involves subject knowledge but also the skills and attitudes that make up the competencies. Both the assessment of learning and the assessment for learning should target clear purposes and be based on these wider expectations of learning.

Teachers should continually assess for learning in both formal and informal ways. Formal testing is inappropriate for children in the ECD phase and the early grades.

Examinations will now be referenced to the new subject requirements which are set out in the Subject Overviews, and will be based on the Higher Order Thinking Skills that are embodied in the Student Competencies.

Types of assessment

a. Formative and continuous assessment (assessment for learning)

Continuous assessment involves formal and informal methods used by schools to check whether learning is taking place. When a teacher is planning his/her lesson,

he/she should establish the criteria for performance and behavioural changes at the beginning of a unit. Then at the end of every unit, the teacher should ensure that all the learners have mastered the stated key unit competencies based on the criteria stated, before going to the next unit. The teacher will assess how well each learner masters both the subject and the generic competencies described in the syllabus and from this, the teacher will gain a picture of the all-round progress of the learner. The teacher will use one or a combination of the following:

- (i) Observation.
- (ii) Pen and paper.
- (iii) Oral questioning.

b. Summative assessment (assessment of learning)

When assessment is used to record a judgment of the competence or the performance of the learner, it serves a summative purpose. Summative assessment gives a picture of a learner's competence or progress at any specific moment. The main purpose of summative assessment is to evaluate whether learning objectives have been achieved. The results of summative assessment are also used to rank or grade learners, for deciding on progression, for selection into the next level of education and for certification. This assessment should have an integrative aspect whereby a student must be able to show mastery of all competencies.

Summative assessment can be internal school-based assessment or external assessment in the form of national examinations. School-based summative assessment should take place once at the end of each term and once at the end of the year. School-based summative assessment average scores for each subject will be weighted and included in the final national examinations grade. School based assessment average grades will contribute a certain percentage as teachers gain more experience and confidence in assessment techniques. In the third year of the implementation of the new curriculum, it will contribute 10% of the final grade, but will be progressively increased. County will be supported to continue their initiatives to organise a common test per class for all the schools to evaluate the performance and the achievement level of learners in each individual school.

Structure of the Teacher's Guide

This Teacher's Guide is intended to help the teacher to successfully facilitate the learners' acquisition of the competences given in the curriculum. It gives important

guidance to the teacher on how to prepare for different units and how to approach the teaching of different lessons. Specific guidance has been given on each lesson in a detailed way. However, this only serves as a guide and therefore teachers are at liberty to adapt the teaching suggestions given to their classroom situations and learners' needs.

This teacher's guide is organised into two main parts. Part 1 is a general introduction, guiding the teacher on various aspects of pedagogy. Part 2 is the main topics area. It gives details to the teacher on how to approach the teaching of each unit in the curriculum as organised in the Learner's Book. The main elements of Part 2 are:

- Topic area – This is a page detailing the various sub-topic areas and their corresponding units covered under the topic area.
- Unit number and title – This shows number of the unit and the topic of discussion throughout that particular unit.
- Learning objectives: The content in this area is broken down into three categories of learning objectives, that is, knowledge and understanding; skills; attitudes and values.
 - Knowledge and understanding: As in the existing curriculum, knowledge and understanding gives the cognitive aspects to be learned in the unit. These are aspects to be learned through the learner's thinking, sharing of experiences and the use of the senses.
 - Skills: These refer to the practical abilities and expertise that learners will achieve at the end of the unit. It is through the skills that students apply their learning and engage in higher order thinking. These skills relate to the upper levels of Bloom's taxonomy and lead to deep rather than surface learning.
 - Attitudes and values: These refer to a particular way of thinking and behaving towards the issues raised in the topic. Meaningful engagement with the content in the unit should help learners to acquire appropriate attitudes and values that relate to the unit.
- Links to other subjects: This shows the interconnections between the unit being studied and other units in different subjects. The teacher should explain this interconnection to the learners so that learning in each subject is reinforced across the curriculum.
- Assessment criteria: This is meant to evaluate whether learners achieved the learning objectives and therefore the intended key unit competence. This is intended to guide the teacher on what to look for when assessing learners. This informs how assessment activities are to be structured.

Using the Learner's book

The book has pictures to test whether learners are familiar with some of the key issues related to different units in Secondary two. There are also passages in the book to help learners develop their reading skills. Your learners should be developing their confidence to read English competently.

Test their reading fluency as you correct any pronunciation issues they might have but it may still be necessary to support less able learners by reading passages loudly or by seating them next to more able learners. This will ensure that reading is modelled and will help the development of English skills.

Video links are provided in the book to help learners interact with devices such as mobile phones, laptops and how to access and utilise the internet. This will help facilitate the listening activity. Encourage learners to participate effectively in each activity and to ask questions in order to clarify issues and concepts learners are having difficulties to acquire. This will only serve to improve and enhance their understanding.

It will be helpful to write increasingly complex key words on the board so that learners become familiar with spellings and relevant vocabulary related to a specific unit. Encourage learners to ask questions to clarify their understanding and enable more able learners to respond with further questions where appropriate. Some stories in the units are relatively long and hence it is advisable to read them together with the learners as you make sure you pose regularly to ask questions from the sections you will have read together with them.

It is helpful to have some key words on flashcards around the learning space if possible so that learners can familiarise themselves with them and their spellings as well. Learners could develop this collection as they progress through the other units in Learner's Book 2.

There is a unit that has a good word search which will help stimulate the learners' minds while learning new vocabularies. Learners will be expected to work independently, in pairs, in groups and as a class with a good success.

Part B: Development of Units

Unit 1

Leadership

English Secondary 2	Unit 1: Leadership
Learn about	Key inquiry questions
<p>Students should listen to speeches by important world and national leaders (<i>e.g. Mandela, Kennedy, Garang</i>) and discuss the key messages that they contain. They should also read key documents about the role of leadership by significant leaders from Africa and around the world (<i>e.g. Nyerere, Merkel</i>) and work in groups to discuss and agree the key points. They should present their findings to other groups and to the class.</p> <p>Students should discuss the different styles of leadership and writings, and the techniques used to make people follow them. They should write their own speeches, trying to capture in the style of one of the speakers they have studied.</p> <p>Students should discuss and write about the way the issues they have identified apply to the situation of South Sudan today.</p>	<ul style="list-style-type: none">• What do some important world leaders say about leadership?• What are the key messages that they give?• How do they make their speeches and writing persuasive?• What lessons do they have for us in South Sudan today?• How can we make a persuasive speech ourselves?

Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> Recognise the key vocabulary of peace. Understand some of the complex ideas being expressed. 	<ul style="list-style-type: none"> Be able to summarise the key points of a speech. Play a pro-active role in discussions. Evaluate the techniques used by the speakers and writers. Produce their own extended writing using the registers and language forms of the speeches. 	<ul style="list-style-type: none"> Be confident to take part in discussions about important issues. Be committed to persuading others of the importance of peace.
<p>Contribution to the competencies: <u>Critical thinking:</u> Listening to speeches carefully and analysis their techniques <u>Communication:</u> Articulating messages to the group and class <u>Co-operation:</u> The group to agree key points</p>		
<p>Links to other subjects: Social Studies and History: World leaders Peace Education</p>		

Assessment opportunities

Opportunities for all three forms of assessment are indicated for each of the activities:

- Observation
- Conversation
- Product

An outline of the learning

This unit will help learners develop their vocabulary related to Leadership. The activities will help students learn how to listen carefully as you read speeches by Obama and Garang, understand the ideas being expressed and summarise the key points of the speeches. The activities will also help learners to understand the roles of a leader and identify the leadership styles that are good to them as citizens of South Sudan.

There are many opportunities within this unit for learners to discuss about the key issues on leadership and make presentations of their findings to the class. Therefore, encourage learners to communicate clearly and effectively in order to share their experiences and knowledge with others. This unit will enable students learn how to write their own speeches using persuasive language thus, building up their knowledge from Secondary One in persuasive language techniques.

The student competences

In this unit, learners are asked to work in pairs and in groups to discuss and agree key points about leadership. This provides a good continuous opportunities for learners to develop their **co-operation** and **teamwork**. This unit also presents many opportunities for learners to develop their **communication** competences as learners articulate key points about leadership while in pairs, groups and to the class. Opportunities to think critically about different aspects of leadership are also presented severally in this unit.

Link to other subjects

This unit links to Social Studies and History. A good example is when learners are asked to name some of the world leaders shown in each picture, recognise their styles of leadership and the contributions each made/has made to his/her country. In order to answer these questions effectively, learners need to reflect back on their knowledge in History and Social Studies.

Cross-cutting issues

Peace education: In this unit, speeches and documents by significant leaders from Africa and around the world all advocate for peace in a country, unity among citizens of that country and sincere love for each other. Most leaders in this unit inspire people to forgive, to reconcile, to be selfless and tolerant, which is why this unit also links to Peace education.

Lesson development

Check your knowledge

As a class

These pictures show some prominent African leaders. It is important for learners to outline the contributions that each leader has made to his/her country in order to gauge their knowledge and understanding.

For example: Nelson Mandela helped to bring an end to apartheid policy in South Africa and he had been a global advocate for human rights until his death on December 5, 2013. He was South Africa's first democratically elected president. Ellen Johnson Sirleaf is well known for securing peace in Liberia after 14 years of civil war. She was the first elected female Head of State in Africa. Kwame Nkrumah was the first leader in Africa to lead his people to overthrow colonial power in Africa as Ghana gained independence in 1957. He also contributed to the formation of the Organisation of African Union (OAU) and Pan-African movement in general. Haile Selassie abolished the legal basis of slavery throughout the Ethiopian empire and imposed severe penalties, including death, for slave trading. He also contributed to the establishment of the Organisation of African Union (OAU). John Garang is said to be South Sudan founding father as he fought the war of independence in South Sudan. Muammar Gaddafi's contribution to the people of Libya included; free electricity, no interest loan for the people of Libya according to Law, free education expenses in Government universities and free medical expenses in Government hospitals.

Activity 1: Defining Leadership (Refers to learner's Book page 2)

As a class

Read the definitions together with the learners and explain to them that throughout this activity they will be able to build upon their own knowledge of leadership. Insist to learners that all the three definitions of leadership are correct.

Challenge learners to try and link any definition of leadership with the key attributes of each leader identified in the Learner's Book page 1 and traits that made them great leaders during their time.

In pairs

Ensure learners come up with the correct definition of each word. Encourage learners to use some of the vocabulary they have learnt here. Encourage more able learners to construct complex sentences in order to fully explain the important aspects of leadership.

Assessment opportunities

Conversation

Talk to pairs of learners about the different definitions and assess whether they are

able to offer their own definitions supported by borrowed credible reference sources on leadership as well as the newly acquired understanding of leadership.

Observation

Consider how learners ask each other questions about these definitions. Check for relevance in the questions and how critical they are in enhancing learner's understanding of the concept of leadership.

Activity 2: Listening to speeches by Dr. Garang and president Obama (Refers to learner's Book page 3-4)

As a class

1. Ensure you have assembled the required devices which will enable learners listen to the two speeches. If the network coverage is poor around your school, make sure you download the two clips prior to the lesson using these links:
 - a. <https://www.youtube.com/watch?v=kEE3-wag-B4>.
 - b. <http://www.persuasive-speechesnow.com/watch-obama-victory-speech-video.html>
2. Where the suggested devices are not available, read the following speeches to the learners.

New Sudan speech by John Garang

Your Excellency President Mwai Kibaki, Your Excellency former President Daniel arap Moi, Your Excellencies heads of state and government, Your excellencies ambassadors and representatives of the international organisations, distinguished invited guests, ladies and gentlemen, compatriots, fellow countrymen and women, allow me at the outset to convey to you my best wishes for the new year.

The year 2005 will mark the year of peace not only for the whole of Sudan but equally throughout our sub-region and Africa as a whole.

On this joyous day and occasion I greet and salute the people of Sudan from Nimule in the far south to Halfa in the far north, and from Geneinah in the far west to Hamashkoreb and Port Sudan in the east. I greet and salute all the marginalised rural people in Sudan who have suffered in dignified silence for so long. I greet and salute all the farmers, workers and professionals who are the creators of wealth but who have no wealth. And who have seen their living conditions deteriorate over the years.

I greet you on the occasion of this peace, which we have just signed, all the Sudanese women everywhere. Women in Sudan, as everywhere in the world, are the marginalised of the marginalised, whose suffering goes beyond description. The Sudanese rural woman, for example, gets up at five o'clock in the morning to walk five kilometres just to get five gallons of water after five hours' walk, spends another five hours working on the family farm and five more hours making the family meal and then she goes to sleep.

I greet and salute all our students on this occasion of the peace agreement, all our youths who have borne the brunt of the 21 years of this war, and to whom the future belongs, and urge them to invest in their future and that of the nation in the post-conflict period.

Compatriots, fellow countrymen and women, congratulations - Mabruk all mabruk alaykum. Your movement, the SPLM-SPLA, and the National Congress Party government have delivered to you a comprehensive peace agreement. A just and honourable peace which we have signed today and which you have all witnessed. This is the best Christmas and New Year's gift for the Sudanese people, to our region, and to Africa for 2005.

So what does peace mean to us in the SPLM? What does it mean to me personally not as a leader but as a brother, an uncle, a father and a child of God? There are many – here and elsewhere who think that peace is about job allocation, is about apportionment of positions of authority, is about lining pockets through misuse or abuse of public assets, or is about lording it over others. Those who thus think must be reading from a different script than mine. We have more supreme goals and loftier ideals and alternatives. My script reads that peace is what people think and believe peace should hold for them. Peace to my mind and in the depth of my soul is a promise of better living to the young, the middle aged and the aged, to each individual, to the unemployed and the destitute, to the sick and the unlettered, all over Sudan. It is also a promise to the men and women of Southern Sudan, the Nuba Mountains, Southern Blue Nile, Abyei, Eastern Sudan and other marginalised areas of Sudan who suffered in dignified silence the loss of their dear ones in the war of liberation or who felt and still do feel a sense of helplessness and hopelessness, a promise that we shall never betray the cause for which those martyrs have made the ultimate

sacrifice. And theirs is a cause for better and more honourable living. It is also a promise to martyrs and to those who lost their dear ones on the other

side, a promise that just and honorable peace shall heal all the wounds that we have inflicted on ourselves on both sides.

With this peace agreement, we have ended the longest war in Africa - 39 years of two wars since August 1955 out of 50 years of our independence. And if we add the 11 years of Anyanya II, then Sudan had been at war within itself for 49 years, which is the whole of its independence period.

With this peace agreement, the SPLM and the National Congress Party government have brought half a century of war to a dignified end - congratulations.

With this peace agreement, there will be no more bombs falling from the sky on innocent children and women. Instead of the cries of children and the wailing of women and the pain of the last 21 years of war, peace will bless us once more with hearing the happy giggling of children and the enchanting ululation of women who are excited in happiness for one reason or another.

At the political level this agreement affirms the right of self-determination for the people of southern Sudan and the right of popular consultation for the people of the Nuba mountains and Blue Nile so that the unity of the Sudan becomes based on the free will of the people instead of on wars and the forced and false unity of the last 49 years.

This peace agreement will change the Sudan for ever. Sudan cannot and will never be the same again as this peace agreement will engulf the country in democratic and fundamental transformations, instead of being engulfed in wars as it has always been for the last 184 years - since 1821, when our country was first invaded by outside powers and exposed to the ravages of the slave trade and predatory commerce of all sorts, and since before independence from 1955 in civil wars.

This peace agreement coincides with Sudan's 49th independence celebrations. And I agree with what President Bashir said on 31 December [2004] in Naivasha, when we signed the last two documents of the comprehensive peace agreement - that Sudan's independence on 1 January 1956 was not complete because [word indistinct] south. The war we are ending today first broke out in Torit on 18 August 1955. Four months before independence. And so the south, like other marginalised parts of the Sudan, were really not part of that independence. With this peace agreement we begin the process of achieving real independence by all Sudanese people and for all the Sudanese people.

The signing of this comprehensive peace agreement thus marks the end of what I

will correctly call the first republic of the whole Sudan that has lasted 49 years from 1st January 1956-31st December 2004, when we signed the last two agreements on comprehensive cease-fire and implementation modalities. And at a personal note, exactly 42 years to the date when I first left Sudan for the bush on 31 December 1962 to join the first war. I hope I will not go to the bush again.

This peace agreement therefore signals the beginning of Sudan's second Republic of the new Sudan. From here on, Sudan for the first time will be a country voluntarily united in justice, honour and dignity for all its citizens regardless of their race, regardless of their religion, regardless of their gender or else if the country fails to rise to this challenge of moving away from the old Sudan to the new Sudan of free and equal citizens, then the union shall be dissolved amicably and peacefully through the right of self-determination at the end the six years of the interim period.

I call on the Sudanese people to join this peace agreement, to join the SPLM and the National Congress Party in the peace process, because this peace agreement belongs to them. It does not belong to John Garang or the SPLM leadership, it does not belong to (Vice-President) Ali Uthman Taha or President Al-Bashir or to the National Congress Party. This agreement belongs to all of the Sudan, to its neighbours, to Africa, to the Arab world and indeed to the rest of the world. That is why you see this big attendance today, because this peace belongs to all of them.

Although the comprehensive peace agreement was negotiated by two parties as a matter of necessity and practicality in order to end the war in the first place, and now that the war is ended, I call on all the Sudanese people and their political forces to build consensus around this comprehensive peace agreement, and use it to end war in other parts of Sudan and to relaunch the Sudan to the promised land of the new Sudan of progress and equality, of opportunity for all Sudanese citizens without distinction.

Finally and last but not least, I salute all our martyrs and all wounded heroes on both sides. I salute and congratulate all officers, NCOs and soldiers on both sides of the conflict for their heroic sacrifices. I pay tribute and thank our civil population who provided the logistics for the war, especially those in the SPLM-administered areas, for without their contribution this comprehensive peace agreement would not have been possible. It is because of the role played by our civil population in the long war that we have invited some 50 chiefs and traditional leaders representing our civil society at the grassroots. We have also invited the SPLM military band to represent the SPLA rank and file.

On this joyous occasion of the signing of the comprehensive peace agreement as you will recall that the SPLA has always released prisoners of war, we have released so far more than 3,000 prisoners of war at various times over the last 21 years. I here as of today order the immediate release of all prisoners of war that are still under the custody and care of the SPLA.

And finally I pay tribute and thanks to my dear wife Rebecca and the wives of all my colleagues and comrades in the struggle for their patience and contributions, for without their help the bush would not have been bearable. My sincere thanks to all these people. I pay tribute finally to all the Sudanese people, to whom this peace belongs and I say to them and I say to them mobruk ol lekum (congratulations).

Thank you very much.

Material from the BBC Monitoring Service.

Victory Speech by Barack Obama

“Hello, Chicago.

“If there is anyone out there who still doubts that America is a place where all things are possible, who still wonders if the dream of our founders is alive in our time, who still questions the power of our democracy, tonight is your answer.

“It’s the answer told by lines that stretched around schools and churches in numbers this nation has never seen, by people who waited three hours and four hours, many for the first time in their lives, because they believed that this time must be different, that their voices could be that difference.

“It’s the answer spoken by young and old, rich and poor, Democrat and Republican, black, white, Hispanic, Asian, Native American, gay, straight, disabled and not disabled, Americans who sent a message to the world that we have never been just a collection of individuals or a collection of red states and blue states.

“We are, and always will be, the United States of America.

“It’s the answer that led those who’ve been told for so long by so many to be cynical and fearful and doubtful about what we can achieve to put their hands on the arc of history and bend it once more toward the hope of a better day.

“It’s been a long time coming, but tonight, because of what we did on this date in this election at this defining moment, change has come to America.

“A little bit earlier this evening, I received an extraordinarily gracious call from

Senator McCain. Senator McCain fought long and hard in this campaign. And he's fought even longer and harder for the country that he loves. He has endured sacrifices for America that most of us cannot begin to imagine. We are better off for the service rendered by this brave and selfless leader.

"I congratulate him; I congratulate Governor (Sarah) Palin for all that they've achieved. And I look forward to working with them to renew this nation's promise in the months ahead.

"I want to thank my partner in this journey, a man who campaigned from his heart, and spoke for the men and women he grew up with on the streets of Scranton and rode with on the train home to Delaware, the vice president-elect of the United States, Joe Biden.

"And I would not be standing here tonight without the unyielding support of my best friend for the last 16 years, the rock of our family, the love of my life, the nation's next first lady Michelle Obama.

"Sasha and Malia I love you both more than you can imagine. And you have earned the new puppy that's coming with us to the White House.

"And while she's no longer with us, I know my grandmother's watching, along with the family that made me who I am. I miss them tonight. I know that my debt to them is beyond measure.

"To my sister Maya, my sister Alma, all my other brothers and sisters, thank you so much for all the support that you've given me. I am grateful to them.

"And to my campaign manager, David Plouffe, the unsung hero of this campaign, who built the best - the best political campaign, I think, in the history of the United States of America.

"To my chief strategist David Axelrod who's been a partner with me every step of the way. To the best campaign team ever assembled in the history of politics, you made this happen and I am forever grateful for what you've sacrificed to get it done.

"But above all, I will never forget who this victory truly belongs to. It belongs to you. It belongs to you.

"I was never the likeliest candidate for this office.

"We didn't start with much money or many endorsements.

"Our campaign was not hatched in the halls of Washington. It began in the

backyards of Des Moines and the living rooms of Concord and the front porches of Charleston.

“It was built by working men and women who dug into what little savings they had to give 5 and 10 and 20 to the cause.

“It grew strength from the young people who rejected the myth of their generation’s apathy, who left their homes and their families for jobs that offered little pay and less sleep.

“It drew strength from the not-so-young people who braved the bitter cold and scorching heat to knock on doors of perfect strangers, and from the millions of Americans who volunteered and organised and proved that more than two centuries later a government of the people, by the people, and for the people has not perished from the Earth.

“This is your victory.

“And I know you didn’t do this just to win an election. And I know you didn’t do it for me.

“You did it because you understand the enormity of the task that lies ahead. For even as we celebrate tonight, we know the challenges that tomorrow will bring are the greatest of our lifetime - two wars, a planet in peril, the worst financial crisis in a century.

“Even as we stand here tonight, we know there are brave Americans waking up in the deserts of Iraq and the mountains of Afghanistan to risk their lives for us.

“There are mothers and fathers who will lie awake after the children fall asleep and wonder how they’ll make the mortgage or pay their doctors’ bills or save enough for their child’s college education.

“There’s new energy to harness, new jobs to be created, new schools to build, and threats to meet, alliances to repair.

“The road ahead will be long. Our climb will be steep. We may not get there in one year or even in one term. But, America, I have never been more hopeful than I am tonight that we will get there.

“I promise you, we as a people will get there.

“There will be setbacks and false starts. There are many who won’t agree with every decision or policy I make as president. And we know the government can’t solve every problem.

“But I will always be honest with you about the challenges we face. I will listen to you, especially when we disagree. And, above all, I will ask you to join in the work of remaking this nation, the only way it’s been done in America for 221 years - block by block, brick by brick, calloused hand by calloused hand.

“What began 21 months ago in the depths of winter cannot end on this autumn night.

“This victory alone is not the change we seek. It is only the chance for us to make that change. And that cannot happen if we go back to the way things were.

“It can’t happen without you, without a new spirit of service, a new spirit of sacrifice.

“So let us summon a new spirit of patriotism, of responsibility, where each of us resolves to pitch in and work harder and look after not only ourselves but each other.

“Let us remember that, if this financial crisis taught us anything, it’s that we cannot have a thriving Wall Street while Main Street suffers.

“In this country, we rise or fall as one nation, as one people. Let’s resist the temptation to fall back on the same partisanship and pettiness and immaturity that has poisoned our politics for so long.

“Let’s remember that it was a man from this state who first carried the banner of the Republican Party to the White House, a party founded on the values of self-reliance and individual liberty and national unity.

“Those are values that we all share. And while the Democratic Party has won a great victory tonight, we do so with a measure of humility and determination to heal the divides that have held back our progress.

“As Lincoln said to a nation far more divided than ours, we are not enemies but friends. Though passion may have strained, it must not break our bonds of affection.

“And to those Americans whose support I have yet to earn, I may not have won your vote tonight, but I hear your voices. I need your help. And I will be your president, too.

“And to all those watching tonight from beyond our shores, from parliaments and palaces, to those who are huddled around radios in the forgotten corners of

the world, our stories are singular, but our destiny is shared, and a new dawn of American leadership is at hand.

“To those who would tear the world down: We will defeat you. To those who seek peace and security: We support you. And to all those who have wondered if America’s beacon still burns as bright: Tonight we proved once more that the true strength of our nation comes not from the might of our arms or the scale of our wealth, but from the enduring power of our ideals: democracy, liberty, opportunity and unyielding hope.

“That’s the true genius of America: that America can change. Our union can be perfected. What we’ve already achieved gives us hope for what we can and must achieve tomorrow.

“This election had many firsts and many stories that will be told for generations. But one that’s on my mind tonight’s about a woman who cast her ballot in Atlanta. She’s a lot like the millions of others who stood in line to make their voice heard in this election except for one thing: Ann Nixon Cooper is 106 years old.

“She was born just a generation past slavery; a time when there were no cars on the road or planes in the sky; when someone like her couldn’t vote for two reasons - because she was a woman and because of the colour of her skin.

“And tonight, I think about all that she’s seen throughout her century in America - the heartache and the hope; the struggle and the progress; the times we were told that we can’t, and the people who pressed on with that American creed:

Yes we can.

“At a time when women’s voices were silenced and their hopes dismissed, she lived to see them stand up and speak out and reach for the ballot.

Yes we can.

“When there was despair in the dust bowl and depression across the land, she saw a nation conquer fear itself with a New Deal, new jobs, a new sense of common purpose.

Yes we can.

“When the bombs fell on our harbour and tyranny threatened the world, she was there to witness a generation rise to greatness and a democracy was saved.

Yes we can.

“She was there for the buses in Montgomery, the hoses in Birmingham, a bridge in Selma, and a preacher from Atlanta who told a people that ‘We Shall Overcome.’

Yes we can.

“A man touched down on the moon, a wall came down in Berlin, and a world was connected by our own science and imagination.

“And this year, in this election, she touched her finger to a screen, and cast her vote, because after 106 years in America, through the best of times and the darkest of hours, she knows how America can change.

“Yes we can.

“America, we have come so far. We have seen so much. But there is so much more to do. So tonight, let us ask ourselves - if our children should live to see the next century; if my daughters should be so lucky to live as long as Ann Nixon Cooper, what change will they see? What progress will we have made?

“This is our chance to answer that call. This is our moment.

“This is our time, to put our people back to work and open doors of opportunity for our kids; to restore prosperity and promote the cause of peace; to reclaim the American dream and reaffirm that fundamental truth, that, out of many, we are one; that while we breathe, we hope. And where we are met with cynicism and doubts and those who tell us that we can’t, we will respond with that timeless creed that sums up the spirit of a people:

Yes, we can.

“Thank you. God bless you. And may God bless the United States of America.”

Assessment opportunities

Observation

As you read the speeches with your learners, pause regularly to question key ideas and principles as well as identify key pieces of vocabulary and phrase. Explain to the learners the techniques used to make a speech persuasive presented in the Learner’s Book page 4 citing relevant examples from the speeches. For instance, Obama repeated phrases on at least 5 occasions: “it’s the answer...”, “it belongs to you”, “to those...”, “yes we can”, “this is our...”. He also uses inclusive phrases that gather up all the people, no one is really left out.

Product

Explore how well learners are able to identify key pieces of vocabulary and phrasing from the two speeches you read them or played for them as well as describing the actual phrasing and the vocabulary identified. This will help you look out for a balanced view that includes references to experiences and aspirations of a learner.

In pairs

Make copies of the written speeches and distribute them to the students in pairs. Check how well learners have understood the techniques of making a speech persuasive and their ability to identify these techniques from the speeches in the copies you distribute to them.

Learners should try to show the differences in the two speeches basing their arguments on the techniques of making a speech persuasive. Ensure that learners understand that though the speeches might have differences, the techniques used in both are persuasive.

Assessment opportunity

Observation

Check out if the learners can identify the techniques in the speeches and how well they can prove how the identified techniques are persuasive. The techniques identified by different pairs might be different but how well each pair support their answers should be kept in check.

Activity 3: Reading about the inspiring leadership traits (Refers to learner's Book page 5-9)

As a class

Help learners to read the passages by selecting able readers to read longer sections of the passages aloud. Select less able readers to read shorter sections. As you read the passages with your learners, pause regularly to question key ideas and principles as well as identify key pieces of vocabulary and phrasing.

In groups

Learners should be able to relate the inspiring leadership traits as seen in Martin Luther King's leadership to the traits shown by leaders at different capacities both in the communities, local levels and the national level.

In pairs

Take some time to let each pair explore the roles of a leader as depicted in the passage on the leadership of Nelson Mandela. Learners should be able to relate the roles of leadership to the principles which a leader in any capacity in the school should adhere to so as to be a great leader like Mandela.

Assessment opportunities

Conversation

Talk to groups of learners about the passages checking if they can describe the key points of the passages. Encourage them to explain to you why they believe those points are important.

Product

Consider the presentations of each group. Ensure that their presentations reflect their understanding of the roles of a leader and how they can be good leaders in school.

Activity 4: Styles of leadership (Refers to learner's Book page 10-15)

In groups

Help learners to understand the different styles of leadership. They can include an example of a leader to explain and further illustrate the leadership style he/she practiced. Gauge if the learners have understood the different leadership styles through their explanation of which style is beneficial to a country. You can use the information below to help learners understand the different leadership styles.

Dictatorship/ Authoritarian/ Autocratic

The radical opposite of a democracy, a dictatorship involves rule by one individual who has full power over the nation and is neither accountable nor subject to law, nor restricted by constitutions or other social and political factors within the state. In other words, a leader in this type of government has the power to govern without the consent of the people being governed - this makes it the complete opposite of democracy: government whose power comes from the people.

Democratic

Democratic leadership is also referred to as:

- Participative leadership
- Shared leadership

Many consider this to be the ideal form of government leadership where the population as a whole holds the ultimate power and the “leaders” are essentially representatives of the general population, chosen by the people themselves through a democratic process under a free electoral system.

Democracy in any form includes 2 key concepts: that all members of the society have equal access to power and that all members enjoy universally-recognised freedoms and liberties. Of course, within the different varieties of democracies, some provide better representation of the peoples and more freedoms for the citizens than others.

Although democracy is generally positioned as promoting equality, because it often operates under “majority rule” – there is a danger that the rights of a minority might be abused by the “tyranny of the majority”. Thus, it is essential to have competitive elections, which are fair both substantively and procedurally. It is also essential to have freedom of political expression, freedom of press and freedom of speech, so that citizens can remain informed and able to vote in their personal interests.

Examples of democratic/participative leadership

All successful leaders are self-actualising people with loads of self-confidence. They take responsibility for their actions, they support their teams, and they don’t make excuses for failures.

Among U.S. presidents, there are many examples of men who brought the democratic/participative leadership style to the Oval Office. Most of these presidents exhibited traits that reflected a variety of leadership styles.

U.S. presidents with democratic leadership traits:

- a. **George Washington:** Unlike commanding troops during the American Revolution, Washington was notably democratic when guiding the U.S. government. He showed early signs of his democratic leadership style by appointing strong leaders to his staff. His decision not to serve a third term exemplified a democratic leader who knows when to pass the torch.

- b. **Thomas Jefferson:** As president, Jefferson was both an authoritarian and democratic leader. As primary author of the U.S. Declaration of Independence in 1776, Jefferson left no ambiguity about his devotion to democracy: “We hold these truths to be self-evident, that all men are created equal.” In 1803, he autocratically bypassed Congress to expedite the Louisiana Purchase for \$15 million.
- c. **Abraham Lincoln:** Often considered the epitome of a democratic leader, Lincoln was autocratic in his decisions throughout his presidency. Although his character and principles were democratic in nature, Lincoln was an autocratic leader as president out of necessity. The Civil War demanded decisiveness.
- d. **Dwight D. Eisenhower:** Far more democratic in his approach to defeating Germany during WWII than his subordinate, Gen. George C. Patton, Eisenhower was a strategist and consensus builder. Eisenhower is an unusual example of a military commander who adopted laissez-faire and democratic/participative leadership styles as commander in chief.
- e. **John F. Kennedy:** A charismatic leader at heart, Kennedy displayed characteristics of laissez-faire and democratic leadership styles. His spearheading of the Apollo space program is an example of JFK’s laissez-faire style. In other cases, he showed autocratic leadership tendencies, such as his quick decisions during the Cuban Missile Crisis.
- f. **Jimmy Carter:** A former naval commander, Carter exemplified both the qualities and pitfalls of the democratic/participative leadership style as president. He surrounded himself with some experienced staff, but he often deferred to inexperienced subordinates when acting authoritatively would have been a better choice.

If there is a lesson to learn from these presidents it’s that the best leaders find the right style to suit the needs of a nation or organisation, crisis or paradigm shift.

Laissez-faire

When one is considered a laissez faire leader, he would be “hands off” of the activities of his subordinates. Basically, laissez-faire is a French word that means “Let (people) do (as they choose), thus this type of leadership allows people to use their own skills and talents to succeed, and the leader would only intervene when it is absolutely necessary. Providing a minimum level of overall supervision, laissez

laissez faire is often employed on a group of individuals who are fully knowledgeable and mature in their field with proven competence. The following are just some of the famous laissez faire leaders:

Herbert Hoover

Actually, Hoover was born into a family of Quakers, working to provide humanitarian relief around the world before he became part of the US presidential cabinet. He served as the secretary of commerce for 2 presidents before becoming president himself. Without any elected office experience and only relying on his engineering expertise, he was hands-off in his methods, but trusted in the experience of his team.

Martin Van Buren

Though he is not the most imposing leader in history, Van Buren has achieved many great things. He was a key organiser of the Democratic Party and was the first President who was not of British or Irish descent, but a born US citizen. In his leadership approach, he allowed his people to use their talents to help build an organisational structure for democracy.

Queen Victoria

Phrases, such “Heaven helps those who help themselves”, were often used to promote the laissez faire leadership style during the Victorian Period in the UK. This era is also known as the Age of Individualism, as many people worked hard using their own skills and talents to help create one of the world’s richest and strongest countries at the time, with Queen Victoria staying out of business unless it was necessary.

In pairs

Guide learners in identifying the famous world leaders who were strong advocates of Democracy and ensured this style of leadership was evident during their regimes. Engage learners into discussing whether elections were giving democracy a bad name in Africa considering what former UN secretary general Kofi Annan once said: “Democracy is not just about one day every four or five years when elections are held, but a system of government that respects the separation of powers, fundamental freedoms like the freedom of thought, religion, expression, association

and assembly and the rule of law ... Any regime that rides roughshod on these principles loses its democratic legitimacy, regardless of whether it initially won an election.”

Insist to learners that a democratic style of leadership is more beneficial to our country for the following reasons:

- ***It helps make good citizens.***

Democracy aims to create the ideal environment that is conducive to personality improvement, character cultivation and good habits. As per the experts, this political system seems to function as the first school for good citizenship, where individuals can learn about their rights and duties from birth to the time of death.

- ***It promotes change.***

This political system can promote changes in the government without having to resort to any form of violence. It tries to make citizens feel great and even provides them with a good sense of participation and involvement.

- ***It imparts political education to the people.***

One argument in favour of democracy is that it can serve as a training school for citizens—they are driven to take part in state affairs. During elections, political parties propose their programs and policies in support of their candidates through public meetings, demonstrations, television, radio, posters and speeches by their leaders to win public favor. All of these can impart political consciousness among the people.

- ***It brings a feeling of obligation towards the citizens.***

The ruling authorities owe their success to elections by the citizens, so they would feel grateful to and socially responsible for them. This can serve as their motivating factor to work for the citizens, for they have the right of choosing their government.

- ***It makes for a responsible and stable administration.***

When there are elected and fixed representatives, a more responsible government is formed. Thus, democracy can be efficient, firm and stable. Its administration is ruled and conducted with a sense of dedication, and people under this system discuss matters and problems thoroughly to come up with sensible decisions.

- ***It promotes equality.***

Generally, democracy is based on the rule of equality, which means that all people are equal as far as the law is concerned. Every person has the right to experience and enjoy equal political, social and economic rights, and the state is not allowed to discriminate him on the standard of sex, class, religion and property.

- ***It prevents monopoly of authority.***

Due to the fact that the government is bound by an election term where parties compete to regain authority, democracy prevents monopoly of the ruling authority. And, the elected ruling party would make sure their policies will work for the people, as they will not be able to remain in power after their term with bad records—they will not be re-elected.

- ***It protects the interest of citizens.***

As previously stated, the citizens in a democratic country are given the right to vote on political, social and economic issues, particularly the representatives they want to be in charge of making major decisions, such as the president. This can greatly protect the people from anything they would disagree to occur. (Adopted from <https://greengarageblog.org/16-significant-advantages-and-disadvantages-of-democracy>)

In groups

Guide learners in trying to relate the points below to what they read from the speech on ujamaa:

1. Julius Nyerere, being Tanzania's first post-independence leader, is revered across Africa for the role his government played in various liberation struggles.
2. Nyerere's increasing sense of urgency reflected both in his famous phrase "we must run while others walk" and in the decision to rapidly transform voluntary migration into mass resettlement.
3. Check whether learners can sufficiently conclude that Nyerere's style of leadership was autocratic. Refer to the book '*Mwalimu: The Influence of Nyerere.*'

Assessment opportunities

Observation

As you read with your learners the passage on Ujamaa by Julius Nyerere, pause regularly to question key ideas as well as identifying persuasive language techniques from his speech. Ensure you recap on persuasive language techniques learnt in the beginning of this unit and in Secondary 1 as well (e.g. repetition, hyperbole, rhetorical question, triples etc.)

Product

Check whether the learners have fully understood the format of writing a speech and the important points to remember when writing a speech found in the Learner's Book page 14-15. Check for the understanding too in the speeches learners will be required to write.

As a class

Observe whether learners can identify with the leaders shown on the pictures. Ask learners how they are able to identify the leaders (based on appearance, the country they led, their contributions towards good leadership and their impacts when they were in power).

Use the internet to further explore the history of leadership of the following leaders:

- a. Ellen Johnson Sirleaf
- b. Nelson Mandela
- c. Adolf Hitler
- d. Margaret Thatcher
- e. Mobutu Sese Seko
- f. Dr. John Garang

Help learners into identifying the leadership styles each leader employed during their tenure.

Assessment opportunities

Observation

Observe learners working together and consider how effectively they are co-operating with each other in order to understand the leadership styles practised by world leaders.

Product

Read their response and consider whether their answers reflect the correct understanding of the different leadership styles. Check how well learners can extract key issues addressed in speeches and relate it to the activities provided in the Learner's Book.

Activity 5: Writing a speech (Refers to learner's Book page 15-16)

Individually

This individual activity requires learners to write their own speeches. It is a good opportunity for learners to try use the techniques learnt on how to write persuasive and effective speeches. The approaches in the speeches written will differ but ensure that they are not conflict sensitive. Let the learners share their speeches and choose the best written speeches.

Pin the best speeches chosen by the learners to the class and the school notice boards. When learners frequently visit the notice boards and read the speeches might be a way of helping to foster unity within the school environment and be a motivation on how leaders can use written text to preach peace and promote harmony in the communities and the country.

In pairs

This is a good activity which will challenge the learners and give you an opportunity to assess whether they can really use the questions provided in the Learner's Book page 16 to help them identify their audience properly. From this, assess how well learners can build on the knowledge of their audience to build powerful presentations. Use the explanations provided below to help you assist your learners in exploiting the questions in the Learner's Book page 16.

1. **Who are they?** Are they schoolmates? Government officials? Peers? Security agencies? Religious leaders? One size does not fit all when it comes to presentations. Learners should begin with the simple knowledge of whom they'll be speaking to.
2. **What is their attention span?** Ask the learners to find out what it is and then do not exceed it! If the audience is over-the-top interested, they'll ask questions and keep the conversation going. Stress to the learners that, the more concise and

compelling they can be, the more likely their audiences will be eager to continue the conversation.

3. **How much do they know about your topic?** Is the audience well-versed in the subject matter of the speech or are they clueless? Are there a variety of knowledge levels among the audience members? Is there one know-it-all amidst a group of novices? If the audiences' knowledge levels are mixed (which is often the case), ask learners to try create their messages very thoughtfully. Their best approach should be to aim for middle ground. They should NOT speak to appeal to the most knowledgeable person in the audience at the expense of everyone else. Instead, acknowledge Mr. or Mrs. So and so before you begin.
4. **Do they have preconceived notions about your topic?** This is critical to know. Guide learners into appreciating that it is better to walk into the place you will deliver your speech from having a good idea of how your audience feels about your topic than to be blindsided three sentences in. If they're fans of what you'll be speaking about, that's great. By so doing, tell learners that they won't have to spend lots of time winning them over. If, on the other hand, the audience got negative views and/or feelings about your message, you'll have to begin with a very convincing argument to win them over. Sometimes simply acknowledging their feelings – getting it out in the open is the best way to begin.
5. **Why are they coming to hear your presentation?** Are they coming voluntarily or are they required to be there? Are they coming eagerly or under duress? Insist to the learners that by making their audience understand their attitude about their message will go a long way in helping them design it. A message for a room full of those cheering you on will be different than a message to a room full of skeptics.

(Adopted from: <https://www.ellevatenetwork.com/articles/5728-5-important-questions-to-ask-about-your-audience-before-your-next-presentation>)

Assessment opportunities

Conversation

Learners can write their speeches drawing inspirations from the speeches, 'New South Sudan', 'Ujamaa' previously read or the new knowledge they have already gained on how using the persuasion is an effective technique in delivering speeches and getting those you lead as a leader in any capacity to believe in what you say and do.

Product

Consider the learners' speeches on embracing and promoting peace in South Sudan. Is there evidence of persuasive language in the speeches? Check how well learners can use the questions provided in the Learner's Book to identify their audiences.

Activity 6: Language practice (Refers to learner's Book page 16-19)

Guide learners to know that learning good grammar is important because it is the language that makes it possible for us to talk about language.

Grammar names the types of words and word groups that make up sentences in English. In *The Cambridge Encyclopedia of the English Language* (Cambridge University Press, 2003), David Crystal says knowing about grammar means "being able to talk about what it is we are able to do when we construct sentences, to describe what the rules are and what happens when they fail to apply."

Insist to learners that the activity is an individual activity with all the practice exercises done individually too.

A. Modal verb have to

Practice exercise 1

Answers

Use the answers below to help learners learn more on how to use the different forms of modal verb have to correctly.

- | | |
|-----------------|------------------|
| 1. had to | 2. had to |
| 3. have to | 4. will have to |
| 5. have to | 6. had to |
| 7. will have to | 8. had to |
| 9. have to | 10. will have to |

Practice exercise 2

The learners will be expected to use the knowledge of using the modal verb *have to* to show obligation/requirement to construct sentences using the words given in the Learner's Book.

B. The modal verb *must*

Practice exercise 3

Answers

Guide learners in learning how to use the modal verb *must* borrowing on the previous knowledge they have on the modal verbs.

Use the answers below to help correct the learners in the practice exercise and guide them accordingly.

- | | |
|--------------------|--------------------------|
| 1. <i>must</i> | 2. <i>must not, have</i> |
| 3. <i>must</i> | 4. <i>must not</i> |
| 5. <i>must not</i> | |

Assessment opportunities

Conversation

Talk to different learners about the sentences they failed to get right and try to identify the challenges they are having. Check whether learners can recall that *must* can't be used with another modal verb.

Observation

Check whether learners, through the sentences they constructed can tell that *must* only exists in the simple present and present perfect forms. If other tenses are required, the speaker or writer *must* use forms of the synonymous modal verb *have to*. This modal auxiliary has all normal tenses, including progressive or continuous forms; these are not common, but need to be used in some cases.

Product

The learners should primarily identify firm obligations or necessities in the practice exercises they will do using *must* and *have to*. Help those learners having difficulties in identifying such.

Unit 2

Public Health

English Secondary 2	Unit 2: Public Health
Learn about	Key inquiry questions
<p>Learners should read a range non-fiction about public health. This should include extracts and whole pieces (<i>e.g. from technical journals, newspapers and government publications as well as books</i>). They should work in small groups to discuss the importance of public health to society and write an extended piece setting out the importance, giving evidence and suggesting good practice.</p> <p>They should listen to some presentations by health workers or nutritionists (<i>either in person or recorded</i>) and summarise the main points in science journal. They should carry out some research (<i>using the internet if possible</i>) into a public health project and then work in small groups to plan their own public health campaign.</p> <p>Learners should read some extended fiction on the subject of health. They should work in groups to discuss the quality of the work and how the techniques the writer uses to achieve the effects. They should write a critical review identifying key features, themes and characters, and select sentences, phrases and relevant information to support their views.</p>	<ul style="list-style-type: none">• How are public health projects organised?• How do public health projects impact on our community?• What other republic health projects are needed?

Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> Understand extended speech in a unfamiliar context 	<ul style="list-style-type: none"> Summarise the key points and most of the details of a speech. Take a leading role in discussions speaking coherently. Understand unfamiliar texts and note the key points and most of the details. Identify key features, themes and characters, and select sentences, phrases and relevant information to support their views. Produce well-structured pieces of writing of some length which clearly express argument or specific view point using a wide range and variety of language. 	<ul style="list-style-type: none"> Communicate with confidence
<p>Contribution to the competencies: <u>Critical thinking:</u> about authors' effects in fiction <u>Communication:</u> with group and class <u>Co-operation:</u> with group</p>		
<p>Links to other subjects: Science Social Studies</p>		

Assessment Opportunities

Opportunities for all three forms of assessment are indicated for each of the activities:

- Observation
- Conversation
- Product

An outline of the learning

This unit will help learners develop their vocabulary in relation to public health. The activities will help learners to understand the importance of public health to society. Learners will also learn how public health projects are organised. The activities will enable learners to plan their own public health campaign. There are many opportunities within this unit for learners to practice and improve their speaking and listening skills. There are many discussions to be had about health and learners should be encouraged to communicate clearly and effectively in order to share their experiences and knowledge for the benefit of others.

It will be beneficial to the learners if you invite a health worker or nutritionist to the school to give a presentation about public health. This can be a substitute to the report by a health worker that you are going to read to the learners in activity 2.

The student competences

This unit presents many opportunities for communication and opportunities to think critically and creatively about different aspects of public health such as learners planning their own public health campaign. Learners are asked to work in pairs and in groups, so there are continuous opportunities for co-operation and teamwork.

Links to other subjects

This unit provides a good opportunity to link into Science. The vocabulary about health, presentation by a health worker and the public health campaign are all good examples of how this unit links to science.

Singing a poem

As a class

The poem ‘What is the best way to bite into a healthy lifestyle?’ is a good way of starting the lesson to ensure that the learners are alert and they don’t get bored as the lesson begins. Let the learners sing along and ensure that they have grasped the key message from the poem which is healthy lifestyle and exercising.

Lesson development

Activity 1: Definitions of public health (Refers to learner’s Book page 21-23)

As a class

Read the definitions together and encourage learners to mention the diseases that are common in South Sudan. Insist to learners that throughout the activities in the Learner’s Book, they will be able to build upon their own understanding and experiences of public health.

Ensure learners come up with the correct definition of each key vocabulary in the Learner’s Book (page 18). Encourage more able learners to construct complex sentences in order to fully explain the important aspects of public health and to help enhance the understanding of the key vocabulary. Encourage learners to use some of the vocabulary they have learnt in the activity as they go on in the other activities in the unit.

In pairs

The pictures are an excellent way of assessing whether the learners understand about healthy lifestyles. The learners should be able to identify healthy lifestyles such as; washing hands, eating healthy and balanced diets, drinking plenty of clean water, visiting a doctor regularly for check-up or when one is unwell and doing exercises regularly.

Individually

Encourage learners to mention other hygienic practices that they need to follow in order to live healthy lives such as brushing teeth, taking a bath, keeping the environment clean etc. Encourage learners to also mention some of the bad lifestyles

that they need to keep off in order to live healthy lives. Such lifestyles include; smoking, drinking alcohol, eating junk foods regularly (fries/chips) staying indoors for long, overusing painkillers etc.

Assessment opportunities

Conversation

Talk to learners in their respective groups and pairs and see whether they are able to use the gained knowledge on good and bad lifestyles to help broaden their awareness on health.

Observation

This is a good way of assessing what learners know and do not know. Use the peer/self-assessment to help in creating a learning community within the classroom as well as monitoring student's strengths and weaknesses.

Activity 2: Reading extracts on public health (Refers to learner's Book page 23-28)

As a class

Help learners to read the extracts by selecting able readers to read longer sections of the extracts and less able readers to read shorter sections aloud. As learners read the extracts, pause regularly to question key ideas and principles as well as identify key pieces of vocabulary and phrasing.

In groups

Help learners to consider the importance of public health to an individual, within a community and the country as well. Encourage them to give suggestions on the issues concerning public health that they would like the government to address in their communities.

As a class

This activity on miming words related to public health is good way of making the class entertaining and at the same time ensuring learners master the key vocabulary related to health. Some of the words that learners could mime are: coughing, sneezing, head ache, stomach ache, vomiting, fever etc.

Individually

Before asking the learners to write the essay on the importance of public health, discuss with the learners the outline plan of writing an essay on Learner's Book 24-25 so that they learn how to write good essays.

Assessment opportunities

Conversation

Talk to groups of learners about the extracts, checking if they can describe the key message of the text. Write down anecdotal notes as learners work in groups and individually to help you monitor learner's progress, assess what concepts learners are struggling to understand as well as identifying the learning needs of your learners. This will help you in determining how to give more academic support where necessary.

Product

Consider the essay on the importance of public health. Have they suggested ways of preventing disease from spreading and healthy living? Check whether learners have incorporated the new vocabulary learnt earlier in the unit.

As a class

Guide learners in learning the plan of writing a good summary in the Learner's Book page 24-25.

To help your learners understand the tips of writing a better essay, incorporate the summaries below:

1. Pay attention to the introductory paragraph

This being the first paragraph of the essay, learners are expected to use this as an opportunity to give the reader the best first impression possible. The introductory paragraph not only gives the reader an idea of what they will talk about but also shows them how they will talk about it.

2. Development of ideas

The first sentence – the topic sentence - of the body paragraphs needs to have a lot individual pieces to be truly effective. Not only should it open with a transition that signals the change from one idea to the next but also it should (ideally) also have

a common thread which ties all of the body paragraphs together. For example, if a learner uses “first” in the first body paragraph then they should use “secondly” in the second or “on the one hand” and “on the other hand” accordingly.

3. Powerful conclusion

The conclusion paragraph can be a difficult paragraph to write effectively but, as it is the last chance to convince or otherwise impress the reader, it is worth investing some time in. Insist to learners that they should take this opportunity to restate your thesis with confidence; if they present their argument as “obvious” then their readers might just do the same.

Activity 3: Listening to a presentation on public health (Refers to learner’s Book page 28-29)

As a class

It will benefit the learners if you invite a health worker to the school to talk to them about public health. Otherwise, if that is not possible, you can read to the learners the following report by World Health Organisation on how its emergency mobile medical teams provide health services in famine-affected and hard-to-reach areas of South Sudan.

26 September 2017, Juba – WHO’s emergency medical mobile teams are providing lifesaving health services to alleviate the myriad of public health challenges faced in famine-affected and hard-to-reach areas of South Sudan. The team includes one doctor, nurse, nutritionist and community health worker. They support partners in remote locations with case management of patients, vaccinations, setting up of cholera treatment centers and units in areas reporting outbreaks, and help partners to set up mobile clinics.

The teams depend on the WHO’s core supplies of Interagency Emergency Health kits (IEHK), severe acute malnutrition (SAM) kits and trauma kits, among others, to distribute to local partners. For example, one IEHK is designed to meet the basic health needs of 10 000 people for approximately 3 months. “Thanks to the generous contribution of the United Nations Central Emergency Response Fund (CERF), we are reaching more internally displaced persons and communities in remote and inaccessible areas, including famine-affected, with critical medical

assistance,” says Mr. Evans Liyosi, WHO Representative a.i to South Sudan. “Despite many challenges accessing locations, the health workers see the impact of their efforts.”

WHO continues to respond to urgent medical needs and maintain essential programs across South Sudan, despite growing challenges, including attacks on health care facilities. Since beginning operations in May 2017, the teams, in partnership with the Ministry of Health and NGOs, administered 4 000 doses of oral cholera vaccines (OCVs) in Don Bosco area of Juba County; reached around 1 600 patients with lifesaving drugs; trained 50 frontline health care workers on case management of malaria and cholera and set up four mobile clinics for partners.

Since the conflict in South Sudan escalated in July 2016, two million people remain displaced internally, with most fleeing to remote areas difficult to provide health services. Some 5.4 million people are in need of health assistance, and 2.7 million people are targeted by the WHO-led health cluster. Medical supplies are in chronic shortage. Meeting the need for basic health services continues to be a challenge throughout the country.

Getting the job done

The teams often work without a break to treat people in remote communities who have been cut off due to conflict, flooding and damaged roads. “It’s very satisfying. I’m very happy I can help people and take care of the vulnerable, conflict-affected populations,” says, Jacqueline Maina, WHO Emergency Mobile Medical Team Coordinator.

WHO has been playing major role in reaching people with virtually no health services through the provision of Interagency Emergency Health Kits (IEHKs) and Diarrhoeal Disease kits (DDKs). WHO has also provided tents to the Ministry of Health and partners as well as deployed rapid response teams (RRTs) from national and state levels to detect and respond to disease outbreaks?

As you read the report, pause regularly to question key ideas and principles.

Individually

The summaries the learners write should strictly follow the guidelines learnt in class during the class activity (Learners Book page 24-25) and the content in the main points should be from the WHO report and not any other sources.

In groups

Encourage learners to carry out some research into a public health project. They can use the internet or go out to the field may be to a hospital, clinic and find out how public health projects; are organised, impact on the community and other public health projects that are needed.

Encourage learners to use the knowledge acquired from the research to plan their own public health campaign.

Assessment opportunities

Conversation

Talk to pairs of learners about the report checking if they can describe the key points from the report. Encourage them to explain to you why they think that those points are important.

Product

Consider the summary of each learner. Is there evidence of key points being explained? You are looking for balanced views that includes references to knowledge gained by reading reference materials or listening to experts in the medical field give their varied opinions on tips on good healthy lifestyles.

Activity 4: Reading a story on health (Refers to learner's Book page 29-39)

As a class

The story is quite lengthy but interesting so help learners to read the story aloud by selecting able readers to read longer sections of the story and less able readers to read shorter sections.

In groups

Help learners to identify key points regarding health especially on HIV/AIDS from the story.

Assessment opportunities

Conversation

Ask groups of learners to explain their reasoning for the answers to the questions in the Learner's Book page 36.

Product

Read answers from learners that describe their understanding and experiences of health, especially HIV/AIDS.

Activity 5: Writing a critical review (Refers to learner's Book page 39-40)

As a class

Help learners to understand how to write a critical review following the structure of writing a review in the Learner's Book page 39.

Individually

Check answers from learners that show their understanding of literary techniques, themes and characters found in the story. It will be appropriate to help learners know how to identify the literary techniques, themes and characters in a story before allowing them to write the critical review.

Assessment opportunities

Conversation

Ask each learner to explain what he/she has learnt about public health during all these activities. Allow each learner to present. Practicing presentations is a good assessment technique as you will be able to monitor skills learners are having difficulties to acquire and the concepts learners are struggling to understand. These will help you in making adjustments to the lessons to suite the learner's learning needs.

Product

Explore how well learners have summarised the passage 'When the Sun goes down', assessing the use of key vocabulary and their understanding of the general structure of a review to write their reviews.

Activity 6: Language practice (Refers to learner's Book page 41-44)

A. Adverbials of time

Insist to learners that the activity is an individual activity with all the practice exercises done individually too.

Use this additional information to remind the learners and further enhance their understanding of *Adverbs of time*. Adverbs of time tell us **when** an action happened, but also **for how long**, and **how often**. Adverbs of time are invariable. They are extremely common in English. Adverbs of time have standard positions in a sentence depending on what the adverb of time is telling us. (Adopted from <https://www.ef.com/english-resources/english-grammar/adverbs-time/>)

Practice exercise 1

Answers

Use the following set of sentences to assess the learners' answers:

- i. I rarely read books on violence.
- ii. We must always show concern for those in need.
- iii. Dr. John Garang fought the liberation war for many years.
- iv. She has been reading that book since she woke up.
- v. I spoke to him on phone for almost an hour.
- vi. He became a village elder last year.

B. Adverbs of frequency

Remind learners that these are adverbs that describe how frequently we do an activity.

Practice exercise 2

Answers

Use the answers below to guide learners and to correct their work too.

1. That magazine is printed monthly.
2. The letter 'e' appears twice.
3. I learn English frequently (accept answers from learners that shows how often)
4. We buy the newspaper daily.

Assessment opportunities

Conversation

Discuss with your learners the following simple rules for adverbs of frequency will help the learners use them correctly:

- a. Always use adverbs of frequency to discuss how often something happens.
- b. Adverbs of frequency are often used to indicate routine or repeated activities, so they are often used with the present simple tense.
- c. If a sentence has only one verb, place the adverb of frequency in the middle of the sentence so that it is positioned after the subject but before the verb.

For example: Lopuke never flies. He always takes the bus.

- d. When a sentence contains more than one verb, place the adverb of frequency before the main verb.

For example: They have often visited Kenya.

- e. When using an adverb of frequency in the negative or in forming a question, place it before the main verb.

For example: Do you usually get up so late

Observation

Check and ensure that the learners can explain their reasoning for answers to the practice exercises. Their reasoning should be based on the rules of using the adverbs of frequency.

Product

Check to confirm that the learners are in a position to explain that, with the present simple, we often use adverbs of frequency to say 'how often' we do something and that we usually put these adverbs in the middle of the sentence, between the subject and the verb.

Unit 3

Early Marriage

Key inquiry questions

1. What are the common marriage practices in our country?
2. How do these compare with other countries?
3. How is marriage dealt with in major works of fiction?

English Secondary 2	Unit 3: Early Marriage
Learn about	Key inquiry questions
<p>Learners should listen to some presentations by community and religious leaders (<i>either in person or recorded</i>) about marriage, early marriage and bride price. They should ask relevant questions and discuss the issues raised. They should carry out some research (<i>using the internet if possible</i>) into marriage practices in other countries and make comparisons to South Sudan.</p> <p>Learners should read a range non-fiction about marriage in South Sudan. This should include extracts and whole pieces (<i>e.g. from technical journals, newspapers and government publications</i>). They should work in small groups to discuss their views on current practices and write an extended piece setting out their views giving evidence and suggesting good practice. Learners should read some extended fiction on the subject of marriage. They should work in groups to discuss the quality of the work and how the techniques the writer uses to achieve the effects. They should write a critical review identifying key features, themes and characters, and select sentences, phrases and relevant information to support their views.</p>	<ul style="list-style-type: none"> • What are the common marriage practices in our country? • How do these compare with other countries? • How is marriage dealt with in major works of fiction?

Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> Understand extended speech in unfamiliar context. 	<ul style="list-style-type: none"> Summarise the key points and most of the details of a speech Take a leading role in discussions speaking coherently Understand unfamiliar texts and note the key points and most of the details Identify key features, themes and characters, and select sentences, phrases and relevant information to support their views. Produce well-structured pieces of writing of some length which clearly express argument or specific view point using a wide range and variety of language. Express their views clearly and cogently. 	<ul style="list-style-type: none"> Communicate with confidence.
<p>Contribution to competences:</p> <p><u>Critical thinking:</u> Developed through reading about author's effects in fiction</p> <p><u>Communication:</u> Developed learners are communicating in groups, pairs and during class activities.</p> <p><u>Co-operation:</u> Developed when learners are working in groups.</p>		
<p>Links to other subjects:</p> <p>This subject links to other subjects such as:</p> <ul style="list-style-type: none"> Social Studies. Peace education on relationships and gender equity. 		

Assessment opportunities

Opportunities for all three forms of assessment are indicated for each of the activities:

- Observation
- Conversation
- Product

An outline of the learning

Early marriages is a unit intended to help learners develop their awareness to the dangers of early marriages in various communities in South Sudan and other countries. The activities in the learners' books will help learners to understand the reasons for the strong campaigns against early marriages within their communities and the entire country. The activities will also enable learners to consider the importance of marrying girls and boys at the right age and the benefits of educating them first.

The unit has a range of learning activities that will help learners build their vocabulary knowledge on marriages in general and help them learn and appreciate the cultural values in relation to the traditions of various communities they come from.

The activities in the unit include some written text, speaking and listening exercises and activities that will require learners to find journals and books from across Africa on marriage practices in different countries in Africa.

The student's competencies

The unit has continuous opportunities for learners to develop their co-operation and team work competences by working out activities in groups and in pairs. The many opportunities for learners to communicate effectively especially when answering open questions and good use of body language and thinking creatively about the dangers young girls and boys get predisposed to when they are forced into early marriages are appropriate for learners at this level of learning. These competences developed through various activities are good tools of reminding learners to appreciate the good morals which should be adhered to in their various communities.

Links to other subjects

This unit provides a good opportunity to link into Social Studies and Peace education on relationships and gender equity. This can be achieved through learning about marriage practices in South Sudan.

Cross-cutting issues

Family Education: Through an exploration of marriage especially the role of parents controlling marriage decisions of their sons and daughters. Learner's having a good knowledge on how to overcome certain traits that are given special consideration such as family background, intelligence, beauty, and attitude should not be a hindrance in legal marriages.

Lesson development

Activity 1: Definition of early marriage (Refers to learner's Book page 45-46)

As a class

The learner is provided with a range of definitions about early marriage from where he/she can draw different understanding from. The definitions should provide the learner with a more and better understanding of the term early marriages. The objective of the activity being to help learners define new vocabularies related to marriage and have a clearer understanding of the term early marriages, the learners should be encouraged to also give their earlier understanding of early marriages.

In pairs

The new vocabularies to be discussed in pairs should relate to marriage practices in South Sudan. Encourage learners to construct both simple and complex sentences using the new vocabularies. This will help accommodate both fast learners, relatively fast learners and slow learners.

Assessment opportunity

Observation

Sentence construction is a good way of promoting learners creative thinking. As a teacher, this is a good opportunity to assess how well the learner's language skills have developed as well as the learners' abilities to work in pairs to enhance co-operation skills and their communication skills during the class activity.

Activity 2: Listen and share (Refers to learner's Book page 46-48)

As a class

Prepare your learners on what the objectives of the activity are. Having an expert view to note down the important points they will have gained from the talk from the government representative.

In groups

Allow learners while in groups to summarise their work from what their understanding is from the talk the learners just listened to. Ensure you initiate class discussion on the talk as a way of developing learner's critical thinking and creative skills.

In pairs

While the learners are in pairs, allow peer assessment. This will enable you to monitor your learners' strengths and weaknesses and help you in creating a learning community within the classroom.

During the group activity when the learners will be sharing their experiences they have witnessed or heard of early marriages in their community and how similar they are to the insights from the Government's representative they listened to, you can use anecdotal notes during the lesson. This will help you assess and monitor the progress of your learners by identifying their learning needs, what majority of your learners are struggling to understand and most importantly the skills they are having difficulty to acquire.

Individually

Encourage learners to use some of the vocabulary and phrases that you have been using during these initial discussions in their writing. Encourage more able learners to include complex sentences in order to fully explain to the learners the important aspects of early marriages.

Assessment opportunities

Read the new words from learners about early marriages that describe their understanding and experiences of early marriages and consider whether their choice of vocabulary is effective in this activity.

Activity 3: Ayen's forced marriage (Refers to learner's Book page 48-50)

Individually

Encourage learners to work independently on this reading exercise. Using anecdotal notes may be useful in helping you identify what your learners are struggling to understand and this will enable you determine the learning needs and the academic progress of your learners.

In groups

This is a good opportunity to assess how well learners can work as a group. Each group needs to relate Ayen's experiences from the story to the gained knowledge from the government's representative on the issue of early marriages. Challenge the learners to pick up key features, phrases which the writer of the story might have used to add relevance to his work. Give more academic support to learners in skills they are having difficulty to acquire. It might be useful to explain that in each group, there needs to be a leader/organiser, a writer, a questioner and a researcher.

Assessment opportunities

Observation

Listen to groups of learners as they discuss fueling factors to early marriages and the policies which can be adopted to stop such practices both in the communities and in the country as a whole. Consider whether they are able to articulate their ideas effectively and whether they demonstrate creativity and imagination.

Product

Consider summaries of writing and assess whether phrases are effective in conveying meaning and whether the range of vocabulary is suitable for this task.

Activity 4: Discussing the marriage practices brought out in the passage (Refers to learner's Book page 50-51)

In pairs

Learners should first be in a position to say what the whole story entails verbally without necessarily having to write down the summary. This should be done with reference to the group activity in activity three where learners summarised causes of

early marriages. Learners should challenge each other to add more factors that fuel early child marriages in South Sudan. Monitor progress around the class.

In groups

This group activity is a good opportunity for learners to enhance their cooperation and critical thinking competences. As a teacher, this is a good platform for you to gauge your learners' ability and progress while working in small groups. The groups should each give an account of their work in form of small presentations on the issues in the Learner's Book. Questioning learners' answers is a good way of assessing them and testing their critical thinking abilities.

Individually

Learners should use the knowledge gained in Unit 2, activity 5 on how to write a critical review to write a critical review based on the materials they have been reading along in the unit. There should be notable development in the language level from individuals since they are now familiar with review writing skills and expertise. Fast learners will be able to follow the correct structure. Slow learners who will most probably miss out on some steps but ensure you pair them with fast learners who should help them. Use samples of well written reviews to remind learners how to write a good review. This can be done by making copies of the reviews and pinning them on the class noticeboard. Encourage learners with difficulties to constantly check the noticeboard as a reminder of how a good review should look like.

Assessment opportunities

Conversation

Talking to different pairs about causes of early marriages in South Sudan and ensuring the learners can identify the major contributing factors as identified in the texts they will read.

Product

Check for notable development in the language level from individuals since they are now familiar with review writing skills and expertise.

Activity 5: Carrying out research of the marriage practices that happens in other countries (Refers to learner's Book page 52)

In groups

This is an activity which will help learners develop their reading skills by reading extra information from a variety of reading materials. You can provide the suggested materials if they are available but allowing the learners the opportunity to go search for the reference materials in the library is an effective way of assessing how learners work in groups without being supervised as a way of further enhancing their communication and critical thinking skills.

Each group should have; a group leader and a secretary. These two will harmonise the group discussion as well as choosing representatives to present their findings.

As a class

The group activity is a good way of testing the concentration levels of different learners in the class. Paying attentions as different representatives present their group's findings is a good parameter which can be used to assess how well learners coordinated in the group.

Individually

Identifying slow learners with difficulties in constructing correct sentences and help them by allowing them to sit near fast learners and allow the fast learners to help them make adjustments to the errors in the wrong sentences they have constructed.

Assessment opportunities

Observation

Observe different groups' presentations and by using the 'pure' formative assessment you use on a daily basis while you are instructing students, determine how co-operative the learners were in their discussions.

Conversation

Initiating discussions by using open ended questions will aid in assessing different learners' critical and creative skills. Practicing presentations is another effective way you can monitor your student's strengths and weaknesses.

Product

Read the summaries from individual learners and note whether the points written down are from the reading materials learners read. You can also introduce the concept of referencing of the work and teach learners about plagiarism and the consequences associated with it.

Activity 6: Law of the grazing fields (Refers to learner's Book page 52-59)

Individually

Learners should read through the passage silently and independently. Encourage learners to note down any word that they find new to them. Expect and accept different range of vocabularies depending on the different levels of learners.

In pairs

This is an activity which encourages learners to develop their scanning skills. Learners should go through the passage at a faster pace than when they read it for the first time. This activity helps learners identify the words from the story they read silently for the first time. They should also compare the new words written by other pairs as well as words they noted down individually.

Where new words appear both when identified by individual learners and paired learners, pay great attention to the words and take your time going through the words together with your learners explaining their meaning to them.

In groups

Use the learners work to check the quality of the story used during the previous two activities. Determine whether the learners were able to bring out the quality of the work using the identified techniques (key features, themes, sentences and phrases).

Assessment opportunities

Conversation

Listen to different pairs of students as they read out the new vocabularies they have identified in the passage. Use the Round Robin strategy which will involve passing charts among groups to assess understanding. Each group of at most 4 students begin with a chart and some markers. The group records an answer to an open-

ended question. They can also share knowledge they have on a topic covered in class. Once the students finish with the chart, they pass it on to the next group. Once every group has worked on every chart, discuss each response together with the learners.

Product

The learners should be able to define simple words which they encountered more than twice as well identifying key components of a speech as learnt in the course of the lesson. The learners should use these components to write down a speech when needed to.

Activity 7: Critiquing the effects of marriage practices in South Sudan (Refers to learner's Book page 59)

In groups

This group activity will be a good opportunity to test the learners' ability to apply the newfound knowledge and improved understanding on early marriage practices both in South Sudan and other parts of Africa and how they affect different members of the communities from which learners hail from.

As a class

Ensure that you initiate a whole class discussion during this class activity. This is an effective way of developing the learner's critical thinking skills as well as their creative skills. Help learners to create a learning community within the classroom by ensuring that other learners are silent and paying attention as representatives from each group make a presentation before the class. Check the validity of the information shared by learners by checking on plagiarism issues where learners will be required to give credit to the sources of the information they have shared with the rest of the class.

In pairs

Asking the learners to reflect on the class discussion they had with you, they will be expected to summarise the effects of early marriages using new words they encountered during various class activities.

Assessment opportunities

Conversation

Ask learners to sit in pairs. Talk to learners in different pairs through asking them questions, and learners writing down their answers. Learners are then placed in pairs to discuss their responses. Move around the classroom and listen to various discussions. It allows learners to gain valuable insight into levels of understanding.

Product

Check on the vocabularies noted down and whether they are a reflection of improved accuracy of writing them down and defining them.

Activity 8: Writing about marriage practices and suggesting good practice

(Refers to learner's Book page 60)

In groups

This is a good activity to challenge your learners and see whether they can really differentiate the good practices from the bad practices. Help learners to identify good marriage practices which should be advocated for in our communities through discussions in small groups.

In pairs

Learners should also be encouraged to mention the efforts of the government, local authorities as well as Non-Governmental Organisations in fighting early marriages among communities in South Sudan. Verify the authenticity of the information provided by learners. You can give extra information not mentioned by the learners during the groups discussion which will help enhance their understanding of good marriage practices.

Individually

Allow and encourage learners to work independently on this task. The summary should be of at most 50 words. The complexity of the sentences may vary depending on the learning abilities of learners in the classroom. Slow learners should use less complex sentences which are correct when writing their summaries. Moderately fast learners can use both simple sentences and complex sentences. However, the complex sentences should be grammatically correct. Fast learners can use complex sentences.

Assessment opportunities

Observation

This helps you gauge what learners do and do not know especially during group discussions. Writing down anecdotal notes will help you monitor the learners' progress, identify the learning needs they might have, skills they are having difficulties to acquire and the concepts they are struggling to understand.

Conversation

Ask learners to give reasons for the answers they provided in the individual assignment. Monitor the complexities of the sentences used, the level of vocabulary used and their relevance to the unit.

Activity 9: Language practice (Refers to learner's Book page 60-63)

Adverbs of frequency

Guide learners into learning that adverbs of frequency are also known as Adverbs of indefinite frequency as the exact frequency is not defined.

Practice exercise 1

Answers

Learners should use the adverbs of frequency in each sentence in its correct position while rewriting the sentences again. Use the sentences below to correct the learners' work and guide them accordingly:

1. They **often** go to the gym.
2. She **rarely** listens to local programmes.
3. He **sometimes** swims in the river.
4. Ladu **never** smiles.
5. She is **always** happy with her work.
6. He **sometimes** drinks coffee.
7. Keji is **oftenly** ill.
8. They **usually** feel excited.

9. I **occasionally** go jogging in the morning.
10. The nanny **never** helps her son with his homework.
11. We **always** do our homework in the evening.
12. I **never** smoke.
13. I **seldomly** eat fish.
14. I **always** sing in the choir.
15. I **generally** read dramatic novels.

Practice exercise 2

Answers

This is an exercise which will test the learners' ability to combine the two words in brackets each sentence or use either of the words in their correct form to complete the sentences.

1. Our teacher, Mrs. Narot **will never be/is never** late.
2. I **always do** my homework.
3. My sister **hardly practices** a sport.
4. She is **sometimes** bored in the movie theatre.
5. We **rarely watch** TV in the week days.
6. They **never play** chess with me.
7. Lopuke **is usually** at the gym on Sunday.
8. The school bus **always arrive** at seven.

Assessment opportunities

Conversation

Discuss with your learners the following simple rules for adverbs of frequency will help the learners use them correctly:

- f. Always use adverbs of frequency to discuss how often something happens.

- g. Adverbs of frequency are often used to indicate routine or repeated activities, so they are often used with the present simple tense.
- h. If a sentence has only one verb, place the adverb of frequency in the middle of the sentence so that it is positioned after the subject but before the verb.

For example: Lopuke never flies. He always takes the bus.

- i. When a sentence contains more than one verb, place the adverb of frequency before the main verb.

For example: They have often visited Kenya.

- j. When using an adverb of frequency in the negative or in forming a question, place it before the main verb.

For example: Do you usually get up so late?

Observation

Check and ensure that the learners can explain their reasoning for answers to the practice exercises. Their reasoning should be based on the rules of using the adverbs of frequency.

Product

Check to confirm that the learners are in a position to explain that, with the present simple, we often use adverbs of frequency to say 'how often' we do something and that we usually put these adverbs in the middle of the sentence, between the subject and the verb.

Unit 4

Technology

Key inquiry questions

1. What is the importance of technology for the development of a nation?
2. How can we give clear instructions for the use of technology?
3. How have major authors dealt with innovation?

English Secondary 2	Unit 4: Technology
Learn about	Key inquiry questions
<p>Learners should read a range non-fiction about the impact of technology on society. This should include extracts and whole pieces (<i>e.g. from technical journals, newspapers and government publications as well as books</i>). They should work in small groups to discuss the importance of technology to society and write an extended piece setting out the importance, giving evidence and suggesting good practice.</p> <p>They should carry out some research into a selection of recent technological innovations. They should select one to write about and make a presentation to the class. Should investigate the operations of different technology devices. (<i>e.g. cell phones, radios, digital cameras, computers, etc.</i>). Write a clear set of instructions for their use.</p> <p>Learners should read some extended fiction on the subject of new technology (this should include writers from the past such as HG Wells, and Asimov as well as modern writers) They should work in groups to discuss the quality of the work and how the techniques the writer uses to achieve the effects. They should write a critical review identifying key features, themes and characters, and select sentences, phrases and relevant information to support their views.</p>	<ul style="list-style-type: none">• What is the importance of technology for the development of a nation?• How can we give clear instructions for the use of technology?• How have major authors dealt with innovation

Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> Understand extended speech in an unfamiliar context 	<ul style="list-style-type: none"> Summarise the key points and most of the details of a speech Take a leading role in discussions speaking coherently Understand unfamiliar texts and note the key points and most of the details Identify key features, themes and characters, and select sentences, phrases and relevant information to support their views. Produce well-structured pieces of writing of some length which clearly express argument or specific view point using a wide range and variety of language. 	<ul style="list-style-type: none"> Communicate with confidence
<p>Contribution to the competencies: <u>Critical thinking:</u> about authors' effects in fiction <u>Communication:</u> with group and class <u>Co-operation:</u> with group</p>		
<p>Links to other subjects: Science Social Studies</p>		

Assessment opportunities

Opportunities for all three forms of assessment are indicated for each of the activities:

- Observation
- Conversation
- Product

An outline of the learning

This unit will help learners develop their vocabulary in relation to technology. The activities will help learners to understand the benefits of embracing technology, the technological devices that are available in the country and how they are operated. The activities will enable learners to learn about the impact of technology in the society, recent technological innovations and the contributions of writers of science fiction.

Many opportunities in this unit are adequate for learners to practice and improve their speaking and listening skills. There are many discussions which will involve learners when discussing and learning about technology. Encourage learners to communicate clearly and effectively in order to share their experiences and knowledge for the benefit of their classmates.

This unit has a range of adequate activities which strongly focuses on technology and the technological advancement in our country. Further activities for this unit would help learners compare the level of technological advancement in other countries with that of South Sudan.

Having new vocabularies on posters or boards around the learning space if possible will be helpful to learners so that they get used to seeing them and become familiar with spellings.

The student's competencies

The unit has continuous opportunities for learners to develop their co-operation and team work competences by working out activities in groups and in pairs. The many opportunities for learners to communicate effectively especially when answering open questions and good use of body language and thinking creatively about the benefits of embracing technology, the side effects of doing the same and the rapid advancement in that field which will be appropriate for learners at this level of learning. These competences developed through various activities are good tools of equipping learners with the necessary knowledge which will lead to them appreciating the benefits of embracing technology as a way of making our lives better.

Links to other subjects

This unit provides a good opportunity to link to Science and Social Studies. Science

knowledge gained in the primary level as well as the branches of Science (Biology, Physics and Chemistry) in the Secondary level, will help learners explain the working mechanism of different devices. Through Social Studies, learners will learn how they can effectively utilise and share the technological devices both in the classroom, school and the community level so that every participant or member can benefit from the technology.

Cross-cutting issues

Citizen journalism: By learners learning how communication is important in a modern society, they can learn how they can also act as society's watchdogs. By doing so, they can use technological devices such as the mobile phone or the radio to give crucial information to the media which then takes up the matter raised to inform masses. Criminal activities will be reported and the information upon reaching the relevant authorities, the necessary actions will be taken.

Lesson development

Activity 1: Understanding Technology (Refers to learner's Book page 64-66)

As a class

Allow learners to give their own definitions of what they think technology is. Encouraging learners to think and try defining technology will enable them develop their creativity skills.

Read the three provided definitions together with the learners as you help prepare your learners to this unit. The definitions will help learners get some insights on what to learn about technology. Insist to learners that they should explain what technology is using at least one of the provided definitions. Make sure that learners do not dwell much on cramming the definition but can rephrase any of the provided definition and explain what technology is in their own words.

Individually

Allow learners to read the text in the learner's book with at most 8 minutes. This is the maximum time slow learners should take to read the short story. Fast learners should be encouraged to note down any new words encountered if they read the text in less than half the time provided. When all learners are through with the reading,

encourage learners to write the summary in sentences which are making sense to them. Fast learners can use complex sentences with a range of new vocabularies they may have encountered in the story. Check for the spellings of words and the sentence structures among the slow learners who you should insist to write in simple sentences.

In pairs

The pictures provided for this exercise are only a sample of technological devices. Learners should try and name the devices they know and give a brief statement on what's the use of the identified device. Learners should explain why they give any device a name they may refer the device with. Encourage learners to mention areas where the devices in the pictures can and are used. Learners should try and locate as many words as possible from the technology search provided in the Student's Book. The words to be searched for are beside the word search. Pair a fast learner and a slow learner for this exercise.

Assessment opportunities

Product

Read the summaries from students. Use peer assessment where you will be able to monitor learners' strengths and weaknesses especially when working in pairs. The pairs should identify common words related to technology especially those encountered in the short story they read and summarised.

Conversation

Ask learners to pronounce some of the words they identified and encourage them to give the definitions of the new vocabularies they searched for and found in the word search. This will help develop their pronunciation skills.

Activity 2: Reading about the impact of technology on society (Refers to learner's Book page 66-69)

As a class

The story provides a very good learning opportunity for learners. Focus on the accuracy of pronunciation and the reading speed among different learners in the class. Both the positive and the negative impacts will help learners determine how to embrace the positive impacts as well as trying to keep off the negative impacts as a way of avoiding misusing technology to achieve specific goals.

In groups

This group activity is a good opportunity for learners to enhance their cooperation and critical thinking competences. As a teacher, this is a good platform for you to test your learners' ability to relate the current technological situation in the country to how the recent advancements adopted by the government have impacted on the lives of the citizens of South Sudan.

The groups should then relate the negative impacts highlighted in the passage they read individually and suggest ways through which citizens can use technology effectively to avoid interfering with the environment or the lives of others. Allow time for each group to give an account of their work in form of small presentations. Questioning learners' answers is a good way of assessing them and testing their critical thinking abilities.

Individually

Learners should use the knowledge gained on how to write a good and comprehensive essay to write individual essays based on the texts they read in the previous units. There should be notable development in the language level from individuals. Fast learners will be able to follow the correct structure of writing a good essay. Slow learners who will most probably miss out on some steps but ensure you pair them with fast learners who should help them. Use samples of well written essays to remind learners how a good essay should look like. This can be done by making copies of the essays and pinning them on the class noticeboard. Encourage learners with difficulties to constantly check the noticeboard as a reminder of how good essays should be written.

Assessment opportunities

Observation

Observe different groups' presentations and by using the 'pure' formative assessment you use on a daily basis while you are instructing students, determine how co-operative the learners were in their discussions. Peer assessment through questioning could be effective in creating learning community within the classroom as well as monitoring learner's strengths and weaknesses.

Product

Read the essays from learners. Check the complexity of sentences used as well as the content relevance to the individual activity in the Learner's book in each of the learner's work.

Activity 3: Research on the recent technological innovations (Refers to learner's Book page 69)

In groups

This is a good opportunity to assess how well learners can work as a group. Each group needs to carry out a research in the internet, newsletters or any other publications from the Ministry of Higher Education, Science and Technology. Stress to the learners that the publications from the ministry and the internet are more reliable and that the information found in the internet should help them explore the technological advancement the government is adopting.

Use decision making charts to help you give more academic support to learners in skills they are having difficulty to acquire. It might be useful to explain that in each group, there need to be a leader/organiser, a writer, a questioner and a researcher. These will help co-ordinate activities in the group as well as allocating the group member to share the groups' findings.

Assessment opportunities

Observation

This is an activity which will benefit the learner by providing a good opportunity for learners to enhance their cooperation and critical thinking skills. As a teacher, this is a good platform for you to gauge your learners' ability and progress while working in small groups. The groups should each give an account of their work in form of small presentations on recent technological innovations in South Sudan and how they have impacted on the lives of people in South Sudan. Questioning learners' answers is a good way of assessing them and testing their critical thinking abilities.

Product

Check for notable development in the language level from the sentences the learners will have constructed while in their groups. Accept grammatically correct complex and simple sentences considering the fact that the groups are made up of fast, moderately fast and slow learners.

Activity 4: Investigating the functioning of different technological devices (Refers to learner's Book page 69-70)

In pairs

This activity encourages learners to try and describe how the listed devices are

operated in order for them to be helpful when utilised in the right way. Emphasise to learners that the power button is an important button without which the devices listed cannot be operational.

In groups

Demonstrate to the learners how to use a mobile phone in groups made up of three pairs. Advise learners to seek assistance from their parents/guardians or community members on how to use radios at home and in the community. You can invite a professional photographer who can share with your learners how to operate and handle a digital camera. Take learners into either the school computer laboratory or a nearby cybercafé where they can learn how to operate a computer.

The set of instructions to be written by learners should be basic. Those who might write detailed set of instructions check and verify the correctness of the instructions and encourage them to share their insights with other learners.

Assessment opportunities

Observation

Observe a pair of learners work together and assess how effective they are working together in trying to come up with the set of instructions of the different technological devices listed in the Learner's Book page 69.

Product

Consider the set of instructions written by different pairs and assess whether they are simple and easy to understand for learners at this level.

Activity 5: Reading about new technology (Refers to learner's Book page 70-76)

Individually

The two fiction stories offers a good opportunity for learners to identify writers of science fiction and their contributions in the world of technology and most importantly the foundations they laid down which have enabled the ongoing growth and advancement of technology. Compare the similarities in the two stories and write them down. Check on the complexity of the range of sentences depending on the learning abilities of your learners.

Assessment opportunities

Conversation

Talk to individual learners as they read the stories, checking the new words they might have identified as you note the sentences some learners are having difficulties with.

Talk to fast learners who might have finished the two stories in advance and let them briefly share with you the summaries of the two stories.

Product

Consider the two passages and test whether they are effective in enhancing knowledge acquisition in the field of technology.

In groups

The activity focuses on the ability of learners to work in groups to identify the key messages from the two short stories. This will enable you monitor the learners' cooperation and creativity skills by using anecdotal notes which will also help you in monitoring students' progress, making adjustment to the activity and giving more academic support in areas learners are struggling to understand.

Encourage learners to identify the stylistic techniques in the stories they read.

Encourage learners to identify the person used in story 2 to test their understanding of the Point of View as a literary technique. Teach learners that the **Point of View** is the mode of narration that an author employs to let the readers "hear" and "see" what takes place in a story.

The three Point of view which can be used in a story are:

- a. First person
- b. Second person
- c. Third person

First person refers to the speaker himself or a group that includes the speaker (i.e., I, me, we and us). Second person refers to the speaker's audience (i.e., you). Third person refers to everybody else (e.g., he, him, she, her, it, they, them), including all other nouns (e.g. James, Kenyan, cat, mice).

Assessment opportunities

Observation

Check whether learners at this level of learning can identify the following stylistic techniques in a story; tense, simile, person and theme.

Encourage answers that have both the positive and negative impacts and which learners proposing them can be able to explain and support satisfactorily.

Conversation

Consider how effectively learners are creatively coming up with the impacts of technology by asking them to explain impacts you will select at random from what they have written down.

In pairs

Asking the learners to reflect on the group discussions they had, guide your learners to compare examples from the story of the different stylistic devices the authors of the works of fiction have employed to add relevance and aestheticism to their work.

Provide the meaning to the proverb as indicated below:

When the need for something becomes essential, you are forced to find ways of getting or achieving it.

Allow learners to make attempts of giving the meaning to the proverb.

Assessment opportunities

Conversation

Place learners in pairs as they discuss measures the government should take in order to facilitate the advancement of technology in South Sudan. Move around the classroom and listen to various discussions. It allows you to gain valuable insight into levels of understanding of your learners.

Product

Ask learners to give reasons for the answers they provided in the assignment they did in pairs. Monitor the complexities of the sentences used, the level of vocabulary used and their relevance of the answers to the unit.

As a class

This is a learning activity which will require you to involve a whole class discussion. Engage learners by asking them to mention some of the books (novels or any fictional book) they have read or movies, plays or films that they enjoyed watching.

From the suggestions given by the learners, select a book, film, play or movie which majority of the learners are familiar with. Ask a few learners to narrate briefly what the movie, film or book was all about and give their opinions on how they liked or disliked the movie, film, play or book.

From the suggestions the learners give, ask each individual to write down the summary of their opinions of the book, play or film you will choose based on how familiar learners are with it and it must have been discussed in class. The summaries learners will write are forms of informal reviews.

Incorporate the information on what a review entails which will help learners make the informal reviews they wrote actual reviews. Ask learners to re-write their summaries following the new knowledge they have gained on reviews.

In groups

Use the groups' work to check the quality of the conversations written down during the outside class activity. Determine whether the learners were able to observe the features of good conversations.

Use the information below to further assist learners write good conversations.

A “good” conversation is a talk between two people that offers multiple viewpoints about something that interests both people. If only one person is interested in the conversation then it is already lacking and there really is no point in the conversation. Also, if both of the people having the conversation have the same view, then they are both adding nothing to the conversation and it will simply go nowhere.

We usually have meaningful conversations with friends, family members, or a close acquaintance. Both people are usually comfortable talking to one another with little distractions. Usually, you should not just focus on yourself and your point of view but listen to what the other person has to say and keep an open mind.

If you are very opinionated then the conversation will most likely turn into an argument; especially if you are talking to someone who is quite close to you like a family member.

Good conversation also involves acceptable body language. You should make sure

that you are looking at the other person you are talking to and looking at them with a pleasant face, not a face that looks confused or judgmental. Lastly, you should try to actively listen to the other person and add on to what they say, not just wait for your turn to talk so you can get your opinion out there.

Insist to learners that written conversations can be very different than oral conversations. They have to make sure that their grammar is correct and the conversation flows. It is hard to get off topic when they are writing a conversation but in person, it is very easy to drift away from the main subject. Real life conversation is very informal as opposed to written conversation.

(Adopted from: <https://rampages.us/rachelclements/2015/03/02/how-do-you-define-a-good-conversation-what-characteristics-does-it-contain-how-do-you-carry-out-a-meaningful-conversation-what-are-the-major-differences-between-written-conversations/>)

Assessment opportunities

Conversation

Asking the learners to role play a conversation is one way of helping them develop their communication skills and enhancing their critical thinking as they generate ideas when talking to each other.

Product

Allowing the learners to write down the conversations they had helps enhance their cooperation skills. This is done when learners share and remind each other how the conversation they had proceeded.

Activity 6: Learning how to write a review (Refers to learner's Book page 76)

As a class

Ensure that you have the attention of the whole class in this class activity. This is an effective way of building a conducive learning community within the classroom by ensuring that all learners are silent and paying attention as you teach them how to write a good review.

In groups

This is a good opportunity to assess how well learners can work as a group. Each group needs to create one list of names of the participants in the conversation. It might be useful to explain that in each group, there needs to be a leader/organiser

and a writer who will coordinate the group's activities and writing down the review with the help of the contribution from the other group members. The best reviews to be shared in class should be written following the structure taught in class.

Individually

Each learner should write his/her own insights on how H.G. Wells has dealt with innovation. Support less able learners here to write their work. This will help them catch up with fast learners. Give comprehension help to learners with reading activities since this comprehension is a lengthy one.

Assessment opportunities

Observation

Observe group of learners working together and consider how effectively they are co-operating with each other in order to compose good and accurate sentences when writing their reviews.

Product

Read paragraphs from different groups and consider whether choice of vocabulary is relevant to the context in the unit. Accept different levels of complexities in the reviews depending on the different learning capabilities among the learners.

Activity 7: Language practice (Refers to learner's Book page 76-81)

Comparative and Superlative adjectives

Remind learners that comparative adjectives are used in sentences where two nouns are compared.

Practices exercise 1

Answers

1. largest (superlative)
2. better (comparative)
3. more slowly (comparative)
4. shortest (superlative)
5. most successful (superlative)

Practices exercise 2

Answers

A

2. heavier
3. the heaviest

C

2. more comfortable
3. most comfortable

E

2. prettier
3. prettiest

B

2. stronger
3. strongest

D

2. more interesting
3. most interesting

Practices exercise 3

Answers

Comparative	Superlative
1. Worse	Worst
2. Farther	Farthest
3. Latter	Lattest
4. Worse	Worst
5. More little	Most little
6. Much	Most
7. Better	Best
8. More	the most

Practice exercise 4

Answers

Use the corrected sentences below to correct the wrong sentences the learners may have written.

1. He is **hungrier** than I.
2. My father was the **proudest** man in the hall.
3. Nyandeng is the **oldest** of the three sisters.
4. Mabior is by far my **best** friend.
5. The delivery is **late** than I expected.
6. He is the **most handsome** actor I can think of.
7. He is the **most likely** to win.
8. Her salary is the **highest** it has ever been.
9. I thought that his story was **better** than Ladu's.
10. I saw the **most exciting** game this evening.

Assessment opportunities

Conversation

At the end of the practice exercises, you can ask the learners to explain what they

Unit 5

Drug Abuse

Key inquiry questions

1. What is the impact on drug abuse on individuals and society?
2. How can we campaign against drug abuse?
3. How can we convince people to refrain from drugs abuses?
4. How have major authors dealt with this issue?

English Secondary 2	Unit 5: Drug Abuse
Learn about	Key inquiry questions
<p>Learners should read a range non-fiction about drug abuse and its impact on individuals and society. This should include extracts and whole pieces (e.g. from technical journals, newspapers and government publications as well as books). They should work in small groups to discuss the dangers of drug abuse and write an extended piece setting out the importance, giving evidence and suggesting good practice.</p> <p>Learners should listen to an expert on drug abuse talk about the dangers and what is being done to prevent it. They should carry out some research into different types of drugs and their damaging effects. They should select one to write about one and make a presentation to the class. They should plan a campaign against drug abuse that would appeal to young people, and write the accompanying posters, leaflets etc.</p> <p>Learners should read some extended fiction on the subject of drug abuse. They should work in groups to discuss the quality of the work and how the techniques the writer uses to achieve the effects. They should write a critical review identifying key features, themes and characters, and select sentences, phrases and relevant information to support their views.</p>	<ul style="list-style-type: none"> • What is the impact on drug abuse on individuals and society? • How can we campaign against drug abuse? • How can we convince people to refrain from drugs abuses? • How have major authors dealt with this issue?

Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> Understand extended speech in an unfamiliar context 	<ul style="list-style-type: none"> Summarise the key points and most of the details of a speech Take a leading role in discussions speaking coherently Understand unfamiliar texts and note the key points and most of the details Identify key features, themes and characters, and select sentences, phrases and relevant information to support their views. Produce well-structured pieces of writing of some length which clearly express argument or specific view point using a wide range and variety of language. 	<ul style="list-style-type: none"> Communicate with confidence
<p>Contribution to the competencies: <u>Critical thinking:</u> about designing a campaign <u>Communication:</u> with group and class and to young people in a campaign <u>Co-operation:</u> with group</p>		
<p>Links to other subjects: Science Social Studies</p>		

Assessment opportunities

Opportunities for all three forms of assessment are indicated for each of the activities:

- Observation
- Conversation
- Product

An outline of the learning

This is a unit intended to help learners develop their awareness of drugs and substance abuse. The activities will help learners to understand the reasons to avoid abusing drugs and the benefits that comes with them both to individuals and the society.

There are many opportunities within this unit for learners to practice and improve their speaking and listening skills. Numerous group discussions and pair activities are designed to help learner's communicate clearly and effectively in order to share their experiences and knowledge for the benefit of others.

The activities listed here for this unit include some written texts, but the focus in on speaking and listening skills. It is possible however to find alternative and additional texts that further expound on drugs abuse. This can be a good way of giving your learners a home assignment. A doctor, nurse, psychologist should be invited into school to further talk about the dangers of drugs abuse and ways of abstaining from this indulgence.

The student's competencies

The unit has continuous opportunities for learners to develop their **co-operation** and **communication competences** by working out activities in groups and in pairs. The many opportunities for learners to **communicate effectively** especially when answering open questions and good use of body language and **thinking creatively** about the benefits individuals stands to enjoy by keeping off illegal drugs. These competences developed through various activities are good tools of equipping learners with the necessary knowledge on drugs abuse.

Links to other subjects

This unit provides a good opportunity to link to Science and Social Studies. The knowledge on plants from which the drugs are made from can be recapped in this unit. The unit on body systems and organs and how they function will be explored in this unit. This will be through learning how substances in drug interfere with such organs and systems.

Families and society setups will be explored through learning how such can be destroyed by having members who are addicts to drugs.

Lesson development

Activity 1: Definitions (Refers to learner's Book page 82-85)

Individually

Allow the learners to read the three provided definitions as provided in the Learner's Book. The definitions will help learners get some insights on what to expect about drugs abuse. Encourage learners to try defining drugs abuse using the gained knowledge.

In pairs

Encourage learners to follow the instructions before they can start writing sentences using the range of key vocabulary. Check the range of sentences which should be from simple sentences to complex sentences depending on the learner's learning abilities. Assess whether there is development in the spelling and grammar in Unit 5 from what learners used to write in Unit 1.

As a class

Allow the learners to read at least three lines each of the passage in the Learner's Book. This will help you monitor the reading abilities of different learners in the classroom. Pause regularly after a paragraph is over to ask questions regarding the text learners have read. This is a good way of testing learners' comprehension of text. Ask learners to note down new words identified. Help learners identify both the positive and the negative impacts of drugs from the story provided for in the Learner's Book (page 83-85).

Assessment opportunities

Conversation

Talk to pairs of learners about the sentences they have written. Encourage fast learners who have already constructed to construct more sentences as you supervise and offer assistance to slow learners. Ask learners to suggest more impacts of drugs abuse both to individuals and the society. Correct where appropriate and guide accordingly on how learners can cite the sources of their information.

Product

Consider the sentence structures from both the fast learners and slow learners assessing whether there is progress made in the accuracy and correctness of the spellings and sentence structures respectively.

Activity 2: Brainstorming on the dangers of drugs abuse (Refers to learner's Book page 85-86)

In groups

This group activity is a good opportunity for learners to enhance their **cooperation** and **critical thinking competences**. As a teacher, this is a good platform for you to gauge your learners' ability and progress while working in small groups. The groups should each give an account of their work in form of small presentations on the issues in the Learner's Book page 85. Questioning learners' answers is a good way of assessing them and testing their critical thinking abilities.

In pairs

Learners should first be in a position to explain how each impact affects the individuals and the society. This should be done with reference to the group activity in activity one. Learners should now relate the negative impacts to the benefits an individual and the society stands to benefit by staying drugs free. The suggested benefits should be written as an extended piece of writing. This is a good activity for learners to develop their **cooperation** and **critical thinking** skills. Each pair should exchange their work with other pairs. This will enable learners to challenge each other and this will result them gaining more insights on the benefits of avoiding drugs abuse. Monitor progress around the class.

Assessment opportunities

Conversation

Talking to different pairs about benefits of staying free of drugs abuse both to an individual and the society. Ensure that the learners can identify the major contributing factors as identified in the texts they will read and from what they will share while working in pairs.

Product

Check for notable development in the language level from individuals since they are now familiar with the writing skills.

Activity 3: Listening to a real life story on the dangers of drugs abuse (Refers to learner's Book page 86-88)

As a class

The group activity is a good way of testing the concentration levels of different learners in the class. Help learners to create a learning community within the classroom by ensuring that other learners are silent and paying attention as each individual learner reads at least six lines of the passage.

In groups

This is a good activity to challenge your learners and see whether they can really borrow the knowledge acquired from Kibet' story to how prone learner's in Secondary school levels are to the possibilities of indulging themselves to drugs abuse. Encourage learners to mention the efforts of the school's administrations as well as the government in fighting the menace of drugs and substance abuse among learners in secondary schools.

Use the link below to help learners learn the efforts of the head teacher's in curbing drugs and substance abuse in secondary schools. The strategies though Kenyan based are effective when employed in South Sudan.

http://erepository.uonbi.ac.ke/bitstream/handle/11295/63506/Cheloti_Effectiveness%20of%20the%20head%20teachers%E2%80%99%20strategies.pdf?sequence=2&isAllowed=y

Assessment opportunities

Observation

This helps you gauge what learners do and do not know especially during group discussions. Writing down anecdotal notes will help you monitor the learners' progress, identify the learning needs they might have, skills they are having difficulties to acquire and the concepts they are struggling to understand.

Conversation

Ask learners to give reasons for the answers they provided in the group assignment through class presentations. Monitor the complexities of the sentences used, the level of vocabulary used and their relevance to the unit. Help learners note down the findings from the link which you should have accessed before the lesson in order to familiarise yourself with the content in the link and help you pick out the pages with the necessary content for this particular lesson.

Activity 4: Carrying out research on different types of drugs commonly abused (Refers to learner's Book page 88-89)

In groups

This is an activity which will help learners develop their researching skills by reading extra information from a variety of reading materials in the course of their research. You can provide some reading materials or links which are accessible to learners for them to carry out their research. Directing learners to go search for the reference materials in the library is an effective way of assessing how learners work in groups without being supervised as a way of further enhancing their **communication** and **critical thinking skills**.

Each group should have a group leader and a secretary. These two will harmonise the group discussion as well as choosing representatives to present their findings.

In pairs

As a teacher, this is a good platform for you to assess your learners' ability and progress while working in pairs. Each pair should select one drug that is commonly abused. Instruct each pair to follow the instructions in the Learner's Book (page 88-89) and give an account of their work in form of summaries. Questioning learners' answers provide you with a good way of assessing them and testing the learner's development in learning.

The summaries written should follow the guidelines provided below:

- a. The name of the drug.
- b. How the drug is administered in the body?
- c. The signs of addiction when one abuses the drug
- d. The treatment which can be prescribed to help an addict of the drug you researched on.

Assessment opportunities

Observation

Observe how pairs begin the task of writing the summaries. Consider how well they relate their ideas to what has been discussed in groups and how these ideas are translated into their own summaries. Peer assessment will be useful to enable you to monitor student's strengths and weaknesses as well creating a learning community within the classroom especially during presentations.

Conservation

Talk to learners in different pairs about the drug each pair has chosen to write summaries on and why the choice of the drug. Familiarity with a drug should be a key consideration when selecting a drug to write summaries on.

Activity 5: Learning how to run campaigns against drugs abuse (Refers to learner's Book page 89-90)

As a class

Read through each of the policies provided. Help learners understand the each one of them by explaining to them in detail each of the policy. Invite learner's contributions on how each of the policy can be effectively implemented to help run effective campaigns against the menace of drugs abuse.

In pairs

Encouraging learners to be open minded when coming up with ways of educating fellow youths on the importance of living drugs free lives will enable them develop their critical thinking skills. Learners to write down their suggestions and share them with other pairs during their free time. Celebrate the slogans that learners have written by praising any unique and particularly imaginative descriptions. Model this kind of feedback so that other learners can offer a critical evaluation also.

In groups

This activity should be set as a challenge to learners. Powerful slogans need high levels of creativity as well as good cooperation between group members. Therefore, use this activity to test your learner's abilities to work together in groups. Allow learners do activity b in the Learner's Book on their own. Challenge learners to think of ways of enhancing the commanding power of their slogans.

Individually

Refer back to the slogans learners wrote while in groups and check whether an individual learner borrows from the earlier written slogans or a new composition. Allow learners to share the new slogans amongst themselves in the classroom. Observation will be a good way of assessment to enable you to make adjustment to instructional techniques and give more academic support to struggling learners.

Assessment opportunities

Conversation

Consider how effectively learners are critically evaluating their own slogans and those of others, by asking them to justify their views about what has been written.

Product

Read the slogans from learners and consider the variety of slogans written and check whether they are positive in the fight against drugs abuse.

Activity 6: Listening/watching a video clip of a recovering alcoholic (Refers to learner's Book page 90-91)

As a class

The video clip offers a good opportunity for learners to hear lessons from a real life experience through the clip you will play for them in class. This will also provide a good opportunity for learners to relate the knowledge gained in class to the experiences of the individual in the clip.

In groups

This is a good opportunity to assess learners how well they can relate the previously gained knowledge to the clip they just watched/listened to as a class. It will also enable you gauge how well your learners can work as a group. Learners should be able to highlight the factors/reasons that made the individual in the story. **Cooperation** and **creativity skills** will be enhanced through this activity.

In pairs

Remind learners to refer back to the group discussion. From the discussion, learners that they have a good collection of vocabulary necessary to write interesting/complex sentences.

Assessment opportunities

Observation

Watch carefully how learners are working in their groups. Try to identify individuals

who are good at engaging all group members as well as those learners who seem reluctant to join in or make a contribution.

Conservation

As learners write down new vocabularies and sentences, ask them to explain how some of the words and phrases they have suggested are effective in helping to write summaries on the effects of drugs abuse. Accept range of sentences from simple sentences to complex sentences depending on the learning abilities of your learners. Correct learners where necessary especially on spellings of the new vocabularies.

Activity 7: Writing a critical review (Refers to learner's Book page 91-94)

As a class

Take time to read together with the learners the definition of what a review is as is in the Learner's Book page 91. Guide learners into discussing the general structure of a review. This activity is a repeat of an exercise earlier in the Learner's Book Unit 2, activity 5 page 39.

Individually

This activity is a good opportunity for you to assess how well the learners can recall the review writing structure earlier learnt in this unit as well as in Unit 2 activity 5.

Assessment opportunities

Conservation

Assess how well learners can remember the structure of a review and how well they employ it to actually write their individual reviews.

Product

Learners should be in a position to write better and improved reviews from the ones they initially wrote in Unit 2. The language level should show signs of improvement and the sentences used ranging from simple to complex should be grammatically correct at this level of learning.

Activity 8: Language practice (Refers to learner's Book page 94-98)

NOTE

Remind the learners that, the passive voice is used to show interest in the person or object that experiences an action rather than the person or object that performs the action.

Practice exercise 1

Answers

The sentences below are in passive voice. Use them to guide the learners accordingly.

1. The door is opened by her. /The door is opened.
2. The table was set.
3. A lot of money was paid.
4. A picture is drawn.
5. Black shoes are worn.
6. You are not helped. /You are not helped by them.
7. The book is not opened. /The book is not opened by him.
8. The letter is not written. /The letter is not written by you.
9. You are not picked up by your mum.
10. The police officer does not catch the thief.

Practice exercise 2

Answers

1. Adut and Wani **would like to wed** next month.
2. Our class teacher **would like to know** the number of students going for the trip.
3. I **would like to go** for the PE lesson.

4. Everyone **would like to see** the plane landing.
5. Nakai **would like to buy** a new Mercedes car.
6. Our school captain **would like to conduct** an investigation.
7. We **would like to arrive** early.
8. They **would like to be staying** with us.
9. I **would like to bathe** at the river.
10. They **would like to plant** the best seeds.

Assessment opportunity

Conversation

After you finish revising the practice exercises on passive voice and use of ‘would like to’, ask learners to orally construct sentences and read them out to their friends while in pairs. Listen to how well learners have understood the two language practices. This will also help you identify learners having difficulties in either of the language practice or both and thus help you make arrangements on how to assist such learners.

Observation

Check the participation of each individual learner in a pair work you will organise where learners will further explore on the two language practices in the unit. This will help you make the necessary arrangements for the next class and more so on how you will do a recap of the language practices in the unit.

Product

The learners should at least tell that the passive voice is used to show interest in the person or object that experiences an action rather than the person or object that performs the action.

Unit 6

Electricity and Sustainable Development

English Secondary 2	Unit 6: Electricity and Sustainable Development
Learn about	Key inquiry questions
<p>Learners should read a range non-fiction about the production and distribution of electricity. This should include extracts and whole pieces (e.g. from technical journals, newspapers and government publications as well as books). They should work in small groups to research the different traditional forms of electricity generation (coal and oil-fired and diesel generators) and also find out about renewable and sustainable resources (hydro-electric, wind generators, solar panels etc.) They should write about the advantages and disadvantages of each form of generation at some length, clearly expressing arguments for their specific view point using persuasive language and paying particular attention to sustainability.</p> <p>Learners should listen to an expert on electricity generation in South Sudan (in person or recorded) and talk about the efforts being made to extend electricity supply to the country. They should write about this and make a presentation to the class that outlines the problems, the costs and the benefits.</p> <p>Learners should read about some of the earlier pioneers and scientists who developed our ability to generate electricity (Faraday, Edison, Sprague etc.) They should choose one pioneer and write their own accounts of their lives and contributions.</p>	<ul style="list-style-type: none"> • What is the importance of electricity in our country? • What are various sources of producing electricity? • Discuss the role of the government in electricity production and distribution? • How can we develop a better net-work of electricity in our country?

Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> Understand extended speech in an unfamiliar context 	<ul style="list-style-type: none"> Summarise the key points and most of the details of a speech Take a leading role in discussions speaking coherently Understand unfamiliar texts and note the key points and most of the details Identify key features, themes and characters, and select sentences, phrases and relevant information to support their views. Produce well-structured pieces of writing of some length which clearly express argument or specific view point using a wide range and variety of language. 	<ul style="list-style-type: none"> Communicate with confidence
<p>Contribution to the competencies: <u>Critical thinking:</u> about designing a campaign <u>Communication:</u> with group and class and to young people in a campaign <u>Co-operation:</u> with group</p>		
<p>Links to other subjects: Science Social Studies</p>		

Assessment opportunities

Opportunities for all three forms of assessment are indicated for each of the activities:

- Observation
- Conversation
- Product

An outline of the learning

This unit will help learners to develop their vocabulary in relation to electricity and sustainable development. The activities will help learners to understand the importance of electricity in South Sudan. Learners will also learn the various sources producing electricity and the role of the government in electricity production and distribution. The activities will enable learners to learn how to develop a better network of electricity in South Sudan.

There are many opportunities within this unit for learners to practice and improve their speaking and listening skills. There are many discussions to be heard about electricity and sustainable development and learners should be encouraged to communicate clearly and effectively in order to share their experiences and knowledge for the benefit of others.

The activities listed here for this unit include some written texts, but the focus is on speaking and listening skills. A visitor should be invited to the school to further illustrate on electricity generation in South Sudan. This could be an expert in electricity generation from one of the substations in your area. It will be even better to take the learners out to visit a substation near the school so that they learn more about electricity generation.

The student's competencies

This unit presents many opportunities for communication and opportunities to think critically and creatively about electricity and sustainable development. Learners are asked to work in pairs and in groups, so there are continuous opportunities for co-operation and teamwork. It is important that you continue to model good communication skills by describing appropriate features of good communication such as the use of open questions, active listening, correct grammar use and good body language.

Links to other subjects

This unit provides a good opportunity to link into environment and sustainability. Examples of the various sources of producing electricity including the traditional forms and the renewable and sustainable resources all link to environment and sustainability.

This unit also links to science. Most of the vocabulary words used in this unit are scientific e.g. terms such as energy, current, power, watt, circuit, amp etc. Learners will also learn about some of the early pioneers and scientists who developed our ability to generate electricity such as Faraday, Edison and Sprague.

Lesson development

Activity 1: Brainstorming on electricity and sustainable development (Refers to learner's Book page 99-100)

In pairs

Help learners to identify key features of electricity and sustainable development through their discussions. Use the definitions in the Learner's Book page 99 to help you clarify the two meanings to learners. Help learners to see that a definition is factual, not emotional, but can include an example to explain and illustrate it further.

The word search in the Learner's Book page 100 is a good way of making the lesson entertaining and at the same time learners get to know some of the vocabularies related to electricity. Some of the words that learners need to find in the word search are: **renewables, resources, static, wind, current, geothermal, power, energy, tidal, deplete** among others.

As a class

Encourage learners to put themselves in that scenario so that they can mention many uses of electricity both domestically and in industries.

Activity 2: Reading about production and distribution of electricity (Refers to learner's Book page 100-103)

As a class

Help learners to read the passage by selecting able readers to read longer sections of the passage aloud and less able readers to read shorter sections. As learners read the passage, pause regularly to question key ideas and principles and identify key vocabularies which are new to learners and the phrasing of sentences for learners to add to their knowledge.

In groups

Help learners to identify the importance of electricity to an individual, the community and the country as a whole. Ensure you inform learners that the gadgets that use electricity are more efficient and effective than those that do not use electricity. Allow learners contributions in naming electrical appliances they have at their homes which consumes electricity. (Allow appliances which majority of the learners can relate to.) This will help highlight the benefits of electricity. Encourage learners

to always look for ways of minimising energy consumption at home and in school as well. The following tips can be helpful:

1. Make a habit of turning off all lights and electronics when not in use.
2. Switch your incandescent light bulbs to LED bulbs. These light bulbs use up to 75% less energy than incandescent light bulbs and come in a variety of shapes and light levels.
3. Choose energy-efficient appliances. Switching your electronics to those with an Energy Star label can significantly reduce your energy consumption and therefore your energy bills.
4. Reduce your water usage. Saving water also reduces the amount of energy needed to purify or heat it. Limit your shower time and turn off the faucet when brushing your teeth. You can also make sure to wash only full loads of laundry and dishes in order to save water and energy used to heat the water. Installing low-flush toilets and low-volume faucets will also dramatically reduce your water usage.

Allow contributions from learners on how Hydro-electric power can improve the economy of our country. This exercise will help stimulate critical thinking among learners. Assess your learners through observation. Through this, you will determine what learners know and don't know. Explain to learners the following additional benefits of Hydro-electric power in improving the economy of our country:

1. New supply of clean, reliable energy
2. Lower electricity costs
3. Reduced electricity rationing
4. Increase in economic investment and national income
5. Increase in export revenues
6. Possible support for rural electrification programs
7. Income from the sale of carbon credits

Individually

This activity is a good opportunity for you to assess how well learners can relate the knowledge gained on electricity and energy consumption to compare the efficiency of gadgets at home which require electricity to operate and those that do not require electricity. Refer to the group activity (Teacher's Guide page 85) as a reminder of how the consumption of energy can be minimised.

In pairs

The pair work should be an interactive activity which should provoke the critical thinking abilities in learners. Learners should be able to identify the devices which are available in the classroom and the school as well. Check for the abilities of the learners to identify devices which consumes more energy than others supporting their answers with sufficient evidence.

Insist to learners that the gadgets that use electricity are more efficient and effective than those than do not use electricity. (Allow devices which majority of the learners can relate to). This will help enhance the appreciation of electricity by learners.

On ways of minimising energy consumption in the classroom, the learners should critically think of measures they can adopt to achieve this. Point out the following measures and test how well learners can explain them to bring out clearly how energy will be consumed effectively:

Integrating energy education into classroom learning.

- i. Turning off lights when leaving the classroom.
- ii. Enlisting students to help by reporting energy leaks.
- iii. Purchasing energy-efficient electrical equipment.
- iv. Checking and unplugging devices which might still be on when leaving the classroom. Example, leaving a computer on not only consumes a decent amount of energy, but also wastes it.

Assessment opportunities

Conversation

Ask learners to explain their reasoning for answers to the questions on page 102-103 of the Learner's Book.

Product

Read answers from the learners that describe their understanding and experiences of electricity. Check that they are using relevant and increasingly accurate vocabulary. Insist to learners that they should quote the sources of the information they will provide as answers as a way of avoiding **plagiarism** which is an academic criminal.

Activity 3: Research on various sources of electricity (Refers to learner's Book page 104)

In groups

Help learners to carry out a research on various sources of producing electricity. They could go to the library and read books about electricity, Industrialisation, mechanisation and also use the internet to search for information concerning electricity, Industrialisation and mechanisation. Learners can also visit a nearby substation if possible where they will receive first-hand information on electricity. Encourage learners to ask questions to clarify their understanding. The information below about sources of producing electricity can be helpful.

Traditional forms of electricity generation include:

1. Fossil fuels

It is sometimes known as traditional energy resources or non-renewable energy resources. They are formed over millions of years by decayed animal and plant matter buried under rock layers. The three main types of fossil fuels are:

- a. Coal
- b. Oil
- c. Natural gas

These fuels are formed depending on the amount of animal and plant matter, how long it has been underground and the temperature and pressure applied to the matter over time. Fossil fuels are combustible and release energy when they are burned. They are reformulated into gasoline, diesel fuel, and heating oil. Additionally, they are burned to generate electricity.

2. Coal

It is a black to brown sedimentary rock composed of hydrocarbons.

After coal is mined, it is readily combustible and thus can be used as an energy source without any refining, unlike petroleum.

3. Petroleum

It is also known as crude oil. It is a naturally occurring mixture of hydrocarbons in liquid form. After it is extracted, crude oil is used as a transportation fuel, a heating source for buildings, a source of electricity generation, road oil, and a resource used to make plastics and other synthetic materials.

4. Natural gas

It is burned to generate electricity, heat buildings, fuel vehicles, heat water and power furnaces in industrial facilities. Throughout the 19th century, natural gas was used primarily as lamp fuel.

Renewable and sustainable sources of electricity generation include:

Solar energy (Energy from the sun)

The sun has produced energy for billions of years and is the ultimate source for all of the energy sources and fuels that we use today. People have used the sun's rays (solar radiation) for thousands of years for warmth and to dry meat, fruit, and grains. Over time, people developed devices (technologies) to collect solar energy for heat and to convert it into electricity. We use solar thermal energy systems to heat:

- a. Water for use in homes, buildings, or swimming pools.
- b. The inside of homes, greenhouses, and other buildings.
- c. Fluids to high temperatures in solar thermal power plants.

The two main benefits of using solar energy:

- a. Solar energy systems do not produce air pollutants or carbon dioxide.
- b. Solar energy systems on buildings have minimal effects on the environment.

The main limitations of solar energy:

- a. The amount of sunlight that arrives at the earth's surface is not constant. The amount of sunlight varies depending on location, time of day, season of the year, and weather conditions.
- b. The amount of sunlight reaching a square foot of the earth's surface is relatively small, so a large surface area is necessary to absorb or collect a useful amount of energy.

Wind Energy (Energy from moving air)

Wind is caused by uneven heating of the earth's surface by the sun. Because the earth's surface is made up of different types of land and water, it absorbs the sun's heat at different rates. One example of this uneven heating is the daily wind cycle.

During the day, air above the land heats up faster than air over water. Warm air over land expands and rises, and heavier, cooler air rushes in to take its place, creating wind. At night, the winds are reversed because air cools more rapidly over land than it does over water.

In the same way, the atmospheric winds that circle the earth are created because the land near the earth's equator is hotter than the land near the North Pole and the South Pole.

Hydropower (Energy from moving water)

Because the source of hydroelectric power is water, hydroelectric power plants are usually located on or near a water source. Understanding the water cycle is important to understanding hydropower. The water cycle has three steps:

- Solar energy heats water on the surface of rivers, lakes, and oceans, which causes the water to evaporate.
- Water vapour condenses into clouds and falls as precipitation (rain, snow, etc.).
- Precipitation collects in streams and rivers, which empty into oceans and lakes, where it evaporates and begins the cycle again.

The amount of precipitation that drains into rivers and streams in a geographic area determines the amount of water available for producing hydropower. Seasonal variations in precipitation and long-term changes in precipitation patterns, such as droughts, have a big impact on hydropower production. The volume of the water flow and the change in elevation (or fall) from one point to another determine the amount of available energy in moving water. Swiftly flowing water in a big river carries a great deal of energy in its flow. Water descending rapidly from a high point also has substantial energy in its flow. (Adopted from

https://www.eia.gov/energyexplained/?page=renewable_home)

Activity 4: Writing about different forms of electricity generation (Refers to learner's Book page 104-105)

As a class

Help learners to understand how to use linking words and phrases when writing a persuasive essay. You can discuss with the learners the linking words and phrases on page 104 of the learner's book to clarify their understanding. Encourage learners to write an essay about the advantages and disadvantages of each form of electricity generation using the linking words and phrases learnt earlier in order to ensure that their essay is persuasive. Below are some of the advantages and disadvantages of some forms of electricity generation.

Hydropower energy

Advantages

1. Hydropower is fuelled by water, so it's a clean fuel source. Hydropower doesn't pollute the air like power plants that burn fossil fuels, such as coal or natural gas.

2. Hydropower is a domestic source of energy.
3. Hydropower relies on the water cycle, which is driven by the sun, thus it's a renewable power source.
4. Hydropower is generally available as needed; Engineers can control the flow of water through the turbines to produce electricity on demand.
5. Hydropower plants provide benefits in addition to clean electricity. Impoundment hydropower creates reservoirs that offer a variety of recreational opportunities, notably fishing, swimming, and boating. Most hydropower installations are required to provide some public access to the reservoir to allow the public to take advantage of these opportunities. Other benefits may include water supply and flood control.

Disadvantages

1. Fish populations can be impacted if fish cannot migrate upstream past impoundment dams to spawning grounds or if they cannot migrate downstream to the ocean. Upstream fish passage can be aided using fish ladders or elevators, or by trapping and hauling the fish upstream by truck. Downstream fish passage is aided by diverting fish from turbine intakes using screens or racks or even underwater lights and sounds, and by maintaining a minimum spill flow past the turbine.
2. Hydropower can impact water quality and flow. Hydropower plants can cause low dissolved oxygen levels in the water, a problem that is harmful to (riverbank) habitats and is addressed using various aeration techniques, which oxygenate the water. Maintaining minimum flows of water downstream of a hydropower installation is also critical for the survival of riverbank habitats.
3. Hydropower plants can be impacted by drought. When water is not available, the hydropower plants can't produce electricity.
4. New hydropower facilities impact the local environment and may compete with other use for the land. Those alternative uses may be more highly valued than electricity generation. Humans, flora, and fauna may lose their natural habitat. Local cultures and historical sites may be impinged upon.
5. Some older hydropower facilities may have historic value, so renovations of these facilities must also be sensitive to such preservation concerns and its impacts on plant and animal life.

(Adopted from

<http://www.envirothonpa.org/documents/19bHydropowerAdvantagesandDisadvantages.pdf>)

Solar energy

Advantages

1. Solar power is pollution free and causes no greenhouse gases to be emitted after installation.
2. Renewable clean power that is available every day of the year, even cloudy days produce some power.
3. Can be installed virtually anywhere; in a field to on a building.
4. Solar can be used to heat water, power homes and building, even power cars.

Disadvantages

1. No solar power at night so there is a need for a large battery bank.
2. Cloudy days do not produce much energy.
3. Solar panels are not being massed produced due to lack of material and technology.

Wind energy

Advantages

1. It's a clean fuel source. Wind energy doesn't pollute the air like power plants that rely on combustion of fossil fuels.
2. Wind is a domestic source of energy. The nation's wind supply is abundant and inexhaustible.
3. Wind is sustainable. Wind is actually a form of solar energy. Winds are caused by the heating of the atmosphere by the sun, the rotation of the Earth, and the Earth's surface irregularities. For as long as the sun shines and the wind blows, the energy produced can be harnessed to send power across the grid.
4. Wind turbines can be built on existing farms or ranches. This greatly benefits the economy in rural areas, where most of the best wind sites are found. Farmers and ranchers can continue to work the land because the wind turbines use only a fraction of the land. Wind power plant owners make rent payments to the farmer or rancher for the use of the land, providing landowners with additional income.

Disadvantages

1. Good wind sites are often located in remote locations, far from cities where the electricity is needed. Transmission lines must be built to bring the electricity from the wind farm to the city.
2. Land suitable for wind-turbine installation must compete with alternative uses for the land, which might be more highly valued than electricity generation.
3. Turbines might cause noise and aesthetic pollution. Although wind power plants have relatively little impact on the environment compared to conventional power plants, concern exists over the noise produced by the turbine blades and visual impacts to the landscape.
4. Turbine blades could damage local wildlife. Birds have been killed by flying into spinning turbine blades.

(Adopted from <https://energy.gov/eere/wind/advantages-and-challenges-wind-energy>)

Individually

This activity which requires learners to write summaries in form of essays is similar to activity 2 in unit 2 in the Learner's Book page 27. Guide learners to make reference to the unit to remind themselves on the features of a good essay which they should use to write the essays in this activity.

Activity 5: Listen to an expert on electricity generation (Refers to learner's Book page 105-106)

As a class

Take the learners out to visit a nearby substation so that learners get to listen to an expert on electricity generation in South Sudan. Otherwise, you can invite an expert in electricity generation to the school so that he/she can talk about the efforts being made to extend electricity supply in South Sudan. Learners will get an opportunity to practise on their listening skills here so that they learn to be good listeners.

Assessment opportunities

Conversation

Talk to groups of learners about the conversation they have just heard with the expert, checking that they can describe the key message from the conversation.

Product

Read answers from learners that describe their understanding of electricity production and distribution. Ensure that their presentation reflects what the expert talked about.

Activity 6: Reading about pioneers who developed our ability to generate electricity (Refers to learner's Book page 106-108)

As a class

Help learners to read aloud the biography about Michael Faraday by selecting able readers to begin reading the biography and less able readers to read shorter sections of the biography. As you read the passage with the learners, pause regularly to question key ideas and principles as well as identify key pieces of vocabulary and phrasing.

In groups

Encourage learners to carry out a research on other early pioneers of electricity such as Edison and Sprague. They can use, books, journals in the school library internet to find out about these pioneers.

Assessment opportunities

Observation

Observe groups of learners working together and consider how effectively they are co-operating with each other in order to write down the key points from the research.

Conservation

At the end of the activity you can ask the learners to explain what they have learnt during all these activities about electricity and sustainable development. They should be able to use some key vocabulary in their answers.

Product

Read the essays from learners about the life and contributions of one of the pioneers of electricity and consider whether their responses are accurate. You can use the biographies below to further clarify their understanding.

The Dawn of Electric Light in the U.S.

One of the greatest pioneers in electricity was Thomas Edison, who saw electricity as his “field of fields” to “reorganise the life of the world.” Working tirelessly on electricity from his laboratory in New Jersey in the 1870s, America’s greatest inventor brought the incandescent electric light bulb into practical use by the end of that decade and patented the incandescent light bulb in 1880. “When Edison...snatched up the spark of Prometheus in his little pear-shaped glass bulb,” German historian Emil Ludwig observed, “it meant that fire had been discovered for the second time, that mankind had been delivered again from the curse of night.” Yet Edison’s electric light was even better than fire—it was brighter, more consistent, and safer than the flame of candles or lamps.

Edison’s light bulb was one of the first applications of electricity to modern life. He initially worked with J. P. Morgan and a few privileged customers in New York City in the 1880s to light their homes, pairing his new incandescent bulbs with small generators. Edison’s electric lighting systems were basic by today’s standards but bold at the time—they not only threatened the existing gas lighting industry but radically challenged the status quo by introducing people to an entirely new type of energy. In a few short years, Edison transformed electricity from a science experiment into an exciting, safe, and coveted luxury.

(Adopted from :<http://instituteforenergyresearch.org/history-electricity/>)

Biography Frank Julian Sprague (1857-1934)

Sprague was born in Milford, Connecticut in 1857. He attended Drury High School and excelled in mathematics. Sprague won the appointment to the U.S. Naval Academy, and with US \$400 in borrowed cash, set out for Annapolis, Maryland, in 1874.

Graduating seventh in a class of 36 in 1878, Sprague was assigned to the USS Richmond, flagship of the Asiatic Fleet, where he filled a notebook with detailed drawings and descriptions of devices that evidenced his urge for invention. Among these were a duplex telephone, quadruplex and octoplex telegraph systems, a motor and a means of transmitting pictures by wire. Later, Sprague was ordered to the USS Minnesota. While his ship was in Newport, Rhode Island, in 1881, Sprague invented the inverted type of dynamo. Also in 1881, Sprague transferred to the USS Lancaster, flagship of the European Squadron, on which he installed the first crude electrical call-bell system in the Navy.

Sprague took leave to attend the Paris Electrical Exhibition and the Crystal Palace Exhibition in Sydenham, England, where he served as the only American member and as secretary of the jury of awards for gas engines, dynamos and lamps.

Meanwhile, Sprague's ideas about motors and lamps had so impressed E.H. Johnson, a business associate of Thomas A. Edison, that he convinced Sprague to resign from the Navy in 1883 to become a technical assistant to Edison. While on Edison's staff, Sprague assisted in the installation and operation of Edison's pioneer three-wire electric light systems. Sprague also revised and corrected the Edison system of mains and feeders for central station distribution and developed a formula for determining the ratio of wire size to current amperage.

However, Edison's primary interest was in light, while Sprague was interested in power. He resigned his position after about a year and started the Sprague Electric Railway & Motor Company in 1884. During the next two years, Sprague produced a number of inventions of major significance.

The first was a constant-speed, non-sparking motor with fixed brushes. The first motor to maintain constant revolutions per minute under different loads. Sprague's invention caused such a stir at its first showing at the Franklin Institute's Electrical Exhibition in Philadelphia that the company sold 250 motors in two years.

In 1885, the Edison Electric Light Company officially endorsed Sprague's motor in a circular sent to its local companies. "A practical motor has been a want seriously felt in our system," it read. "The Sprague motor is believed to meet . . . all the exigencies of the case, and the Edison Electric Light Company feels it can safely recommend it to all its licensees as the only practical and economic motor existing today."

Next, Sprague designed a method to regenerate -- or return -- power to the main supply systems of electric-motor-driven equipment, such as elevators and trains for economy and braking. This was later used extensively on mountain grades in electrical train operation and for interchange of energy in elevator groups. Additionally, Sprague developed a distorted system of compound field magnet winding that maintained a fixed non-sparking position of commutator brushes and a three-point, wheelbarrow suspension of axle-mounted geared motors for electric railways, which was soon used universally for trolley-car equipment.

Sprague incorporated many of these inventions in the equipment his company installed for the Richmond (VA) Union Passenger Railway in 1887-1888, the first large-scale electric trolley line in the world. Within two years of its opening, 110 electric railroads using Sprague's equipment were built or under contract, including systems in Italy and Germany.

In 1890, Edison General Electric Company, which manufactured much of Sprague's equipment, purchased and absorbed the Sprague Electric Railway & Motor Company, and Sprague turned his attention to the field of vertical transportation.

(Adopted from <http://www.edisontechcenter.org/FrankSprague.html>)

Individually

This activity which requires learners to write summaries in form of essays is similar to activity 2 in unit 2 in the Learner's Book page 27. Guide learners to make reference to the unit to remind themselves on the features of a good essay which they should use to write the essays in this activity.

Activity 7: Language practice (Refers to learner's Book page 108-111)

A. First conditional

It's important for learners to understand that the *first conditional* is also called *conditional type 1*. It is a structure used for talking about possibilities in the present or in the future.

Practice exercise 1

The sentences below have conditionals. Use them to correct wrong sentences from learners and help them understand conditionals even more.

Answers

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

B. Determiners of quantity

Practice exercise 2

Answers

- | | |
|---------|----------|
| 1. more | 2. Most |
| 3. more | 4. More |
| 5. less | 6. Most |
| 7. Many | 8. a few |
| 9. few | 10. some |

Assessment opportunities

Conversation

Talk to learners by questioning them on some of the sentences they have written down which may not be clear to you on conditionals. This will help you teach those learners that have difficulties in constructing sentences using the first conditional and how to use the right determiner of quantity for countable and uncountable nouns.

Observation

This assessment will help you assess what an individual learner knows and do not know.

Product

Read answers from the learners that describe their understanding of the language practices in the unit. Check that they are using relevant passive voices for different tenses.

Unit 7

Radio and TV

Key inquiry questions

1. What are the different types of programmes on radio and television?
2. What are the roles played by radio in education and information?
3. What is the appropriate language that should be used on radio?

English Secondary 2	Unit 7: Radio and TV
Learn about	Key inquiry questions
<p>Learners should listen to a range of recorded radio programmes (<i>news, comment and drama</i>) and work in groups to discuss the style and presentation. They should write scripts for their own news and other broadcasts in the style of actual broadcasts. They should record these and play them to the class.</p> <p>Learners should read some non-fiction about how TV programmes are written and produced and look at a sample of TV scripts. They should work in groups to talk about their favourite TV programmes and how they are produced. They should select a drama and work together to produce a script in the style.</p> <p>They should discuss the important of TV and radio to the community, especially in terms of education, write about this and make a presentation to the class that outlines the benefits and the , issues.</p> <p>Learners should read about some of the earlier pioneers of radio and TV (<i>Marconi, Baird etc.</i>) They should choose one pioneer and write their own accounts of their lives and contributions.</p>	<ul style="list-style-type: none"> • What are the different types of programmes on radio and television? • What are the roles played by radio in education and information? • What is the appropriate language that should be used on radio?

Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> Understand extended speech in an unfamiliar context 	<ul style="list-style-type: none"> Summarise the key points and most of the details of a speech Take a leading role in discussions speaking coherently Understand unfamiliar texts and note the key points and most of the details Identify key features, themes and characters, and select sentences, phrases and relevant information to support their views. Produce well-structured pieces of writing of some length which clearly express argument or specific view point using a wide range and variety of language. 	<ul style="list-style-type: none"> Communicate with confidence
<p>Contribution to the competencies:</p> <p><u>Critical thinking:</u> Analysing information received over the radio and draw a conclusion</p> <p><u>Communication:</u> Debating on ideas and information obtained from radio programmes</p> <p><u>Co-operation:</u> Through respect to other people's opinions and contributions on the radio</p>		
<p>Links to other subjects:</p> <p>Social Studies</p>		

In groups

Guide learners into understanding how they can identify and use the techniques below while developing their own radio programmes.

Research: You need some facts about the story you are covering. You need to know who your interviewee is and why you are talking to them.

Sounds: Sound effects are very important on radio because, unlike TV, you don't have pictures to help you. Even before you go to your location THINK about what kind of sounds you might hear that would make your package sound interesting. When you get there LISTEN carefully. Then record the sounds - in a school these might include the school bell, pupils in the playground, classroom noises, keyboards, pupils changing classes, sports classes - football etc.

Wild track: Wherever you are recording, make sure you record the sounds around you without anybody (including yourself) speaking. This will help you when you put all the bits of your package (radio programme) together.

Interviews: Make sure you listen to the answers to your questions carefully and if you're not satisfied with the answer, make sure you follow it up with extra questions. Record your interviewees' names and how to pronounce them.

Assessment opportunities

Opportunities for all three forms of assessment are indicated for each of the activities:

- Observation
- Conversation
- Product

An outline of the learning

This unit will help learners develop their vocabulary in relation to Radio and TV. The activities are designed to help learners learn what radio and TV programmes are, how to write and produce them, the benefits of radio and TV, the contributions of pioneers in radio and TV as well as read some non-fiction about programmes and scripts and how they are written and produced by looking at a sample of a well written TV script.

The unit has a range of opportunities through which learners will enhance their speaking and listening skills through group discussions, pair and class activities. When learners will be sharing their thoughts and ideas as a way of sharing knowledge for the benefit of themselves and of others. The activities dwell much on radio and TV programmes. Further activities for this unit would help explore the possibility of comparing the effectiveness of radio and TV in other countries. The activities listed here for this unit include some written texts, but the focus is on speaking and listening skills.

The student's competencies

The unit has continuous opportunities for learners to develop their **co-operation** and **team work** competences by working out activities in groups and in pairs. The many opportunities for learners to **communicate effectively** especially when answering open questions and good use of body language and **thinking creatively**.

Links to other subjects

This unit provides a good opportunity to link into Social Studies. This can be achieved through learning about the history of both radio and TV and how effective the two have impacted lives of different generations.

Lesson development

Activity 1: Definition (Refers to learner's Book page 112-122)

In pairs

Learners to challenge each other to try explain what a radio/TV programme means to them. This should be done with the Student's Book closed. This will help you assess the learner's curiosity and anticipation to learn new concept. Allowing learners to refer to the definition provided in the Learner's Book page 112 will provide learners with the opportunity to relate the new meaning with their earlier understanding of the term.

As a class

The radio programmes offers a good opportunity for learners listen to a radio programme and to try relate the knowledge gained to the actual sample programmes. Play each programme at least twice to enhance learners' comprehension of the content in each.

In groups

This is another opportunity for you to assess how well learners have learnt to work in groups. Each group should have a group leader who will not only coordinate activities in the group but also appoint a representative to share the group's work on styles of leadership radio presenters use to draw the attention of their audiences. The

presenter from each group should be a good communicator.

Assessment opportunities

Conversation

Talk to learners about the components of a radio script and whether the radio programmes earlier listened to learners can be able to develop their respective scripts.

Observation

Walk around the groups as you listen to the discussions from separate groups as you listen to the contributions of individual members in the groups as well as how learners are acquiring coordination and cooperation competences. Through observation, you should identify what learners know and do not know.

Activity 2: How TV programmes are written and produced (Refers to learner's Book page 122-125)

As a class

Allow learners to take time reading the passage on how to write and produce a TV programme. Help learners to consider the significance of scripting a TV programme and identifying new words related to TV programmes from the passage. Help learners identify the following new words:

- a. Crew- A group of persons involved in a particular kind of work or working together to produce a TV programme.
- b. Captions- A title or brief explanation accompanying an image.
- c. Scripting- The manuscript or one of various copies of the written text of a play, motion picture, or radio or television broadcast.

In groups

This is an activity meant for learners to focus on giving definitions of the identified vocabularies as used in the passage. Remind learners that throughout the group activity, they will be required to build upon their existing knowledge of TV programmes and how the scripting is done for a particular programme. This will help learners build on their existing knowledge and this will help them understand the educative aspect of programmes which will be learnt in the subsequent unit.

Assessment opportunities

Conversation

Ask learners to explain their reasoning on the meaning they gave for the new

vocabulary. The sentences should range from simple to complex sentences should not only be grammatically correct but should also help convey the meaning of the new vocabulary.

Product

Read the pieces of writing from learners on the key features of a TV script. Help learners in learning the following general qualities of a good script:

Well-Paced

A quality script features a number of big events where there's plenty of action, but also time to let the tension build. A powerful script makes room for both of these, but you also need to structure the script so tension isn't built for too long at once, or the reader may get bored. Avoid too much action at one time, since this can fall flat if there's no tension. Watch for parts of the script that don't flow and others that drag.

Conflict

Scripts are full of conflict. Conflict creates drama, drives the plot and allows the buildup of suspense. Since conflict generates much of a script's action and keeps the audience engaged, the central conflict of the script must be compelling enough to draw in the reader. A quality script needs enough drama to go around, but also well-structured conflict. If a minor character experiences more conflict than the script's protagonist, something is awry.

Hook

A quality script needs something to grab the reader's attention, especially if it's being sent to TV or movie executives. You need to create a central concept or question for your script to be based around. This idea can be entirely original or it can take a popular genre, like science fiction or romantic comedy, and put a new twist on it.

Characters

Characters are integral to any script: they are the reader's link to the plot and events of the story. The characters of the story also drive the action through their emotions, reactions and discoveries. The protagonists of a good script are recognisably human, since the reader needs to be able to relate in some way to them. Readers should feel some emotion towards characters, even if it's repulsion.

Activity 3: How educative are TV programmes? (Refers to learner's Book page 126)

In groups

During this group activity, learners will be sharing their experiences on the educative programmes that they know and watch at home. Learners can mention the names of some of the programmes they know and verify whether they are educational. Deliberate on the following issues how TV programmes can impact learning:

- a. Enhances academic and social skills.
- b. Stimulates learning.
- c. Television viewing displaces more intellectually engaging activities.
- d. Enhances social quality in education.
- e. Reduce dependency on verbal teaching and teachers.

You can use anecdotal notes during the lesson. They will help you assess and monitor the progress of your learners by identifying their learning needs, what majority of your learners are struggling to understand and most importantly the skills they are having difficulty to acquire.

In pairs

This exercise helps you assess how well learners can apply the knowledge gained on how to write a TV programme to write a programme for one of the favourite programme each pair will settle for. Check for the following basics in the work the learners will provide:

Deciding on the story- It's where the guidelines for the rest of the story should be set.

Brainstorming on the idea- Thinking overall storyline of the programme. Should be made as original as possible.

Develop a setting- Involves describing main settings in the programme which may include locations, weather and languages.

Develop characters- Characters should be made as interesting as possible as they are responsible for entertaining an audience.

Develop the details- Double checking on finer details such as; plot, setting and characters for consistency.

Writing the script

Proofreading the script

Check how well learners' **critical thinking** and **creative skills** are developed during this activity by adopting the peer assessment method. This will enable you to monitor your learners' strengths and weaknesses as well as helping you create a learning community within the classroom.

In groups

This is an activity meant to allow learners to write a complete and detailed script using the knowledge already acquired in the preceding activities in this Unit. Monitor the progress round the groups.

Assessment opportunities

Observation

Listen to group of learners as they discuss and develop their favourite programmes scripts.

Product

Consider the different scripts of various programmes written by learners and assess whether the right structure is followed and whether the range of vocabulary is suitable for this task.

Activity 4: The benefits of TV and radio in a community (Refers to learner's Book page127)

In pairs

This is an activity which will help learners develop their **critical thinking** and **cooperation** competences. Encourage learners to stick to a range of vocabulary which are related to TV and radio in the sentences they will construct. Help learners further stock their vocabulary bank by giving them synonyms to the vocabularies they will have used in their sentences.

As a class

Ensure that you initiate a whole class discussion during this class activity. This is an effective way of developing the learner's critical thinking skills as well as their creative skills. Help learners to create a learning community within the classroom

by ensuring that other learners are silent and paying attention as representatives from each group make a presentation before the class. Verify the validity of the information shared by learners by checking on plagiarism issues where learners will be required to give credit to the sources of the information they have shared with the rest of the class.

Assessment opportunities

Conversation

Talk to learners in different pairs by questioning them on some of the sentences they have noted down which may not be clear to you especially on how TV and radio can be used to enhance learning. This will help you moderate the benefits for the good of the whole class when different pairs will be presenting. Learners are then placed in pairs to discuss their responses.

Observation

This will help you assess what learners know and do not know especially during the class discussion. Writing down anecdotal notes will help you monitor the learners' progress, identify the learning needs they might have, skills they are having difficulties to acquire and the concepts they are struggling to understand.

Activity 5: What are the contributions of Guglielmo Marconi in radio and TV? (Refers to learner's Book page 127-129)

Individually

Encourage learners to work independently on this task. Move round the class as you encourage learners to identify key pieces of vocabulary and phrasing in the biography in the Learner's Book page 127-128.

In groups

This is a good opportunity to assess how well learners can work together in a group. Set this activity as a challenge to learners to see how well they can deduce information from a passage. Insist to learners that each group needs to have a leader, a questioner and a writer. The achievements learners will note down should be drawn solely from the passage. This will help you assess how well learners have understood the passage.

As a class

During this class discussion about the impacts Marconi's inventions have had among different communities in South Sudan, help learners to consider the significance of communication to people. It is important that if you share any of your own views on Marconi's inventions and contributions, making it clear to your learners that they are your own views.

Assessment opportunities

Conversation

Talk to different groups about their work, checking that they can deduce the important information in the text. Encourage them to explain to you why they believe Marconi's inventions has sparked the development in the field of communication here in our country.

Product

Consider the sentence structure in the word summaries written by learners. Note for the evidence of accurate spellings of key words?

Activity 6: Language practice (Refers to learner's Book page 129-133)

Use of comparatives

a. Comparative forms of the words in the Learner's Book.

Answers

- i. Cheaper
- ii. Prettier
- iii. More handsome
- iv. More expensive
- v. More exotic
- vi. More temperamental
- vii. More beautiful

viii. Better

ix. More outrageous

x. Worse

- b. Check the sentences the learners will construct and ensure that they use the comparative forms in (a) above**

Practice exercise 2

Answers

Answers

The learners should use the earlier gained knowledge on the uses of modal verb *can* to write two sentences for each of the functions in the Learner's Book.

Conversation

Talk to different learners about the range of sentences they construct. Check to confirm that they can write the comparative forms of the words in the Learner's Book and how well they can use such words to construct sentences. Encourage them to try go an extra mile and construct more sentences to further enhance their understanding of uses of modal verb *can*.

Observation

Check whether there is any development in the language structure considering the fact that this is the last unit in Secondary Two and the learners will be expected to have interacted with various language practices exercises. This will be a good litmus test of how well the learners are prepared for Secondary Three work.

Product

Consider the sentence structures in the sentences learners write and ensure they are correct. Note for the evidence of accuracy in identifying the correct comparative form of a word in each sentence.