



South Sudan

Secondary English 1

Teacher's Guide

Secondary English Student's Book 1 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 1 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 and English use.
- Clear presentation and explanation of learning points.
- A wide variety of practice exercises, often showing how English can be applied to real-life situations.
- It provides opportunities for collaboration through group work activities.
- Stimulating illustrations.



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

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South Sudan

SECONDARY

1

English

Teacher's Guide 1

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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 to not only communicate effectively and on an international level 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 toward 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, and local 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 activities 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 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 or her 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 learner-centred and interactive learning approach in the activities and methodology columns of this curriculum.

Learning a new language is a process. A student is expected to have achieved the basic skills of the English language by the time they reach this level. The teacher should support them accordingly when they make errors and 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 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. 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 chalkboard 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 chalkboard.

(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 a learner's learning progress and makes judgment about the learner's achievements measured against defined standards. Assessment is an integral part of the teaching and 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:

- observation,
- pen and paper,
- 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. Districts 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 Student'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 Learner Book contains extensive texts and images which are tailored to meet the expectations of each unit. The text used embodies simple and complex literature works that are intended to help the learners in understanding how literary techniques, language and writing style have been used by different authors. The teacher is expected to guide the learners in identifying how writers used these literary techniques by explaining to them the different function of the literary techniques incorporated in each text. Encourage each learner to take part in the learning activity as they participate in group, paired and class discussions. Guide the learners through the passages by engaging them in a question and answer discussion, this is meant to assist the learners in taking a proactive role in discussions. In each unit there are 'key inquiry questions' that are meant to guide both the teacher and the learner on how to participate in discussions and respond to the questions in the Learner's Book.

There are different learning activities which are meant to make learning interesting. The teacher is encouraged to implement the use of different learning approaches as suggested in the Teacher's Guide. For instance, you can group learners around fast and fluent learners who can read and pronounce the words correctly in order to help slow learners learn the right pace to read text with and how to pronounce words correctly. This will also ensure that you control the pace with which fast

learners are reading the text with as a way of ensuring slow learners move along well during the lessons.

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 this book.

Part B: Development of Units

Unit 1 Language of peace

English secondary 1	Unit 1: Language of Peace
Learn about	Key inquiry questions
<p>Learners should listen to speeches on peace by important world leaders (e.g. Mandela, Gandhi and Obama) and discuss the key messages that they contain. They should also read key documents about peace by significant writers (e.g. Martin Luther King, Archbishop Tutu and Abraham Lincoln) and work in groups to discuss and agree on the key points. They should present their findings to other groups and to the class.</p> <p>Students should discuss the different styles of the speeches and writings and the techniques used to make them persuasive. They should write their own speeches about the importance of peace, 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 peace?• 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 about peace ourselves?

Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> • Understand some of the complex ideas being expressed. • Recognise and understand the key vocabulary of peace. 	<ul style="list-style-type: none"> • Summarise the key points of a speech about peace. • Play a pro-active role in discussions in an appropriate register and make oneself easily understood. • Evaluate the techniques used by the speakers and writers, commenting on how effective they are. • Write speeches using the register and language form of speeches. 	<ul style="list-style-type: none"> • Communicate with confidence. • Persuade others and make them understand the importance of peace.
<p>Contributions to competencies</p> <p>Critical thinking: Developed through listening to speeches carefully and analysing the techniques used by the writers.</p> <p>Communication: Developed when learners are communicating in groups, pairs and during class activities.</p> <p>Co-operation: Developed when learners are working in groups and in pairs.</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 and History: World leaders • Peace education: “Beware of the theory of peace and conflict resolution” 		

Assessment opportunities

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

- Observation
- Conversation
- Product

An outline of the learning

Language of peace is a unit intended to help learners understand the importance of peace in South Sudan and the world. The activities in the Learner's Book assist learners to understand the role of leaders in fostering peace and harmony. The content in this unit promote acts of reconciliation and forgiveness as a way of achieving world peace.

The unit has a range of learning activities that will equip learners with the ability to build their vocabulary knowledge on peace. Learners are provided with a chance to read, listen and discuss various messages of peace in form of speeches. Through their discussions on the importance of peace, the teacher is able to develop learners' **communication** and **co-operation skills** by engaging them in listening and speaking activities.

The activities in the unit involve analysing speeches on peace by important world leaders while identifying the key points addressed. Learners are therefore expected to discuss the different styles adopted in delivering the speeches, techniques used to make them persuasive and how they can use persuasive speech to promote peace in the society. You are encouraged to invite community leaders to address the learners and sensitise on the importance of peace. Encourage learners to interact with various community leaders within the society as they research on leadership role in advocating for peace.

The student's competencies

The unit has continuous opportunities for learners to engage in discussions that enhance their **communication, critical thinking** and **creative skills**. It is important to nurture learners analytical abilities as they identify and study the literary techniques used in the texts provided in the Learner's Book. The learners' activities are further designed to develop their **co-operation** and **teamwork competencies** as learners work in groups and in pairs. Learners will engage in group presentations

which are meant to improve their **attitudes** and **confident** as they assume different roles while working in groups. The competencies developed through the various study activities act as tools that remind learners of the importance of peace at home, in school and in their communities. **Critical thinking** and **creativity skills** instilled in this unit allow learners to explore their talents in ways that encourage them to practise and promote peace within their surroundings.

Links to other subjects

The activities in this unit provide a close link into **Social Studies** and **Peace Education** as learners identify world leaders and their contribution to world peace, harmony and stability.

Cross-cutting issues

As learners identify how persuasive language is used by world leaders in promoting peace, they are able to recognise the role of language in bringing people together. Discussions on the learners' role as citizens of South Sudan in promoting peace should encourage patriotism and helps learners become effective ambassadors of peace.

Lesson development

Activity 1: Pre-reading activities

Learner's Book page 1

As a class

Read the questions presented in this section together with the learners. These questions are intended to tap into learners' already existing knowledge and explore their individual views on what they consider to be peaceful or what peace is to them. It is important that learners avoid the use of biased, subjective or discriminatory language. Guide the learners by encouraging them to use inclusive language as they express their views and opinions on the subject of peace. This learning activity is intended to act as an introduction that provides learners with a brief over view of what the 'language of peace' is and what it entails.

The illustrations shown reveal to learners the different symbols used across the globe that are used to signify peace. During the discussion on the 'language of peace,'

assist learners in learning about the significance of some of the signs used globally to represent peace. Learners are expected to identify the symbols shown and others while discussing the history behind each symbol. Learners are encouraged to refer to their Social Studies or History Learner Books to find out about some of the countries, organisations or groups that use the symbols shown. They should also conduct independent research on these symbols to collect further information. Use the information provided below to provide learners with extensive information on the symbols of peace shown in the Learner's Book.

History of peace symbols

i. **The nuclear disarmament symbol**

The nuclear disarmament symbol was founded in 1958 by Gerald Herbert Holtom who worked for the Direct Action Committee against Nuclear War and was a dedicated peacemaker during World War II. The peace symbol is made up of a circle, a vertical line, and downward sloping lines that are combined together. Gerald Hebert Holtom idea of the nuclear disarmament peace symbol was influenced by Gadhi's philosophy of resolving conflict through non-violent approaches. It is during one of the Direct Action Committee against Nuclear War march from London to Aldermaston in 1958 when Gerald Holtom was tasked with the responsibility of creating visuals to represent what the march stood for and what the group was against. Therefore he decided to come up with a symbol that would signify both nuclear disarmament and the responsibility of individuals to work together against nuclear war.

In his letter to Hugh Brock the editor of Peace News in 1958, active in the Direct Action Committee, Holtom talked about his position in the Direct Action Committee against Nuclear War and the inspiration behind the Nuclear disarmament symbol by saying said that, "I was in despair. Deep despair. I drew myself: the representative of an individual in despair, with hands palm outstretched outwards and downwards in the manner of Goya's peasant before the firing squad. I formalised the drawing into a line and put a circle round it. It was ridiculous at first and such a puny thing ...". The symbol also represented the semaphore signals for the letters N and D: Nuclear Disarmament. After a few days, Holtom came to the realisation that if the symbol was inverted it represented a more positive image of 'the tree of life' a symbol perceived by the Christian community as one of hope and resurrection. Moreover, the symbol also represented the semaphore signal for U: Unilateral. The symbol became relevant to the world as a representation of peace once it was recognised

and adapted in 1958, by the Campaign for Nuclear Disarmament.

ii. **Dove symbol**

Birds are believed to be creatures that possess the highest level of freedom. They can roam the earth as they please without any form of restriction. Doves in particular are associated with strong emotions such as loyalty, love and harmony, this has made it easy for human beings to associate them with peace. Most doves build their nests near human settlements which provides human beings with an opportunity to witness how they are able to show immense love, care and loyalty. People often consider them to be peaceful, loving and dedicated birds.

Doves are often associated with the concept of peace, and are often used in banners and rally signs that advocate and promote peace. For instance, they are used during Olympic Games, anti-war and anti-violence protests. In 1949, the World Peace Congress in Paris used the dove symbol without an olive branch to advocate for peace. The use of a dove with an olive branch mainly originated from Christians as an act that showed the presence of God. It originates from the Old Testament of the Christian Bible from the story of Noah. The dove came back to the Ark with an olive branch to show that the flood waters had subsided.

iii. **The hand symbol**

The hand peace symbol sign is often referred to as the V sign or the victory sign with the index and middle fingers open and all others closed. The hand symbol was adapted during the Second World War. It was popularised by the British Prime Minister Winston Churchill, then by US president Dwight Eisenhower, who was later copied by Richard Nixon. President Richard Nixon of the USA, used the V sign as a way of celebrating the victory of the Americans in the Vietnam War. The act of using the V sign is known as one of President Nixon's trademark as he used it again during his resignation from public office in 1974. In 1960, protesters who were against the Vietnam War and subsequent anti-war activists adopted the use of this hand gesture as a sign of peace. Thus the V hand sign has been identified as a peace sign through association since many people would often flash their palms out as a way to acknowledge peace.

Activity 1b: Listen to speeches on the importance of peace

Learner's Book pages 2-6

As a class

Read through the key inquiry questions with the learners. Assist the learners in understanding what the unit entails as you discuss what the key inquiry questions explore. Explain to the learners that the key inquiry questions act as a guide that prepares them for what is expected throughout the unit. Assist the learners in understanding the unit expectations using the key inquiry questions. Explain to the learners that each activity in this unit will focus on building upon their already existing knowledge and experiences on what peace entails.

In groups

This activity exposes learners to the language of peace as used by some world leaders. Learners are expected to read, understand and analyse the messages conveyed by the speakers while delivering their speech and connecting with their audience. Guide learners through the reading and analysis of the key messages in each speech by assisting them in identifying the main differences and similarities of the speakers and the message they convey. Assist learners in exploring the impact of the leaders and their speeches to their audience. Learners should be encouraged to identify examples of phrases, slogans or words that can be used to promote peace through speech.

Use the description below and provide them with a brief history of Martin Luther King and the 14th Dalai Lama and their role in promoting peace. You might also refer to this information as you progress with the unit.

Martin Luther King Martin Luther King Jr.

He was an African-American Baptist minister and social activist. He was born in Atlanta, Georgia in 1929 and died in 1968. He promoted peace by spreading messages that encouraged the people of America to live in peace, love one another and treat each other as equals. He led a Civil Rights Movement in the United States and used this movement to fight racism among Americans. Martin Luther King was against violence and used inspirational speeches as a tool to legally end segregation of African-American citizens in the United States. For that, he is considered as one of the most influential and inspirational leaders globally. He is remembered as an

important world leader who actively participated in spreading peace. His speech ‘I have a dream’ is one of the most powerful speeches in history. The speech addresses the struggles that African-Americans faced at the time and contains a message of hope that the future will be brighter for the generations to come.

The 14th Dalai Lama

His Holiness the 14th Dalai Lama is a Buddhist monk and the spiritual leader of Tibet. He was born in 1935 in North-eastern Tibet. He has used inspirational messages as a means to end the rivalry between China and Tibet to bring peace. The 14th Dalai Lama has invested a lot of his efforts and time to conduct lectures, conferences and reconciliation meetings to spread peace and hope between Tibet and China and across the globe. In 1989, his humanitarian efforts were recognised around the world which won him the Nobel Peace Prize that year. As a spiritual and humanitarian leader, His Holiness the 14th Dalai Lama is considered as an inspirational world leader. Ask learners to work in pairs and identify the key messages conveyed by Martin Luther King and the 14th Dalai Lama from the extracts in the Learner’s Book. Core competencies such as critical thinking are enhanced as learners analyse the techniques used in delivering a speech.

Individually

This activity tests the learners’ understanding of the speeches they have read. The questions examine whether the learners have both the implicit and explicit meaning of the speeches through the responses they give. Encourage learners to answer the questions based on their understanding of the speeches in relation to the message conveyed.

Answers

1. Martin Luther King used the speech, ‘I have a dream’ to bring peace in America/to bring the white and black communities together/ to preach against segregation, racism and discrimination.
2. He refers to the State of Mississippi whose people suffer as a result of various acts of inequality.
3. Martin Luther King advocates for the black people in America who were discriminated upon and Dalai Lama advocates for Tibetan people who were oppressed by the Chinese people.
4. Living things.

5. By taking part in activities that engage both the oppressor and the oppressed to co-exist in harmony.

In pairs

In asking the learners to identify and study the vocabulary words outlined in the Learner's Book, learners are expected to give the correct definitions of the words. Assist learners in defining words they are already familiar with as they construct sentences using the same words. Suggest the different contexts in which the vocabulary words are used when writing and speaking. Learners should be able to identify the type of word before constructing sentences using the vocabulary learnt within the correct context and tense. Encourage more able learners to include complex sentences when expressing their understanding of the words and include two or more sentences that expresses the different contexts in which the vocabulary learnt can be used.

In pairs

Assist the learners in understanding the concept of 'Word pairing' through a discussion by reading through and discussing the notes provided in the Learner's Book together with the learners. This activity encourages learners to think of the different ways a word can be combined to form a phrase or a slogan. As learners read and discuss the notes on 'Word pairing' in the Learner's Book, they are provided with an opportunity to reflect upon some of the common phrases and slogans used when speaking and writing. Assist learners in identifying how some common peace slogans or phrases have been created through word pairing. Ensure that learners actively participate in the discussion by contributing their suggestion and realise what form of word pairing is commonly used.

Individually

Encourage learners to use the words provided and pair them up. Assist less able learners to come identify some word pairs from the list provided as you encourage them to refer back to the notes on word pairing on the Learner's Book page pages 4-6. More able learners should be able to use a range of vocabulary to perform the task by using word list provided and others not in the Learner's Book.

Assessment opportunities

Conversation: talk to the learners about the excerpts they have read, evaluate whether

they can be able to identify and discuss the message of peace communicated by each leader. Encourage them to explain the significance of each leader mentioned in the excerpts to their society and the world. They should also discuss the techniques used by the leaders.

Observation: listen to the learners as they discuss the notes on 'Word pairing.' Consider whether they are able to explain some of the word pairs they are familiar with and identify which type of word pairs they are according to the notes in the Learner's Book pages 4-6. Check that the learners are able to use a range of relevant and accurate vocabulary as they provide their examples.

Product: evaluate learners' ability to identify and discuss the phrases and slogans used by leaders in conveying their message. Are they able to identify how word pairing is used in speech? Can they pair words up according to what they have learnt and form relevant accurate vocabulary? Check that the use of simple and complex vocabulary is accurate in learner's sentence construction.

Activity 2: Read an article of forgiveness

Learner's Book pages 7-9

Individually

This extract provides learners with an opportunity to consider forgiveness as an approach of conflict resolution. Learners should read through the passage silently and independently. Assist learners to consider the importance of forgiveness within the community and in South Sudan. Learners should explore the impact of forgiving in conflict resolution, community cohesion and social development. As learners share their views and facts about the issue of forgiving, ensure that you make it clear to them the differences between opinions and facts. It is also important for the learners to identify and note down any new words that they do not understand which they can discuss their meanings as a class. Identify learners that have difficulties during this activity and guide them through by providing them with sufficient tips that will improve their reading abilities.

Engage learners in a brief discussion on the passage to check for their understanding and clarity of the message conveyed. Use the description below and provide the learners with a brief history of Desmond Tutu.

Archbishop Desmond Tutu

Archbishop Desmond Mpilo Tutu is a South African leader who fought against apartheid. He was born in Klerksdorp, Transvaal in South Africa in 1931. In his fight against apartheid, Archbishop Tutu's main objective was to achieve "a democratic and just society without racial divisions." In 1978, he became a leading spokesperson who fought for the rights of black South Africans. He promoted peace through advocating for: equal rights for all, the abolition of the segregation between white and black South African citizens, the introduction of a shared education system and strongly spoke against the forced deportation of black South Africans to their 'homelands.' His acts against the inequities of apartheid drew national and international attention to the struggles that black South Africans faced. In 1984 he was recognised as an inspirational leader and won the Nobel Peace Prize for his efforts. Archbishop Desmond Tutu has chaired in the Truth and Reconciliation Commission in South African and has taken part in addressing social injustices throughout the years.

When Nelson Mandela was elected as the nation's first Black president—he appointed Tutu chairperson of the Truth & Reconciliation Commission. In his human rights work, Tutu formulated his objective as "a democratic and just society without racial divisions," and set forth demands for its accomplishment, including equal civil rights for all, a common system of education and the cessation of forced deportation.

In addition to the Nobel Prize, Tutu has been bestowed numerous awards, including the Pacem in Terris Award, the Bishop John T. Walker Distinguished Humanitarian Service Award, the Lincoln Leadership Prize and the Gandhi Peace Prize.

Desmond Tutu continues to travel extensively, championing human rights and the equality of all people, both within South Africa and internationally.

As a class

During the discussion on the article 'Why we forgive' of page 7 of the Learner's Book, learners were able to discuss their views on the issue. In this As a class, assist learners in understanding how a debate takes place, remind them of the differences in facts and opinions as discussed in the previous activity. Take learners through the notes on 'How to prepare for a class debate' on the Learner's Book pages 8-9. As you discuss the notes with the learners, pause regularly to question the suggestions provided in each point, identify and ask learners to discuss how they can use the

points provided to prepare for a debate in different contexts. They should read and discuss each point as you make sure that they have a clear understanding paying attention to the rules that govern a debate.

In groups

This group activity will be a good opportunity to test the learners' ability to articulate their ideas in a logical order and give supporting evidence to their argument. They should refer to the notes on the Learner's Book page 8 on 'How to prepare for a class debate' and make preparations as group to support or oppose the motion 'To forgive or not to forgive.' Learners are expected to use inclusive language while putting across their views to support their motion. Moderate the class debate by encouraging the learners to base their arguments on relevant examples, facts or refer to previously researched works on the subject to support their motion during the debate.

Assessment opportunities

Conversation: take part in discussion with the learners; encourage them to talk about the passage. Ask learners questions about Desmond Tutu, his contribution to the world or his approach to peace. This way you can offer clarity by discussing some of the issues that are not clear to the learners as you test their understanding of the passage.

Observation: listen to the groups as they argue out their points in support or opposition of the motion. Consider whether they are able to articulate their points effectively in a persuasive yet respectable manner.

Product: assess learners' answers to the questions from the passage. Are the answers structured in a grammatically correct manner? Are they able to use vocabulary in the correct context in their responses? Do the answers make sense in reference to the passage?

Activity 3: Role of leaders in promoting peace

Learner's Book pages 10-16

As a class

The interview extract provided in this As a class offers learners with a chance to discuss what leaders in their community are doing to promote peace in South

Sudan through the example of Paride Taban. Learners should be able to identify and examine Paride Taban's acts of promoting peace through by reading and discussing the interview extract. Help learners in identifying some of the strategies, projects or communal activities that leaders in South Sudan have implemented as a measure of bringing people together and promoting unity and harmony within communities. The learners are encouraged to talk about leaders within their community and South Sudan who work towards bringing peace to the country and its citizens. Encourage learners to speak about their views and facts on the impact that their leaders have had as they spread peace.

Individually

The questions examine whether the learners have both the implicit and explicit meaning of the role that Bishop Taban plays in advocating for peace in South Sudan. Encourage learners to answer the questions based on their understanding of the interview and the message conveyed by Bishop Taban.

Answers

1. Everybody is welcomed to live in the peace village.
2. He was inspired by the Neve Shalom Peace Village in Jerusalem where Christians, Jewish and Muslim people co-existed in peace.
3. He did not like that whenever he visited a family, they would slaughter their only goat or chicken to feed him so he preferred to eat what was readily available in most South Sudanese home, which is, vegetables.
4. It accommodates all people from South Sudan and the world regardless of their tribe, religion, age or gender.
5. He means that the Peace Village has enabled him to travel across the world to preach peace and bring different world leaders together.

In pairs

The pictures shown in this section provide learners with an overview of some of the leaders nationwide and globally that have played a pro-active role in promoting peace. Learners are expected to identify the leaders shown, their country of origin and their contributions. Encourage learners to share their knowledge on each of the leaders shown while expressing their personal opinions on the contributions made by these leaders.

Use the information given below, to give the learner's background information

on the four prominent personalities. For information on Martin Luther King, Dalai Lama and Desmond Tutu refer to Teacher's Guide Activity 1b and Activity 2 respectively.

Jehan Mechak Deng

Hon. JehanMechak Deng is State Minister for Health and Environment in Jonglei State, Government of the Republic of South Sudan. Previously, she was acting Charge d' Affairs for the Embassy of South Sudan to the United States of America. Prior to this role, she consulted for a pilot program sponsored by USAID, transferring diaspora skills to support the development of the Government of South Sudan.

In addition to her life in government, Ms Deng has always been an active member of civil society. She was an executive board member of the South Sudan Women Empowerment Network (SSWEN) and advocated for gender balance in public forums. She supported the codification of women's rights in the transitional constitution of the Government of South Sudan. She has also served as a supervisor during the process of registration and voting for South Sudanese people living in the United States. (<https://www.inclusivesecurity.org/experts/jehan-mechak-deng/>)

Paride Taban

Paride Taban was born in 1936 in Opari, Eastern Equatoria. He is a South Sudanese Emeritus bishop of the Roman Catholic Church and was the first leader of the New Sudan Council of Churches, which was founded in February 1990. He was auxiliary Bishop of Juba 28 Jan 1980 to 02 July 1983 and serve as a bishop of Torit from 1983-2004.

Taban is the first bishop of the Roman Catholic Diocese of Torit in what was then Southern Sudan from 1983 until 2004. In 1989, when the rebel Sudan People's Liberation Army (SPLA) overtook Torit, he was arrested with three other catholic priests by the SPLA. Since his retirement from the diocese, he has been leading an effort to make peace in South Sudan real by setting up the Kuron Peace Village, established in 2005. The Kuron Peace Village, was created by Bishop Paride Taban to unite the population in the area and set an example of peaceful cohabitation in war-torn South Sudan. Through the Kuron Peace Village, local communities in South Sudan are united through dialogue, traditional conflict resolution and inclusive conflict transformation. For instance, peacebuilding ideas through agriculture have been introduced to unity the people in Kuron Peace Village and throughout South Sudan.

Bishop Paride has received numerous awards. This include the Four Freedom Award in 2018, the Sergio Vieira de Mello Peace Prize awarded by UN Secretary General Ban Ki-moon in 2013 for his work at the Holy Trinity Peace Village in Kuron. The Hubert Walter Award for Reconciliation and Interfaith Cooperation awarded by the Archbishop of Canterbury Justin Welby in 2017 for co-founding the ecumenical New Sudan Council of Churches, building Kuron Peace Village, and chairing the mediation initiative between the Government of South Sudan and COBRA Faction of the South Sudan Democratic Movement/Army led by David Yau Yau, which produced a successful peace agreement on 6 January 2014.

Assessment opportunities

Observation: watch and listen to learners as they discuss the different world leaders shown in the Learner's Book. Take into consideration whether learners can clearly separate facts from their own views and opinions. They should also articulate their ideas on what they would do to advocate for peace if they occupied a leadership position.

Conversation: consider how learners are able to effectively evaluate and comment on the leaders' achievements and contributions towards peace and stability in the world. Encourage learners to justify their views and opinions.

Activity 4: Persuasive writing and speeches

Learner's Book pages 17-19

As a class

Monitor the learners as you engage them in a discussion on how to use persuasive techniques in writing speeches. The notes provided in the Learner's Book pages 16-18 should guide you in assisting the learners to have a better understanding of how persuasive techniques are used in writing and speaking. Additionally, learners should be able to identify how word pairing, as learnt in Activity 1b page 2-3 of the Learner's Book, is used to form famous phrases and slogans used to persuade an audience when delivering a speech. Conduct a question and answer discussion by asking learners to identify situations whereby persuasive techniques have been used. Learners should be able to mention how some leaders use persuasive techniques to capture the attention of their audience. Use the speeches provided in Activity 1b pages 2-3 of the Learner's Book to explain to the learner's how persuasive technique is used in writing. Learners are further expected to incorporate some of

the persuasive techniques learnt in their speech. Allocate a few minutes for learners to practise the use of persuasive techniques in speech.

Assessment opportunities

Observation: consider questions posed and answered during the discussion on persuasive techniques used in writing. How well are they able to use the techniques in making impromptu persuasive speeches on peace? Are they able to identify instances in which persuasive techniques have been used from the speeches learnt in the unit?

Conversation: ask learners to explain their understanding of some of the techniques used. Consider how effective they are in using these techniques during the discussion. Check whether they remember how to use word pairing to form persuasive phrases.

Product: Are learners able to identify instances of persuasive language? Can learners construct grammatically correct persuasive sentences using vocabulary learnt in the right context? Are they able to compare and contrast the language and technique used different speakers when delivering a speech?

Activity 5: Comparing persuasive writings

Learner's Book page 20

In pairs

Learners should work in pairs and refer to the speeches in Activity 1b pages 2-3 of the Learner's Book. Discuss the speeches from Activity 1b with learners in their pairs as you guide them in identifying some of the persuasive techniques used by Martin Luther King and the 14th Dalai Lama. The notes on persuasive technique from Activity 4 pages 16-18 of the Student's Textbook, should be used by the learners as they compare the style and persuasive techniques used by Martin Luther King and the 14th Dalai Lama. Learners should be able to discuss the advantages and disadvantages of using the persuasive technique used by the two speakers. This way they are able to consider some of the most effective persuasive techniques that can be used to convey a message to their audience

In groups

This activity present learners are presented with an opportunity to examine speeches by other speakers. In asking learners to find a speech by Paride Taban

they are allowed to evaluate how community leaders within South Sudan are able to use communication platforms to promote peace. This activity motivates learners to look into other leaders within their community and compare how their communication style and use of persuasive technique is similar to other leaders nationally or globally. By asking learners to do a class presentation, the aim is to model learners' attitudes and confidence since they are expected to play an active role in discussions about peace.

Individually

Learners are expected to work independently and complete this task. Encourage learners to refer back to the notes on persuasive techniques in Activity 4 on pages 16-18 of the Learner's Book to assist them. Discuss some of the techniques with the learners as an approach of modeling their understanding. Encourage learners to use their imagination and write a creative piece while emulating the writing style and persuasive techniques that have been learnt so far in this unit.

Assessment opportunities

Conversation: talk to learners both in pairs and in groups and check for their understanding on persuasive techniques. Engage them in a discussion on the effectiveness of persuasive writing and speaking.

Product: consider whether learners are able to identify and effectively use persuasive techniques or style in their writing tasks.

Activity 6: Peace in South Sudan

Learner's Book pages 20-22

As a class

Quotes provide learners with an opportunity to enhance their critical thinking skills. Learners are expected to cite the relevance of using famous quotes in speech and writing. They should further discuss why speakers use a quote when delivering a speech and its effectiveness in reaching their audience. Read the quote in the Learner's Book on page 20 and guide learners in a discussion on what the quote is about as you encourage them to explain their understanding of the quote. This activity challenges learners to reflect on the issues of injustice and inequality that contribute to conflict and animosity. Ask learners to discuss how the quote and the article 'Barrack Obama's message to the people of South Sudan' in the Learner's

Book page 20 are relevant in the context of South Sudan and provide examples of various ways in which the government of South Sudan can eradicate human conflict.

In groups

Learners should work in groups and read the article ‘Barrack Obama’s message to the people of South Sudan’ in the Learner’s Book page 20 and identify the issues it addresses. This article exposes learners to the various efforts that international leaders are investing in South Sudan as a strategy of bringing stability to the country. Encourage learners to identify other international leaders or organisations that have worked with the people of South Sudan to preach peace and eradicate animosity between different communities in South Sudan. They can also brainstorm on what they think South Sudan can do to overcome the issues addressed and the role they play as citizens in the attainment of peace in their country. Engage learners in a discussion to identify how Barrack Obama effectively uses certain aspects of speech to persuade his audience and connect with them.

Individually

Learners should discuss the different ways in which they can use speech to promote peace within their surroundings. They should incorporate the use of persuasive technique in their speech.

Assessment opportunities

Conversation: listen to groups of learners as they discuss the roles they play as citizens in the attainment of peace in their country and what South Sudan, as a country, can do to overcome the issues addressed in ‘Barrack Obama’s message to the people of South Sudan’. Consider whether they are able to articulate their ideas effectively and whether they demonstrate creativity and imagination.

Product: check their writing style and assess whether they are able to use phrases effectively to convey their intended message. Are the learners able to utilise persuasive techniques in their writing?

Activity 7: Language practice

Learner’s Book pages 22-24

Learners are expected to use the notes provided in the Learner’s Textbook and

complete the Practice Exercises given in their exercise books. Use the notes below to conduct a class discussion to further enable the learners have a clear understanding of the language concepts that they are studying.

i. Verbs in present simple tense

Introduce this activity by explaining to learners that verbs in the present simple tense are used in describing daily activities, facts, habits and general truths. It is important to explain the contrast between present simple and present progressive tenses. Refer to the notes below to guide learners in further understanding how verbs function in the present simple tense.

The present simple tense:

1. When describing daily activities in the present time period.

- a. I **take** the bus to the office.
- b. The bus to Juba **leaves** every morning.
- c. The baby **sleeps** twelve hours every night.

2. When talking about facts.

- a. The president of the USA **lives** in the White House.
- b. A cat **has** four legs.
- c. We **come** from South Sudan.

3. When describing habits.

- a. I **get up** early every day.
- a. She **brushes** her teeth twice a day.
- a. They **travel** to their home country every year.

4. When describing general true.

- a. It **rains** a lot in winter.
- b. The Queen of England **lives** in Buckingham Palace.
- c. We **speak** English at work.

ii. Verb conjugation and spelling in present simple tense

Generally, when we speak in the third person we add 'S' in the third person.

Subject	Verb	The Rest of the sentence
I / you / we / they	speak / learn	English at home
he / she / it	speaks / learns	English at home

The spelling for the verb in the third person changes depending with the ending of that verb:

1. For verbs that end with the suffix **-O**, **-CH**, **-SH**, **-SS**, **-X**, or **-Z** we add **-ES** in the third person.
 - a. Go – goes
 - b. Catch – catches
 - c. Wash – washes
 - d. Kiss – kisses
 - e. Fix – fixes
 - f. Buzz – buzzes
2. For verbs that end with the **consonant and a ‘Y’**, we remove the **Y** and add **-IES**.
 - a. Marry – marries
 - b. Study – studies
 - c. Carry – carries
 - d. Worry – worries
3. For verbs that end with a **vowel and a ‘Y’**, we just add **-S**.
 - a. Play – plays
 - b. Enjoy – enjoys
 - c. Say – says

iii. Negative sentences in the simple present tense

In negative sentences in English we normally use **Don’t or Doesn’t** with all verbs except in the case where we have the words **‘to be’** and **modal verbs** such as: can, might, should among others.

For example:

- a. Affirmative: You speak French.
Negative: You **don’t** speak French.

You will realise that we add **don’t** between the subject and the verb. We use **Don’t** when the subject is **I, you, we** or **they**.

- a. Affirmative: He speaks Swahili.
Negative: He **doesn’t** speak Swahili.

When the subject is **he, she** or **it**, we add **doesn’t** between the subject and the verb to make a negative sentence. We have the letter **‘S’** at the end of the verb in the affirmative sentence there because the sentence is in third person but disappears in the negative sentence.

iv. Word order of negative sentences

The following is the word order to construct a basic negative sentence in English in the Present Tense using **Don't** or **Doesn't**.

Subject	don't/doesn't	verb	the rest of the sentence
I / you / we / they	don't	have / buy	cereal for breakfast.
he / she / it	doesn't	eat / like	

Examples of negative sentences with 'Don't' and 'Doesn't':

1. You **don't** speak Arabic.
2. Lopuke **doesn't** speak Italian.
3. We **don't** have time to go to the market.
4. It **doesn't** walk.
5. They **don't** want to go to the wedding.
6. She **doesn't** like fish.

Answers

Practice exercise 1

1. Profit, 40
2. Any answer that is appropriate for the question.
3. Loss, 45

Practice exercise 2

1. Shops
2. Spends
3. Does
4. Have been
5. Has been
6. Lands
7. Feels
8. Calculates
9. Creates
10. Owes

Assessment opportunities

Observation: watch and listen to learners as they discuss how different verbs function and appear in sentences when speaking and writing in the present simple tense.

Conversation: consider how learners are able to effectively evaluate and comment on the different ways in which verbs are used to describe activities, habits and general truths using the present simple tense. Use the notes provided in the Teacher's Guide for this activity to engage learners in a discussion on how verbs contrast when used to describe different scenarios. Encourage learners to construct and articulate their own sentences in the present simple tense using different verbs.

Product: check and evaluate how learners are responding to the exercises given in the Learner's Textbook. From the learner's responses, are they able to correctly use verbs when describing activities, habits and general truths in present simple tenses?

Unit 2

Rural and Urban life

Learn about	Key inquiry questions
<p>Learners should read and listen to a range of fiction and non-fiction on the differences between urban and rural life. They should listen to community leaders, experts, development partners or chiefs talking about the developments taking place in their areas.</p> <p>Working in groups, they should discuss the difference between urban and rural life in South Sudan. They should write descriptions of their own area in form of a letter to a friend abroad. They should carry out some research (using the Internet if possible) about development projects and discuss ways of improving life in rural and urban areas. They should write a report in the style of a project report setting out their plans for development.</p> <p>They should draft a letter to be sent to the government putting forward the reasons for their projects and the benefits it would bring. From their reading of fiction, they should write a story about someone from rural area coming to live in a city, or vice versa.</p>	<ol style="list-style-type: none"><li data-bbox="896 656 1196 772">1. What are the key differences between urban and rural life?<li data-bbox="896 860 1258 932">2. How can we describe our own area to a stranger?

Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> Understand extended speech of some degree of complexity and abstraction involving a number of speakers 	<ul style="list-style-type: none"> Summarise the key points of a speech Play a proactive role in discussions in an appropriate register and make oneself understood with relative ease Understand a range of texts of moderate length and increasing complexity including literature and specialised texts written for a non-specialist audience Evaluate techniques used by writers and poets, commenting on how effective they are Produce extended texts or report on a range of topics in a variety of registers using a wide range of language forms 	<ul style="list-style-type: none"> Communicate with confidence Appreciate the importance of improving conditions for people

Contribution to competencies

1. Critical thinking: debating
2. Communication: letter-writing and reports
3. Co-operation: In groupss

Links to other subjects

Geography: development projects

Environment and sustainability: understand inter-dependence

Assessment Opportunities

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

- Observation
- Conversation
- Product

An outline of the learning

Rural and Urban life is a unit that aims at teaching the learners on the causes of rural and urban migration, and the challenges that people living in urban and rural areas encounter. However the unit's main focus is to expose learners to the various aspects of descriptive and figurative language. The students learn how they can adopt the use of certain aspects of language to express their feelings, thoughts and surroundings. The activities in this unit offer learners with a chance to practise and improve their writing and speaking skills while they express their ideas. 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 rural and urban life. As the learners read different texts on rural and urban life, they are encouraged to discuss how descriptive and figurative language is used in imaginative and creative writing. The texts by different authors enable the learners in acknowledging the different ways in which authors use language to create an effect in the mind of the reader. This way learners' **critical thinking** and **co-operation skills** are enhanced as they take part in In groups.

The different learning activities in this unit will help learners build their vocabulary, writing and speaking skills while incorporating different language techniques in **communication skills**. The images used in this unit allow learners to communicate clearly and effectively by describing their experiences in different contexts of rural and urban life through the pictures. Additionally, learners are encouraged to take part in research projects that provide them with an opportunity to compare data and information from different sources. Through research projects, learners are able to enhance their listening and speaking skills as they interact with those within their surroundings.

The student's competencies

The unit has continuous opportunities for learners to develop their **critical thinking** through class debates whereby learners are encouraged to defend their arguments in a respectable and persuasive manner, **communication skills** through letter writing and discussions and **co-operation** through working in pairs, in groups and as a class. There are many opportunities whereby learners receive equal opportunities to actively participate in the activities in this unit.

Links to other subject

This unit provides a good opportunity for learners to refer to **Geography** and **Environment** and **Sustainability**. Reach out to the other teachers to find out how much the learners have learned to identify how learners can the knowledge they have acquired from these subjects to answer questions in this unit.

Cross-cutting issues

Environment and sustainability: Learners should understand the interdependence relationship between humans and the environment.

Lesson development

Learner's Book page 26

Introduction

The introduction act as an opportunity to understand what human settlement is and how it affects a population. As learners read through this introduction they are expected to build on the knowledge they have and understand why we have the two types of human settlement. Select able learners in reading to lead the class in reading the introduction. Less able learners should be allowed to demonstrate or describe the two different types of human settlement using their own understanding.

Activity 1a: Definitions

Learner's Book pages 26-27

As a class

Engage the learners in a discussion on the points that they think, learners should define rural and urban areas from their own point of view, based on their experiences

and also areas from which they come from. Discuss what is classified as social and economic disparities with the learners. Learners are expected to give what they believe to be the advantages and disadvantages of living in rural and urban settlements. Encourage learners to use both complex and simple sentences using correct vocabulary in expressing their ideas and understanding of the different lifestyles in rural and urban settings.

In pairs

These words are not necessarily new to the learners but are vocabularies that will be consistent in this unit. Pair fast learners with the slow learners so that they can assist one another in moving the lesson forward. Select random learners to say meanings of some of the words and the context in which they are used. The learners should give sentences from the introduction that have made use of some the vocabulary they have come across in this activity. During the discussion, encourage the learners to employ the use of the vocabulary they have learnt so far in their speech.

Individually

From the vocabulary that learners were introduced in in the previous activity, they are expected to use them effectively and correctly to form their own sentences. Able learners should be encouraged to construct two or more sentences that include both complex and simple sentences. Assist less able learners by modelling examples of sentences orally and in a written form to help them understand the use of the words in sentence construction. Further challenge the learners by making deliberate mistakes and see if the learners can identify problems with sentence formation, lack of punctuation marks and facts. Create a cloze test and have the learners fill it in with some of the words from the vocabulary. Remind the learners of the different types of punctuation marks emphasise that they correctly use punctuation marks in their sentences.

Opportunities for assessment

Product: read and identify the level of complexity of the sentences and understanding of the use of the words and punctuation marks.

Observation: watch carefully how learners are working in their pairs. Try to identify individuals who are good at engaging all group members and encourage those

learners who seem reluctant to join in or make a contribution. Re-arrange the pairs so that it is well balanced in terms of gender and also engagement in discussion.

Activity 1b: Use of descriptive and figurative language

Learner's Book pages 27-33

As a class

Read the key inquiry questions with the learners and prepare them for what the unit expects of them. Inform the learners that activities in this unit are tailored to respond to the key inquiry questions using the different learning approaches used throughout. Discuss the key inquiry questions as you encourage the learners to use them to reflect on the activities in the unit. Learners will build on their existing knowledge as they continue to learn on the effect of language as used by writers on their audience.

In groups

Remind learners of the communication style they learnt in Unit 1 as a way to introduce them to this activity. During the initial discussions on the use of persuasive techniques and word pairing by speakers, learners were able to understand the role of language in connecting with an audience. Take learners through the notes provided in Activity 1b on page 25-28 of the Learner's Book as you assist them in understanding the role of language in writing and speaking. Learners should be able to cite how different authors use descriptive and figurative language and the effect these techniques have on their readers. For this activity you can provide learners with different extracts by different authors and encourage them to identify the different types of descriptive or figurative language the authors have used. Engage learners in a discussion by asking them questions such as, 'Why, how and in what instances does an author use certain aspects of descriptive or figurative language?'

In pairs

This poem is a good example that give the learners a chance to familiarise themselves with how poets use language in both a literal and non-literal manner to convey a message to their audience. For this activity you should encourage the learners to critically analyse the poem for them to have a clear understanding of what the poet is writing about as well as how she has managed to use both descriptive and figurative language to reach her audience. Assist the learners by describing some of the elements of the poem.

Assessment opportunity

Communication: consider how learners are able to critically identify and assess the language techniques they are learning.

Observation: listen to pairs as they discuss the different elements of the poem 'Lion Heart' by Amanda Chong. Take into consideration whether they are able to effectively articulate their interpretation of the poem. Take note of how well the learners are able to explore the different aspects of language use. Can they identify instances where and author has used either descriptive or figurative language? Are they able to explain the effect of the language use they have identified on the reader?

Activity 2: Differences between rural and urban life

Learner's Book pages 33-38

In pairs

The pictures depict the two types of settlement. Learners should be able to discuss the different characteristics of the pictures that give away the kind of settlement that is shown. To stimulate the learners' creativity and imagination, ask them to mention other features that can be added to the pictures, or which other pictures would be suitable in showing the difference between rural and urban. As learners write short paragraphs to describe their thoughts, they should use descriptive and figurative language.

In groups

This activity encourages the learners to participate in their environment through keen observation. Learners' creative thinking and imagination is put to test through this activity. The pictures depict different set ups and learners should be able to identify which set ups these are in order to give the differences. Learners are expected to refer to the notes on Activity 1b on pages 27-33 of the Learner's Book and use them as a reference point as they describe what they see, feel or hear if they were in the settings shown in each picture.

Learners are further instructed to use what they have learnt so far on rural and urban settlements and create a model that represents both settlements. This activity encourages learners to work in groups and use their environment as a reference point to create a model that impacts a person's imagination.

Individually

The passages provide various descriptions of urban and rural areas. In each passage in this activity, the learners are expected to read and analyse the views of the villagers towards urban settings. For this activity, learners should use the experiences of the characters in the passages to compare and contrast rural and urban lifestyles. Encourage learners to talk about their personal experiences living in rural, urban or both human settlements. Assist learners in their discussion by giving examples of cities in South Sudan with similar characteristics as the ones given in the stories. Help the learners identify the cities and some of these characteristics, how they are similar or different. This activity gives you the opportunity to assess the learners understanding of the differences between rural and urban areas and their ability to use both descriptive and figurative language to classify these human settlement areas.

Answers for the extract from *No longer at ease*.

1. Because of the injections they were given in the army.
2. Because he was too old and his parents were poor.
3. He was going to the United Kingdom to study.
4. Nigeria was dirty and the air contaminated by the filthy smells it was not the beautiful and appealing Nigeria he had imagined while in England.
5. Accept any answers that describes Nigeria as being enchanting.
6. Joseph had a female guest in the house and wanted to spend some time alone with her.
7. Accept any answer that has a phrase from the extract to explain the learners' chosen answer.

Answers for *The village goes to town* by J. Vijaya-Tunga.

1. Because people from his village would always go to Galle which was the nearest town to buy, sell or take the train for a pilgrimage.
2. So that everyone can walk in a single file.
3. The air is fresh and the sun is not so hot.
4. To run errands/ purchase goods
5. Accept any answers that is a summary of the story.
6. The rocks are on every path they walk on.
7. Accept any answer that has a phrase from the passage to explain the learners' chosen answer.

In groups

This activity tests the learners' ability to use language in comparing information. Learners are expected to use their understanding of the passages they have read and explicitly write about the character's views of the city and village life. Encourage learners to use different styles of writing and figurative language to express their ideas.

Individually

The questions examine whether the learners have both the implicit and explicit meaning of passages that the learners have read. Learners are expected to write an essay drawing inspiration from the two stories. Use the notes provided in the Learner's Textbook to guide learners on the approach to use as they write their essays.

Assessment opportunities

Observation: listen to the discussion and see if their descriptions include the proper use of language. Are learners able to incorporate elements of both descriptive and figurative language when comparing the different elements of rural and urban settlements?

Conversation: talk to individuals and ask them their understanding of the passage and their views on it in terms of character, technique used by the writer and the general story. Engage learners in a discussion on the literary elements used by the authors to write about their character's experiences in different human settlements.

Product: consider learners' technique of writing. Are they able to read, understand and capture the key points conveyed in the passages? Assess learners' ability to write an imaginative and creative essay. Check whether they are able to use descriptive and figurative language in their essays.

Activity 3: Listen, engage and learn

Learner's Book pages 43-46

In pairs

This activity introduces learners to research methods. The notes in this section provide learners with an overview of what questionnaires are and their role when conducting a research. Since learners will be required to use questionnaires to

gather data and information for the writing assignments, the notes act as a good background to assist learners throughout their academic year. Read and discuss each of the points in this section with the learners, occasionally pause and ask learners to compare the points in each section and also discuss in what ways they can modify the suggested approaches to suit their research activities. Learners should go through the sample of questionnaires provided in the Learner Book page 40-41 to check for their understanding.

As a class

Take the learners on a tour of a development project being carried out in the area it can be within the school, neighbouring community or nationwide. Help the learners come up with some questions which they will ask the resource person before going on the tour. This is supposed to stir the learners' interest in the development of their different areas and shape their desire to partake in them whenever they can and also prepare them for future leadership roles.

In groups

This activity tests learners understanding of preparing questionnaires and conducting a research through questions. This will help the learners understand their country further, by identifying the rural and urban areas. As learners work in groups and talk about their opinions and feelings about the different regions in South Sudan, their communication skills are enhanced while they work as a team to achieve the desired outcomes. Share your own view on urban or rural life with them and make it clear that their views are not wrong and diversity of opinions and decisions is important and they should respect other people's ideas. Further, this activity considers the learners' ability to compile information into a meaningful and resourceful composition. In their essays, they are expected to use the information they have gathered to write a well outlined argumentative essay that discusses the issues affecting South Sudan human settlement areas as they have identified through their research.

Assessment opportunities

Conversation: interact with each group to hear their arguments concerning the issues they have identified through their research. Ask them questions to stimulate their critical thinking ability. Why do they think the issues they have identified negatively/positively impact the people of South Sudan? Discuss with the learners

about the development projects taking place in their school, village or South Sudan.

Observation: consider learners' essays and how they effectively use phrases to argue their points. Are they able to use a range of literary techniques and vocabulary to convince their audience?

Activity 4: Writing an informal letter

Learner's Book page 47

Individually

This activity introduce learners to letters as a form of communication both as a traditional and modern method of passing information. For this section learners familiarise themselves with the different aspects of an informal letter. Read through the notes and discuss them with the learners as you ask them questions regarding the elements of an informal letter. Discuss with them the instances when we write informal letters as you write a sample informal letter as a class for further understanding of the guidelines.

Assessment opportunities

Product: assess the learners' adherence to the guidelines given on writing an informal letter. Are they able to distinguish which information is relevant to include in an informal letter and which is not?

Activity 5: Development in your country

Learner's Book pages 48-50

As a class

This activity encourages learners to identify and analyse the current and future development strategies in South Sudan that are and should be implemented. Learners should take into consideration of how the development projects they have identified impact them and their immediate surroundings. You can engage learners in a discussion on the topic by airing your personal views on how development projects in South Sudan have contributed to your social and economic wellbeing. Ensure that learners are able to distinguish between your own personal opinions and facts. They should contribute to the discussion by talking about how development projects in South Sudan assist them in realizing their dreams. Select able learners to

lead the class in reading the extract provided on page 44-46 of the Learner's Book while less able learners should read the shorter paragraphs in the extract. Learners should be encouraged to talk about the extract they have read and what they can do better to improve their social and economic wellbeing through community development projects.

In pairs

Help the learners to prepare a list of questions to research on. Learners are expected to refer to the learning Activity 3 on pages 38-48 of the Learner's Book to remind them on how to prepare questionnaires and write a comprehensive documentation on their findings. This activity is expected to stimulate learners' interest on the development projects in South Sudan and give them ideas of ways they can participate in these projects. Some of the recent developments in South Sudan include: Clearing of roads covered by neighbouring forest to improve service delivery, construction and rehabilitation of roads in Warrap, Jonglei and Eastern Equatoria, reconstruction of schools all around South Sudan and improvement of primary healthcare delivery.

Assessment opportunities

Observation: supervise the learners' discussion and see how each learner is participating. Encourage learners to listen and learn from others. Check whether they demonstrate creativity, critical thinking and imagination as they articulate their ideas.

Activity 6: Report writing

Learner's Book pages 51-54

Individually

Report writing is a formal activity mostly carried out to present the process, methods used and results found after a research. The researcher usually goes into the field or talks to the people involved so as to get information on what they want to find out about. Learners should refer to the research they conducted in Activity 5 page 48-50 of the Learner's Book to write their own report. Take learners through the notes on pages 51-54 of the Learner's Book and discuss with them each section of a report as you explain to them the relevance of each part. Use the sample that is included in the notes to assist the learners understand the guidelines and elaborate what is expected in each step.

Assessment opportunities

Conversation: walk around the class and talk to individuals and ask them their understanding of a report, if they have ever written one and for what reason. Ask them to explain to you, their understanding of the guidelines. If not, ask what the challenge might be and help solve it.

Product: read the learners' individual report and consider how well they are able to use the guidelines and come up with a comprehensive and relevant report. Do they use official language?

Activity 7: Writing a formal letter

Learner's Book pages 54-55

Individually

This activity is continuation of the use of letters as part of communication as learners were taught in Activity 4 on page 42-43 of the Learner's Book. Remind learners of what they learnt about informal letters as they are introduced to writing formal letters. Use the notes provided in the Learner's Book page 54 to take learners through the different aspects of writing a formal letter. Learners should be able to understand how different organisations and individuals express themselves in a formal letter. Help the learners to identify the difference they can spot in the informal letter they had written in Activity 4 and the formal letter sample given. Discuss with them the instances when we write formal letters as you write a sample formal letter as a class for further understanding of the guidelines.

Assessment opportunities

Product: see that the learners have adhered to the rules of writing a formal letter. Are they able to use appropriate language? Can learners clearly express their ideas in few but clear and precise words in formal letters?

Activity 8: Creative writing

Learner's Book page 56

This is any form of writing that is created in the mind. It could be fiction writing, poetry writing, and creative non-fiction writing among others. This activity focuses on the learners ability to express their feelings, opinions, or emotions through creative writing. Encourage learners to write a creative piece that captivates the

reader by entertaining, educating, informing and spreading awareness. Learners are expected to employ the use of various literary techniques that they learnt in Unit 1 and in this unit to make their story interesting. Learners are encouraged to seek inspiration from other renowned authors but ensure their ideas are original.

Assessment opportunities

Product: assess the use of language in their writing and the ability to employ the literary techniques that they have learned so far.

Activity 9: Identify the mistakes

Learner's Book pages 56-57

Individually

Encourage learners to work independently on this task. They should be able to read and understand the message being conveyed in the text shown and further identify the grammatical mistakes in this text. Let learners re-write the text while employing correct use of grammar.

Assessment opportunities

Product: assess learners' ability to write and convey a comprehensive message in a text.

Activity 10: Language practice

Learner's Book pages 57-58

For this activity learners are expected to use the notes provided in the Learner's Textbook and complete the practice exercise given in their exercise books. Use the notes below to conduct a class discussion to further enable the learners have a clear understanding of the language concepts that they are studying.

i. Verbs in present perfect continuous tense

Present perfect continuous tense is used to describe an activity that has just stopped or an action that is repeated over a period of time. The present perfect continuous tense is made up of two elements: the present perfect of the verb '**to be**' (have/has been), and the present participle of the main verb (+ing).

Examples in sentences

1. Opi **has been running**.
2. It **has been raining** for 3 days now.
3. The children **have been sleeping** since morning.
4. The contestants **have been practicing**.
5. She **has been talking** to them.

ii. Negative sentences in the present perfect continuous tense

1. She **has been** studying.
She **has not been** studying.
2. They **have been** playing.
They **haven't been** playing.
3. The children **have been** eating.
The children **have not been** eating.
4. He **has been** writing.
He **hasn't been** writing.

iii. Present perfect continuous questions

Has/have	subject	Been	verb (+ing)
Has/have	Wani	Been	Sleeping?
	Riya		Walking?
	It		Exercising?
	We		Writing?
	You		Eating?
	She		Reading?
	He		Talking?
	they		

Answers

Practice exercise 1

1. Have seen
2. Have not been waiting, have, gotten
3. Have you been doing, Have been playing
4. Have been drinking, have, drunk

5. Did, meet, have known, started
6. Have been sitting, came
7. Have, finished, have been reading, finished

Assessment opportunities

Observation: watch and listen to learners as they discuss how different verbs function and appear in sentences when speaking and writing in present perfect continuous tense.

Conversation: consider how learners are able to effectively evaluate and comment on the different ways in which verbs are used to describe actions in the present perfect continuous tense. Use the notes provided in the Teacher's Guide for this activity to engage learners in a discussion on how verbs contrast when used to describe different scenarios. Encourage learners to construct and articulate their own sentences in present perfect continuous tense using different verbs.

Product: check and evaluate how learners are responding to the exercise given in the Learner's Textbook. From the learner's responses, are they able to correctly use verbs in their present perfect continuous tense when describing actions?

Unit 3

Climate change

Learn about	Key inquiry questions
<p>Learners should read a range of fiction and non-fiction about climate change (including technical papers and newspaper reports). This might include extracts from <i>Six Degree's</i> by Mark Lynas, <i>An inconvenient truth</i> by Al Gore and fiction such as <i>Far North</i> by Marcel Theroux.</p> <p>They should write a review of a selected work of fiction, evaluating the techniques used by the writer and commenting on how effective they are.</p> <p>Working in groups, they should carry out some research into the evidence for climate change, its probable causes and the actions being taken to prevent it. They should write a case study about one project to combat change.</p> <p>They should write a campaign piece to persuade people of the need for action and set out the possible course.</p>	<ol style="list-style-type: none">1. What is the evidence for climate change?2. What are the probable causes of climate change?3. What is being done around the world to prevent it?4. What part can we play in combating climate change?

Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> Understand extended speech of some degree of complexity and abstraction involving a number of speakers 	<ul style="list-style-type: none"> Summarise the key points of a speech Play a proactive role in discussions in an appropriate register and make oneself understood with relative ease Understand a range of texts of moderate length and increasing complexity including literature and specialised texts written for a non-specialist audience Evaluate techniques used by writers and poets, commenting on how effective they are Produce extended texts or report on a range of topics in a variety of registers using a wide range of language forms 	<ul style="list-style-type: none"> Communicate with confidence Appreciate the importance of improving conditions for people
<p>Contribution to competencies</p> <ol style="list-style-type: none"> Critical thinking: analyzing the information on climate change Communication: reading, sharing ideas, opinions in the groups Co-operation: group work respecting and appreciating other's ideas and view <p>Links to other subjects</p> <p>Science</p> <p>Geography</p> <p>Environment and sustainability: inter-dependence</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

Climate change is unit intended to help learners understand what climate change is and the danger it poses to the future of the environment and the natural resources as well as on human health. The activities in the learners' books will help learners to understand the reasons for the strong campaigns on the importance of environmental conservations. The activities will also enable learners to learn how they can take care of their environment and be pioneers and keeping the environment safe from the harms within their reach.

The unit has a range of learning activities that will help learners build their vocabulary knowledge on environmental sustainability and climate change and the language used in the context of climate change.

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 the world on the things that are being done to combat climate change and restore safety to the environment.

The student's competencies

The unit has continuous opportunities for learners to develop their **co-operation** and **team work competencies** by working out activities in groups and in pairs. There are many opportunities for learners to **communicate effectively** especially when engaging in class and In groupss.

The learners will also have to **think critically** to come up with solutions to remedying climate change within their capacity.

Links to other subjects

This unit provides a good opportunity to link **Science, Geography** and **Environmental Sustainability**. Ask them to use their knowledge from these subjects to build ideas for the activities in this lesson. This will also show them the

correlation between all these subjects and pay closer attention to each one of them for further understanding.

Cross-cutting issues

Environment and sustainability: this will help the learners to understand the interdependence between human beings and the environment and the role they play in its preservation.

Lesson development

Activity 1a: Definitions

Learner's Book page 60

As a class

The definition of climate change revolves around the changes that occur in weather patterns and the causes. The definition will be of crucial importance throughout the unit as it is the core of the unit. This activity acts as the introductory part of this unit whereby learners are expected to familiarise themselves with the topic. Learners are expected to actively participate in a discussion and define the term 'climate change' according to their own understanding. Help the learners to find out the key aspects of climate change and use them in describing the characteristics of climate change in their definitions.

In pairs

This activity is designed to challenge learners understanding of the vocabulary words listed. Design a word puzzle or cloze test that utilise the use of the words listed in the vocabulary and encourage learners to solve the cloze test or word puzzle in their pairs. This approach will stimulate learners' creativity as they construct their own sentences using the words provided as well as build their grasp of the concept. you can further challenge able learners to write short paragraphs of three sentences while employing the use of the vocabulary listed for this activity.

Assessment opportunities

Observation: listen to learners as they express their thoughts on climate change and pay attention to how they articulate words and their self-expression. They should show confidence and understanding as they give their explanations and definitions of the term ‘climate change.’

Product: assess the learners’ ability to correctly use the vocabulary learnt to construct sensible and relevant sentences in relation to climate change.

Activity 1b: Key inquiry questions

Learner’s Book page 61

As a class

The key inquiry question for this unit allow learners to reflect on the effects and causes of climate change within their surroundings. Read the key inquiry questions together with the learners as you prepare them for the texts, pictures and discussions that will be included in the unit. Explain to the learners that this way they are able to build and broaden their already existing knowledge.

Activity 2: Read about the evidence of climate change

Learner’s Book pages 61-63

In groups

The article in this activity provide learners with an opportunity to interact with how writers use language techniques to present scientific facts and arguments in a logical and relevant manner so as to communicate to her audience. The learners are encouraged to read with insight while engaging themselves with the article and make appropriate references to it. Engage learners in a discussion at you encourage them to present argumentative points as to whether their personal opinions and facts make them agree or disagree with the arguments presented in the article. Provide learners with your own views on the author’s arguments to encourage them.

In pairs

Learners are expected to re-read the article ‘Climate change: the facts’ in the Learner’s Book pages 61-63 and develop a clear understanding and sustainable interpretation of the article as they read through it. They should carefully follow the

arguments and distinguish between the facts and personal opinions as presented by the author. They are expected to analyse the article and compare how writers are able to use linguistic and structural devices to connect with their audience and achieve their desired effect.

Monitor the learners understanding of the article by discussing the following techniques as used by Kate Ravilous in the article 'Climate change: the facts' in the Learner's Book pages 61-63.

Analysis of the article 'Climate change: the facts' by Kate Ravilous

The format of the article is a newspaper format and includes main features of a newspaper article which include the main heading, sub headings and paragraphs. The purpose of this article is to inform the reader on impacts of global warming to the world. The author uses facts on global warming to describe the reader what global warming is and how it could affect the world. The target audience of the author are the readers of the Guardian Newspaper Supplement –Science Course Part III. We can therefore assume that the readers are well educated and are interested in issues pertaining current affairs and science.

Language Analysis

Kate Ravilous uses a **persuasive technique** to convince her readers of the facts that she has presented in the article. For instance, she argues that, "The subject of global warming has become impossible to ignore." In this statement she expresses an opinion that makes it difficult for the reader to oppose her.

Metaphors: These make the language lively and interesting and are emotive for the reader: "Today global warming has become a political hot potato..."

Personification: Brings the text to life, by helping the readers to identify with the current and future threats of climate change. "...oceans and trees are helping to mop up some of the heat", "runaway greenhouse effect".

Facts and Statistics: The author uses this persuasive technique to justify and provide evidence for her own personal views on the subject of global warming. "... The average global temperature will have risen between 2.5C and 10.4C by 2100."

Expert Opinion: By using evidence from experts, the author is able to justify her arguments in an unbiased manner. "...scientists fear that many delicate thresholds exist"

Colloquial language: Relates to the reader, adds interest and the author uses slang to enhance the impact of the article: “farting cows”, “burping vast quantities...”

Alliteration and repetition: Makes the article more memorable to the reader as the author uses this technique to emphasize the importance of what she is writing about: “...overall they demonstrate a relentless rise...the rapid rise”

Additionally she uses **rhetorical questions** in form of a direct question to increase the interest of the readers and involve them in her article. Questions such as: “But what are its implications? And is mankind really to blame?” are used to structure the article.

Simple language: The author uses straightforward, direct language that make her explanations easier for her readers to understand. This assists her in communicating scientific facts in a clear concise manner to her audience. “The higher levels of greenhouse gases are causing our planet to warm –global warming.”

Personal Pronouns or inclusive language: In this article the author has effectively used personal pronouns to increase the readers’ involvement. As you read the article one can easily connect with what the author is writing about. “...our actions are having an effect on Earth’s climate”, “How will it affect us?”, “...we are already committed...”

In pairs

This activity encourages learners to refer back to the previous activity on how they analysed the article ‘Climate change: the facts’ by Kate Ravilous on the Learner’s Book page 55-57. The learners should read the passages in turns as they discuss the facts presented in this article. Learners should be able to identify the language used by the author to discuss the facts in the article. Discuss with the learners some of the points they raise in regards to the article and artist with extensive information. In this activity learners are equipped with critical thinking skills that allow them to evaluate and critique a literary piece.

Individually

Learners should refer back to what they have learnt so far in this activity and write a descriptive essay. Encourage learners to adopt the use of a variety of literary techniques in their writing style. They should include facts and personal opinions in their writing while using various language techniques to make their arguments strong.

Assessment opportunities

Conversation: interact with the learners as you discuss with them about the facts on climate change. Ask them to identify and discuss signs of climate change, the impacts of climate change and what can be done to counter the effects of climate change in their areas.

Observation: watch carefully as learners work in groups and in pairs. Encourage learners to present logical arguments that are relevant for this activity.

Product: read the learners' essay and consider how well they are able to use proper language technique. Do their essay effectively adopt literary techniques? Are they able to present both facts and opinions in a manner that capture the interests of the reader?

Activity 3: Read and review

Learner's Book pages 65-73

In pairs

Learners are expected to read and critically evaluate the passage provided. They should be able to identify and discuss how the author has succeeded in using literary styles and techniques to make their story interesting to the reader. In Units 1 and 2 learners are introduced to some literary techniques used in writing and talking. This activity emphasises why it is important for the learners to be able to identify these techniques and also use them in their own writing.

Answers for the extract from *Things fall apart* .

1. It was believed that he had a bad chi or personal god and an evil fortune that followed him.
2. He did not inherit a barn/a title or a young wife.
3. The Oracle was like a god that was consulted about serious matters that affected individuals.
4. Accept any answers that show that the learner has a clear understanding of the passage.
5. He wanted Nwakibie to help him with yam seeds to sow.
6. Because Okonkwo is a young man who is willing to work extra hard as compared to his agemates.

As a class

The knowledge of literary techniques from the previous activities in the Learner's Book, should help the learners in understanding how and why authors feel the need to use literary techniques in their works. In this activity, the learners are introduced to additional literary techniques. Take time and read with the learners the notes provided on the Learner's Book page 71-72. Discuss each of the literary techniques with the learners as you encourage learners to provide their individual examples of the techniques studied.

Individually

This activity is a continuation of what learners have been doing so far in Activity 3 of this unit. Learners are introduced in an extensive study of literature works. Previously at the beginning of Activity 3 page 59, learners were asked to critique a passage for this activity they are expected to critique a book in the form of a review. Take the learners through the notes provided in the Learner's Book page 61-62 as you discuss the approach of reviewing a book with the learners. To enhance the learners understanding of this activity, provide them with various literature books and allow them to individually write a review of the book allocated to them. Learners can read and review extracts such as; 'Six degrees by Mark Lyans, 'An convenient truth' by Al Gore or 'Far North' by Marcel Theroux.

Assessment opportunities

Conversation: talk to learners about the different approaches that can be used in reviewing a book. Discuss what different critiques look for when reviewing a book. Encourage learners to base their review on personal judgement based on: what they have read by evaluating the author's use of language techniques and if they have successfully reached their audience through the content they have created.

Product: read the learners' reviews and assess their ability to critique a book without being biased. Are they able to base their judgment on the effectiveness of how the author manages to reach their audience?

Activity 4: Researching on climate change

Learner's Book pages 73-77

In groups

Learners are expected to refer back to Unit 2, Activity 3 pages 38-41, of the Learner's Book and remind themselves of how questionnaires are designed and their purpose in collecting information. With this information, learners should be able to use the questionnaire provided for this activity to collect, record and compile information on climate change in South Sudan. Encourage learners to interview as many people within their reach as possible so as have a wide variety of information on the topic.

Assessment opportunities

Product: assess the quality and content of the findings from the research from the learners. Are learners able to effectively use their communication skills during research? Can they manage to analyse, summarise and compile information from different sources to create a conclusive and logical report?

Activity 5: Causes of climate change

Learner's Book page 78

In pairs

The pictures show various human activities that eventually lead to climate change through various ways. Learners are expected to identify the different human activities shown in the pictures and they discuss the adverse effects they have on the environment. Encourage learners to use literary techniques in their language as they describe each of the images shown.

In groups

Learners are expected to use their experiences in relation to the pictures shown in the Learner's Book page 78 and write an imaginative piece of what the experience is like. In their imaginative text, learners should discuss what they can do to prevent climate change. In prompting them to discuss what changes they can make, you will be helping them in making a decision, to commit to be positive change makers in their environment and take the responsibility to, 'Be the change you want to see.'

Assessment opportunities

Observation: see to it that every learner is taking part in the discussion. Stop by a group and select a random member to describe their experiences in any of the pictures. Encourage learners too be creative and imaginative as they talk of their individual experiences in relation to the pictures shown.

Activity 6: Efforts to prevent climate change around the world

Learner's Book pages 79-81

In pairs

In this activity learners are introduced to a few national and international leaders that are committed to fight climate change and its impacts. Learners should read, understand and analyse each excerpt shown. Encourage them to evaluate the language use of each speaker as they identify how the speakers use their speech to deliver their message and connect with their audience. Through their understanding, learners are expected to complete the task after the reading activity. Use the descriptions below to provide learners with additional information on each speaker.

a. Wangari Maathai

Wangari Muta Maathai was born in Nyeri, a rural area of Kenya (Africa), in 1940. She was the first woman in East and Central Africa to earn a doctorate degree. She founded the Green Belt Movement and won the Nobel Peace Prize in 2004. She died in the year 2011.

b. James Janga Duku

He is the Minister of Livestock and Fisheries in South Sudan.

c. Al Gore

He is the former Vice President of the United States of America and co-founder of Generation Investment Management. He spends a lot of time as chairman of The Climate Reality Project, a nonprofit devoted to solving the climate crisis.

Assessment opportunities

Product: assess the learners' ability to identify the key messages conveyed by the

speakers. Check their answers to the questions after the reading activity. Do they exhibit a clear understanding of the excerpts read?

Activity 7: Our role in combatting climate change

Learner's Book pages 81-89

As a class

Engage in a discussion on other ways in which one can destroy or take care of the environment other than the ones given in the picture. This will give you a chance to establish whether the learners can effectively use descriptive language to express their ideas in speech and in writing. Encourage them to vividly express their thoughts in reference to the causes of pollution and the strategies to combat and reduce the rate of climate change.

As a class

For this activity learners are introduced to a new writing activity in the form of a case study. So far learners have been provided a chance to write a variety of essays, letters and project proposals. Their background in writing should work as a foundation to introduce the learners in writing a case study. The level of writing techniques for learners at this stage is expected to have improved and learners should be in a position to comfortably conform to different aspects of writing.

Take learners through the guidelines of writing a case study as you discuss each point provided, use the example of case study provided in the Learner Book page 82 as a reference point. Encourage learners to talk about some of the cases that interest them and describe how they would present them in written as a study to others.

In groups

This activity is a repeat of the previous exercise learners have completed as a class. However this activity provides learners with an opportunity to work in groups and evaluate the case study for South Sudan provided in the Learner's Book page 82-84. Encourage the learners to discuss the advantages and disadvantages of the case study as they talk about how they can make improvements on it.

Assessment opportunities

Conversation: talk to the learners about the approaches and steps employed in writing a case study. Check their understanding and ability to follow the procedures studied.

Activity 8: Preparing campaign posters

Learner's Book pages 89-90

In pairs

Posters have different designs and are made for various purposes by different organisations to communicate specific messages. They are effective because they are visual and attract people's attention in a short span. A well designed poster with an effective message is likely to catch the attention of the intended audience. Discuss some of the language effects used in advertising and provide learners with examples. A vision statement on the other hand communicates an individual's or organisation's commitment to an idea or mission. Help the learners in designing a poster with captivating and action-inciting posters. Adopt one vision statement as a class and stick it in the class notice board as a reference point for the learners as they create theirs. Discuss what entails a good poster with the learners as you encourage them to give their suggestions.

Assessment opportunities

Product: assess the learners' messages on the posters and design and put up the best poster in the class notice board. Is the message conveyed on the poster make sense? Is it relevant to the topic?

Activity 9: Language practice

Learner's pages 90-92

At this stage learners have an overview of how tenses function in a sentence. Use the notes in the Learner's Textbook and guide learners in understanding the concept of simple past tenses. After a class discussion on the subject, learners should complete the exercises provided for this activity in their exercise books. Refer to the notes below to initiate a class discussion.

i. Simple past tense

Verbs in the simple past tense are used to describe actions, events or situations that have already been completed. There are three ways in which regular verbs can be changed to form simple past tenses. One is by adding the verb 'be', by using special forms of 'was' and 'were' and by adding '-ed' to a verb.

ii. Patterns of simple past tense for regular verbs

Affirmative

Subject +verb + ed

I walked.

Negative

Subject + did not + infinitive without to

They didn't go.

Interrogative

Did + subject + infinitive without to

Did she arrive?

Interrogative negative

Did not + subject + infinitive without to

Didn't you eat?

Answers

Practice exercise 1

1. Takes
2. Cost
3. Sold
4. Made
5. Bought
6. Took
7. Liked
8. Made

9. Knew

10. Took

11. Did

12. Was mad/was angry/
was upset

Practice exercise 2

1. Was
2. Went
3. Gave

4. Took

5. Wrote

6. Began

7. Left

8. Made

9. Had

10. Won

11. Lost

Assessment opportunities

Observation: watch and listen to learners as they discuss how different verbs function and appear in sentences when speaking and writing in past simple tense.

Conversation: consider how learners are able to effectively evaluate and comment on the different ways in which verbs are used to describe actions in the past simple tense. Use the notes provided in the Teacher's Guide for this activity to engage learners in a discussion on how regular verbs are changed to form past simple tenses. Encourage learners to construct and articulate their own sentences in past simple tense using different verbs.

Product: check and evaluate how learners are responding to the exercise given in the Learner's Textbook. From the learner's responses, are they able to correctly use verbs in their past simple tense when describing actions?

Unit 4 Sports and games

English Secondary 1	Unit 4: Sports and Games
<p data-bbox="221 590 382 621">Learn about</p> <p data-bbox="221 635 896 1054">Learners should read a range of fiction and non-fiction about sports and games. They should study the style of newspaper reports of particular sports and work in groups to analyse the techniques used by the writers. They should practice writing their own pieces in this style and appraise each other's attempts. They should then watch a sporting event (a school game or video) and write a newspaper-style report. These could be published in the form of a sporting newsheet or put on the school's website.</p> <p data-bbox="221 1132 896 1381">They should read a work of fiction about a sportsperson or a sporting event and work in groups to analyse the techniques used by the writer. They should write their own fictional piece exploring the emotions of sportspeople in victory or defeat. They should also write about the excitement of spectators.</p> <p data-bbox="221 1459 896 1667">They should work in groups to discuss the importance of sport in global society and how events such as the Paralympics influence attitudes. They should research this and write about the importance of sport.</p>	<p data-bbox="908 590 1196 621">Key inquiry questions</p> <p data-bbox="908 635 1258 711">How are sporting events reported in newspapers?</p> <p data-bbox="908 731 1258 807">How do novelists and poets write about sport?</p> <p data-bbox="908 833 1258 909">What is the importance of sport to society?</p>

Learning outcomes		
Knowledge and understanding	Skills	Attitudes
Understand extended speech of some degree of complexity and abstraction involving a number of speakers.	<p>Summarise the key points of a speech.</p> <p>Play a proactive role in discussions in an appropriate register and make oneself understood with relative ease.</p> <p>Understand a range of texts of moderate length and increasing complexity including literature and specialised texts written for a non-specialist audience.</p> <p>Evaluate techniques used by writers and poets, commenting on how effective they are.</p> <p>Produce extended texts or report on a range of topics in a variety of registers using a wide range of language forms.</p>	<p>Communicate with confidence.</p> <p>Appreciate the importance of improving conditions for people.</p>
<p>Contribution to the competencies:</p> <p>Critical thinking: Analysing the styles of writers and identifying their techniques.</p> <p>Communication: Reading, sharing ideas, opinions in the groups.</p> <p>Co-operation: Group work.</p>		
<p>Links to other subjects:</p> <p>Physical Education,</p> <p>Citizenship.</p>		

Assessment opportunities

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

1. observation,
2. conversation,
3. product.

An outline of the learning

The unit on 'Sports and games' explore a range of vocabulary that allow learners to understand the terms used in different sports and games. Learners will engage in activities that provide them with an opportunity to familiarise themselves with a number of sports and games. The activities act as a tool to educate the learners on the importance of sports and games in improving ones health and how they contribute to social cohesion and peace.

This unit equips learners with listening and speaking skills that improve their **communication skills**. The discussions held during this unit enable the learners to practise both verbal and non-verbal cues of communication. This is achieved as the learners are encouraged to express themselves in relation to some of their favourite sport or game as players or spectators. Additionally, learners will read and analyse a range of fiction and non-fiction works on sports and games which are intended to assist them in expressing themselves through writing and speaking.

The activities in this unit explore sports and games in the context of South Sudan and the global society. The written texts in this unit act as a guide that introduces learners to different writing techniques which develops their **critical thinking skills** as they analyse and compare the texts. Learners can be encouraged to take part in sport and games activities which will assist them in responding to different scenarios when it comes to writing about different sports and games. Additionally, the unit promotes equality among learners as they analyse how Paralympics influence our attitudes and society.

The student competencies

This unit encourages learners to actively participate in discussions that enhance their **communication, critical thinking** and **creative skills**. Learners are encouraged to work in pairs, groups and individually to express their ideas on different aspects of sports and games. Group and paired work promote **co-operation** and **teamwork** as the learners have to work together to achieve the desired outcomes. Learners will engage in group presentations which are meant to improve their **attitudes** and **confident** when conversing with others.

Links to other subjects

This unit is linked to other learning areas including Physical Education as learners identify the different types of sports and games played in their school, community and global society. The unit is also connected to the subject of Citizenship as the topic of equality is promoted while the learners learn about Paralympics and gender balance in sports.

Cross-cutting issues

Discussions on how sports and games bring people together as a way of promoting social cohesion and equality is explored as a way of educating the learners on the importance of peace at school, home and the community.

Lesson development

Learner's Book page 96

Introduction

The introduction part contains text and pictures that provide learners with an overview of different types of sports and games. Learners should be guided through the introduction part by reading and discussing the sports or games that are familiar to them. The illustrations in the introduction part act as an aid that allows learners to identify the type of sport by looking. It is important for learners to study the pictures and express their views on the sports shown. As learners talk about their views and experiences of taking part in any given sport or game either within the community or at school. They should be encouraged to express their ideas using both complex and simple sentences while incorporating substantive communication skills. Additionally, they should always back up their opinions with sound reason and the thoughts behind their reasoning. Learners are also expected to explain how the sports or games they are familiar with contribute to peace and harmony in their community and South Sudan.

Activity 1: Sports and games in our society

Learner's Book page 96

As a class

Take learners through the key inquiry questions as you discuss their relevance to the unit. Explore and discuss how the activities in this unit are related to the key inquiry questions and how they will assist them in further understanding the topic. The key inquiry questions act as a tool that guide both the teacher and the learners to achieve the learning outcomes outlined.

In pairs

Guide the learners to study the vocabulary outlined in the Learner's Book by encouraging them to practise correct pronunciation and construct grammatically correct sentences using words they recognise. Learners can begin by constructing simple sentences as they advance to complex ones. Ask each learner to create their own word puzzles or cloze test and try to solve them in their pairs to enhance their understanding of the vocabulary.

Assessment opportunities

Observation: listen to the learners as they make presentations to the rest of the class of the sentences they have constructed. As you listen assess the learners' presentation and communication skills whether they reveal appropriate verbal and non-verbal cues of communication.

Product: evaluate whether the sentences they have constructed are grammatically correct and if the vocabulary learnt is used within the appropriate context and there is correct spelling.

Activity 2: Comparing newspaper reports on sports and games

Learner's Book pages 96-102

As a class

Initiate the As a class by providing learners with newspapers cut out of sports and games reports. Assist them in identifying the key elements of newspaper reports written by different writers from the samples you have provided. Guide them in exploring the effects used by the writers to make their articles or reports captivating

and interesting to the readers. Discuss the function and importance of each section of a newspaper report using the example and notes provided in the Learner's Book as a reference point.

Allow learners to read the notes in the Learner Book silently before taking them through each point and explaining it to them. Encourage learners to take turns and ask questions as you answer or ask other students to answer. Learners should be able to express their views and ideas with confident and appropriate communication skills.

Use the teacher's notes provided below as a reference point throughout to guide learners' in understanding the writing techniques used in newspaper articles.

Teacher's notes

- i. Writers of a newspaper report research on the topic they are writing about to present information, ideas and opinions that are clear to the reader.
- ii. Newspaper articles are interesting, informative and well written.
- iii. The layout of a newspaper article includes: headlines, subheadings and pictures. All paragraphs in the article are linked to the heading which contains the main idea of the article.
- iv. Newspaper reports have an eye-catching headline. For example: 'Cowards beat up a businessman?' The headline on a newspaper report is used to attract the reader. The language used in writing the headline is simple and one that people can easily relate to.
- v. The language used in a newspaper report is simple and straightforward. The writer usually writes in the past tense or present continuous tense.

In groups

In groups provide learners and the teacher with an opportunity to nurture the learners' leadership, co-operation and communication skills. Divide learners into small groups depending on the size of the class. Ask learners to appoint a group leader and a secretary. The group leader should be responsible in ensuring that each member of the group takes part in the reading and presentation activity. One member should read as the others listen and follow during the reading activity. Help the groups in identifying the key features in the newspaper reports in the Learner's Book. They should be able to compare and contrast the writing style used by the writers in the sports newspaper report in the Learner's Book page 85-88.

Answers for the article Meet Malaysia's fastest one-armed swimmer .

1. Despite being sixteen years old, she has already broken four national swimming record.
2. Swimmers who are physically disabled.
3. The Para Asean Games 2015.
4. Swimmers in different classifications compete with each other and points are awarded according to the time clocked in.
5. Accept any answer that is relevant.

Answers for the article Sports for peace in South Sudan.

1. To unify people from different ethnic and religious groups/ bring peace in South Sudan.
2. Accept any answer that shows that the learner has clear understanding of the article.
3. By organising matches that allow locals to participate and using it as a platform to promote peace-building.
4. All people from different ethnic and religious groups.

In pairs

When learners are asked to talk about their favourite sports or games, it is an opportunity for them to express their individual views and ideas on why they prefer or enjoy certain recreational and physical activities. Guide the learners by helping them to use effective language techniques as they express their different feelings towards a sport or a game of their choice.

Individually

Learners are expected to write a conclusive newspaper report that incorporates various writing techniques while articulating their main ideas. Guide learners by reminding them of the writing techniques learnt so far and ways in which they can be used in writing newspaper reports.

Assessment opportunities

Conversation: engage learners from each group in a conversation as you ask them to explain to you the key features they have identified from the passages read. Encourage them to comment on the writers' writing technique and explain why they think a writer would choose a specific writing technique as opposed to another.

Explain to them different ways in which writers use specific techniques and styles to connect their audience to what they are writing about.

Product: assess the learners' sentence structure in note making and report writing. Consider their ability to identify and discuss writer's technique from the reports they have read and analysed. Are the learners able to adopt and effectively use writing techniques as they express themselves? Can they write a sports article while incorporating correct newspaper report style?

Activity 3: Writing reports about sports and games events

Learner's Book pages 103-104

In groups

In this In groups, learners' communication and team work abilities are to be assessed. Each group member is expected to participate and voice their opinions based on any inter-school competition they have taken part in. A group of four should be divided into two whereby two members represent their opinions as spectators at a sports event while the other two voice their opinions as being part of a team. Assist each group in summarising their points as they take notes.

Individually

Learners are expected to use the knowledge they have acquired so far in the unit on note taking and writing technique of a newspaper report and write a newspaper report on a sport of their choice. Encourage learners to make use of the newspaper style report they learnt in the previous activity. The newspaper report sample provided in the Learner's Book can be used as a guide to assist the learners through this activity.

Assessment opportunity

Observation: engage with the learners as you examine how they work in groups. Take note of how the learners interact with each other and encourage them to actively participate. Assist the learners in their In groups by providing them with ideas on how they can build their confidence as a way to encourage them to be active group members.

Product: read and evaluate the learners' report. Consider how the learners have made use of the writing techniques they have learnt throughout the unit. Are they able to develop their ideas effectively?

Activity 4: Read about a sportsperson

Learner's Book pages 105-107

In groups

This activity is supposed to encourage learners to practise their reading and listening skills. Learners are encouraged to take turns and read the text provided in the Learner Book. Persuade the learners to identify and analyse the techniques used by the writer in the text as they read. They should further hold in groups and summarise the key points from the story. Assist the learners in identifying the key points from the story by asking them to re-tell the story in their own words and questions from the story read.

In pairs

Learners are expected to talk about their emotional response during a victory or a loss. Encourage the learners to talk about their emotions as being part of a winning or losing team as well as a supporter of a team during a loss or victory. They should also discuss the emotions of sports player during a victory or a defeat.

Individually

Learners should use the discussion points they gathered during the previous exercise in pairs and use them to write an article describing the feelings of spectators and sportspeople during a victory or defeat.

Assessment opportunity

Conversation: as learners work in groups encourage them to read and understand the text in the Learner's Book. Assess whether they are able to identify the key points from the passage as well as write a summary in their own words. As they work in pairs, encourage them to openly talk about their emotions during a sports event.

Product: evaluate the learners' article. Consider whether they are able to structure and develop their ideas in an appropriate manner.

Activity 5: Importance of sports in the world

Learner's Book pages 107-109

Individually

The pictures in this section expose learners to different types of sports and how they are played. Learners should be able to observe, identify and name each sport shown in this section. Assist the learners by further explaining to them the origin of the sports and ways in which they are played.

As a class

Take learners through the poem provided in the Learner's Book. Select learners to take turns and read the poem out loud to the rest of the class. Ask them to identify some of the key features from the poem including the writer's style of writing and key message in the poem. Assist them in comparing the poet's writing technique with that of the author of 'Sports for peace in South Sudan in Activity 2, page 85-88 from the Learner's Book. Give them an example of a technique used by the writer in Activity 2, page 85-88 and one by the poet in this section. Discuss their similarities and differences.

In groups

Learners are expected to interact with their immediate environment and conduct a research. Encourage them to take part in a field study and ask their community members questions in relation to the benefits of sports and games to the people of South Sudan. They should use the questionnaires provided in the Learner's Book as a guide. They can also research using magazines and newspapers.

Individually

Encourage learners to use the notes they made from their research activity and write an essay on 'The importance of sports and games in our society.' Guide the learners by discussing how they can include and discuss all the points highlighted in this section in their essay.

Assessment opportunity

Observation: evaluate how well the learners are able to engage in group and As a class. Consider their efforts to participate in collective work and the quality of their contribution.

Product: read and evaluate how well the learners develop their ideas and separate facts from assumptions.

Activity 6: Language practice

Learner's Book page 109-111

This activity tests the learners' understanding of using comparatives in speaking and writing. Guide the learners by using the notes provided in the Learner's Textbook and take them through as you discuss the language concepts highlighted. Encourage learners to compare nouns and verbs using appropriate comparatives. Challenge the learners' creativity by asking them to construct sentences using different forms of comparatives. The class discussion on comparatives will provide learners with an opportunity to clearly understand the concepts, critically think and enhance their communication skills.

Answers

1. Cleverer/more clever
2. Slower
3. More knowledgeable
4. Tidier/ more tidy
5. Sweeter
6. More intelligent
7. Sharper
8. Worse
9. Less
10. Quicker

Assessment opportunities

Observation: supervise the learners' discussion and see how each learner is participating. Encourage learners to listen and learn from others. Check whether they demonstrate creativity, critical thinking and imagination as they construct their own sentences using different comparatives.

Conversation: encourage learners to engage in meaningful conversations as you ask them questions on comparatives and evaluate their responses.

Product: read the learners' answers to the exercises consider how well they are able to use different comparatives to complete the sentences.

Unit 5

Education

Learn about	Key inquiry questions
<p>Learners should read about the history of education in South Sudan and find out how the system changed with independence. They should work in groups to talk about the importance of education in a global world and write.</p> <p>They should use a range of sources to find out about formal, informal and non-formal education and should be able to write about and discuss the different systems of education and their values.</p> <p>They should reach different pathways for post-school education (university, vocational, apprenticeship etc) and relate these to different career options.</p> <p>They should read some key pieces of fiction about education and work in groups to evaluate techniques used by the writers, commenting on how effective they are. They should discuss some of their own feelings about school and incidents that have been important to them. They should write their own fictional pieces using these incidents and conveying the emotions felt.</p>	<ol style="list-style-type: none">1. How have novelists written about school and education?2. What are the different systems of education?3. How do different pathways of education relate to career options?

Learning outcomes		
Knowledge and understanding	Skills	Attitudes
Understand extended speech of some degree of complexity and abstraction involving a number of speakers.	<p>Summarise the key points of a speech</p> <p>Play a proactive role in discussions in an appropriate register and make oneself understand with relative ease.</p> <p>Understand a range of texts of moderate length and increasing complexity including literature and specialised texts written for a non-specialist audience.</p> <p>Evaluate techniques used by writers and poets, commenting on how effective they are</p> <p>Produce extended texts or report on a range of topics in a variety of registers using a wide range of language forms.</p>	<p>Communicate with confidence.</p> <p>Appreciate the importance of improving conditions for people.</p>

Contribution to competencies

1. Critical thinking: analyzing the information on education.
2. Communication: Reading, sharing idea, opinions in the groups.
3. Co-operation: Group work respecting and appreciating other's ideas and views.

Links to other subjects

History

Assessment Opportunities

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

- Observation
- Conversation
- Product

An outline of the learning

Education is a unit intended to educate the learners on the importance of education and the history of education in South Sudan. The activities in the learners' books will help learners find out about the different systems of education all over the world and their importance. The activities will also encourage the learners to pursue further education after school.

The unit has a range of learning activities that will help learners build their vocabulary knowledge of education and the terminologies used in relation to it.

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 the different forms of education such as formal and informal systems of education and their importance.

The student's competencies

The unit has continuous opportunities for learners to develop their **co-operation, communication and critical thinking** by working out activities in groups, in pairs and as a class. Carrying out research activities in groups will develop their communication and co-operation. There are various activities that will require these skills throughout this book. Motivate the learners to be team players to have the work done with ease and with more input from all the members of the groups.

Links to other subjects

This unit provides a good opportunity to link into History. This will be helpful in finding out the history of education and the progresses that have been made up to this point in time.

Cross-cutting issues

Peace education: understand the importance of service deliveries in conflict resolution. Share with the learners, the role education plays in conflict resolution. Share the proverb 'the pen is mightier than the sword' and discuss the deeper meaning to make the learners understand.

Lesson development

Activity 1a: Definition

Learner's Book page 114-115

As a class

Education is key to the development of a nation and this debate is aimed at helping the learners find out some of the most important factors that make education vital. Learners should refer to unit 1, Activity 2 page 8-9 for guidance on how to prepare for a debate. Divide the class into two. Select a panel of judges from the class to judge with you. The proposers will debate that without education, there is no hope for success while the opposers will debate that some people have succeeded without education. People may have succeeded without education but most of the people that have made it in life are educated. Emphasise on the role of talent in success alongside education. After the debate, share with the learners, the importance of succeeding with education even though one might be lucky enough to succeed without education.

Pre-learning activity

Learners should say the facts they know about education and where they learned these facts. It is important for these facts to be positive so that learners can be motivated even in their education, to pursue it further. If a learner states a negative fact about education such as lack of employment, find a positive come back to neutralize the negative remark. Tell the learners that, even though educated people lack employment sometimes, when the opportunities come, it is the educated that will be employed and that is why they should go through with their education to completion.

As a class

Select a slow reader to read the introduction to education and observe if their

reading speed is improving. Suggest to the learners to read other materials outside of the class in order to improve their reading speed and language.

In pairs

Help the learners to use the dictionary to find out the meaning of the new words. Supervise to see if their ease in finding words in the dictionary is improving. Ensure the learners understand the definitions given and where there is more than one meaning, help them identify the correct one in this context. The crossword puzzle has various words related to education, not just the words in the vocabulary but several others.

Assessment opportunities

Product: assess the sentence structures and the correct use of punctuation marks, and the learners' ability to use the new words to construct sensible and grammatically correct sentences.

Conversation: supervise the pair discussion. Stop by and listen to their definition of words that are familiar to them assist them where they have challenges in defining some words. See if they are able to identify all the words in the crossword puzzle.

Activity 1b: Key inquiry questions

Learner's Book page 116

As a class

The key inquiry question for this unit allow learners to reflect on the different types of education systems and which systems they are familiar with. Additionally learners are challenged to think about what scholars are saying about education and its role to the social and economic growth of a society. Read the key inquiry questions together with the learners as you prepare them for the texts, pictures and discussions that will be included in the unit. Explain to the learners that this way they are able to build and broaden their already existing knowledge.

Activity 2: History of education in South Sudan

Learner's Book pages 116-117

In pairs

The pair should read the passage in turns. Learners should be able to identify how education in South Sudan has grown and benefitted its people. They should have

a good mastery of the content discussed in the passage which will allow them to analyse and provide their personal view on education based on the information shared in the passage.

As a class

This exercise tests the learners understanding of the passage they read in pairs. Their responses will assist in evaluating whether the learners have a clear understanding of the passage. In suggesting the improvements to education, the learners will be able to identify the problems that are currently in place. This will shape them for their future leadership roles in identifying and solving problems within the society for the good of the country. It is your duty to shape them and prepare them for these roles. Encourage the learners to be pioneers of positive change and assure them that they are capable. This discussion will also enhance their patriotism and the will to make their country better. It is important for you to emphasise to the learners that they are the change that their country is waiting for. Additionally this exercise nurtures the learners' communication skills as they present their own personal opinions and facts to support their arguments.

Assessment opportunities

Conversation: ask the pairs on their opinion of the earlier education systems and their thoughts on them as well as the current education system. Assess the learners' articulation of the message they are trying to pass as well as their ability to hold discussions revolving around the topic given.

Activity 3: Importance of education

Learner's Book pages 117-118

In pairs

This exercise requires learners to use the knowledge they have acquired on language use by speakers and authors and interpret what the quote on page 102 of the Learner's Book means. Learners should be able to identify the audience, meaning and the language technique used by the speaker. This will assist the learners to understand the in depth meaning of the quote and what the message the speaker intended to pass to his audience.

Help the learners in identifying how education has been used as a weapon of change. Introduce learners into a discussion and let them talk about; 'Why education is

described as a weapon rather than a tool?’ Most of the good policies are made by the educated people who are in positions of leadership. Most of the African leaders who fought against colonialism were educated and that led to independence of Africa. Encourage them to give examples of people they know who have benefited from the fruits of education. These could include the leaders, teachers as well as people from their family or neighborhood.

Learners should share their dreams and career goals and how they intend to use that for the betterment of South Sudan. Share your own education experience with them and how it has changed your life and where you might have ended up without education to motivate the learners. Discuss some of the leaders of South Sudan who are educated and are being instrumental in restoring the country, as well as other citizens who are doing various projects or activities that support education in the country.

In groups

Group activities are important because learners are more likely to express themselves with more confidence than as a class. Help the learners in coming up with questions that will help them get results for the research. They already have the knowledge of a closed and open ended questionnaire, they should decide on the best one to use or employ both types in their research. As a research exercise, learners should be encouraged to consult various scholarly articles or conduct field research to gather as much data and information for their research.

Assessment opportunities

Observation: check on the body language and the articulation of the learners during class presentations. Give suggestions on how they can better their body movement, facial expression and speaking skills to improve their presentation.

Conversation: ask learners to talk about what they think of education. Does it result to a positive or negative impact in the society?

Activity 4: Formal and non-formal education

Learner's Book pages 118-120

As a class

Learners should be able to identify the features of the pictures that make the learning

system shown as either formal or non-formal. Encourage learners to provide strong arguments to support their answers they can use both facts and personal opinions to express their ideas and thoughts.

In groups

This discussion will help learners establish solid differences between the two types of education and the importance of each. The learners are acquainted with the use of questionnaires to conduct a research. Allow them to come up with their own questions but supervise and see if they are questions that will get the desired results.

In pairs

Non-formal education has been practised in South Sudan. The government set in place, these systems to reduce the illiteracy level among the South Sudanese. They are an alternative to formal education and are equally important in instilling knowledge. Engage them in sharing which they like the most and why. This will help them form their own opinions on the education systems available and also compare their education system to those of others. It is important for them to be able to do the research even for their future use in leadership.

The non-formal education types in South Sudan include:

- i. Accelerated Learning Programme (ALP)
- ii. Community Girl Schools (CGS)
- iii. Pastoralist Education Programme (PEP)
- iv. Basic Adult Literacy Programme (BALP)
- v. Intensive English Courses (IEC)

They were formulated to provide education to out of school children, youth and adults including organised armed forces. .

About the systems

- i. The 8-4-4 system is whereby learners go through eight years of primary education, four years of secondary education and four years of university or college education. The system is used in Kenya, South Sudan, Sudan
- ii. The 2-6-3-3 system of education is whereby the learners go through two years of pre-primary education, six years of primary education, three years of secondary education and three years of college or university education.

Different countries have different education systems and Finland has been ranked to

have the best school system. They have been known to have the smallest gap between the weakest and strongest students. The schools do not give much homework and have one just one compulsory test when the child is 16.

Assessment opportunities

Observation: assess the learners' ability to use other sources to locate information in texts that are not used in class. This will build their research ability.

Conversation: stop by the groups and check on their discussions. It is important that they understand and get the differences between the education types. Ask random group members to share their findings with you and discuss the findings with them

Activity 5: Finding your career path

Learner's Book page 121

In pairs

Coming up with career goals will help shape the learners focus. With an established goal, learners will have something to work towards and keep focus. Help the learners find their passion and the careers that are likely to suit them, however, allow them to make their own choices but only chip in to help when they ask for help. Encourage the learners not to be afraid in sharing their dreams and assure them that it is possible to achieve every goal they set. Help the learners in finding learners institutions where they can pursue further education after secondary school. These institutions can be within the country or anywhere else within. Learners do not have to limit their research to institutions within the country.

In groups

This discussion will help the learners know their responsibilities as citizens of South Sudan and how they will use their professions to make their country better. Encourage them to share ways in which they can implement some of those changes they intend on bringing.

Assessment opportunities

Conversation: ask learners reasons for their chosen career paths. Let them share with you, the cause of their motivation to pursue that specific career and how

they intend to get there. Share with them the entry requirements for some of the institutions that they would want to join.

Activity 6: Read and evaluate

Learner's Book pages 121-125

As a class

Learners are already familiar with techniques such as similes, metaphors, personification, allusions and others. They should be able to easily identify these techniques in the excerpt given. Ensure that they have, by now, familiarised with the techniques. Explain any new technique further and elaborate more on the techniques they have already learned to enhance their understanding.

Encourage the learners to share how they think education has been portrayed in the passage.

Individually

The effectiveness of a technique used in writing is determined by its ability to move the story forward as well and its ability to communicate the message of the passage in a clear manner, with more emphasis than ordinary words would. Help the learners understand the importance of employing these techniques in writing. Try removing some of the techniques used and compare the story without the techniques. Ask the learners to share their opinion in comparison of the two stories.

Answers for the article *Augustina goes to school* .

1. They believed that it was a waste of time for females to acquire any form of education.
2. She told him that Augustina was very smart and had a lot of opportunities ahead of her.
3. The engineer had a foreign accent like that of the White man.
4. Accept any relevant answer.
5. Education allows people to change their world to suit them.

As a class

This exercise introduces the learners to the aspect of 'themes' as part of literature. Read and discuss with the learners the notes provided in the Learner's Book on

themes. Ask learners to talk about some of their favourite poems, stories or novels and identify the themes that the authors of these literary works focus on and why.

In pairs and in groups

Learners are expected to read, understand and analyse the poem in the Learner's Book page 109. They should be able to identify and discuss the literary techniques used in the poem as well as the writing style that the poet uses to make the message conveyed in the poem effective.

Individually

This exercise requires learners to practise their writing skills based on what they have learnt so far from other writers. Encourage learners to use a variety of literary techniques to write a poem that interests their target audience.

In pairs

In asking the pairs to exchange their exercise books and read the work of their partner you are nurturing learners' ability to critique other literary works without any biasness. Encourage them to be polite in communicating the effectiveness to their partner. You should encourage positive criticism even though one might not like the partners work very much. Instead of discouraging the work, they should suggest things that can be done to improve on the work.

Activity 7: Express yourself

Learner's Book pages 126-133

In groups

Learners should share their feelings about school. Encourage them to tell stories of why they feel the way they feel about school instead of just giving one words answers. This will improve their communication skills. In sharing the importance of school in their lives, learners will be appreciating education. Encourage them by telling them that the most important fruit of education will be reaped after they have furthered their studies and gone into professions and even then, it will not be the end of education because there is so much to learn and thus education never ends.

Individually

This exercise allows learners to express their past experiences through writing. Encourage them to use the literary techniques in writing their essay, to convey their message effectively. This will make their story more interesting to read and also build their story telling ability.

In pairs

Pair up weak learners with fast learners so that they are able to compare their work. Encourage positive criticism and ask the learners to be patient with each other's work even when they do not seem to like their partners work. Share with them the importance of tolerance and team work, in making everyone better.

As a class and in groups

This exercise introduces the learners to 'Plays' as part of drama in literature. Take learners through the notes provided as you discuss each point given and ensure that learners understand the function of each part of a play. Provide learners with a few plays and ask them to identify some of the features you have discussed. Let learners use the aspects they have learnt about a play and organise their own play which they will perform to an audience.

This is activity marks the end of this unit. Recap the unit and discuss the lessons the learners have picked. Encourage them to focus on their education to change any situation that they would like to change.

Assessment opportunities

Conversation: visit pairs and ask them their opinion of the partners work. Let them share with you why they do not like the work and why they like it.

Activity 8: Language practice

Learner's Book pages 133-136

This activity requires learners to reflect on their background knowledge on nouns. Remind learners of the different types of nouns that they studied in primary school. Encourage learners to take part in an interactive discussion to talk about the different nouns that are familiar to them. Use the notes provided in the Learner's Book to conduct the discussion with the class. To conclude learners should complete the Practice Exercises provided in their exercise books.

Answers

Practice exercise 1

1. Advice - uncountable
2. Cabbage - countable
3. City - countable
4. Cup - countable
5. Equipment - uncountable
6. Essay - countable
7. Help - uncountable
8. Homework - uncountable
9. Information - uncountable
10. Carrot - countable

Practice exercise 2

1. Many
2. Many
3. Much
4. Many
5. Much
6. Many
7. Much
8. Many

Practice exercise 3

1. Little
2. Little
3. Little
4. Much
5. Little
6. Much
7. Little
8. Little

Practice exercise 4

1. More clever/cleverer
2. Taller
3. More expensive
4. Prettier
5. More
6. Less
7. Farthest, faster

Assessment opportunities

Observation: supervise the learners' discussion and see how each learner is participating. Encourage learners to listen and learn from others. Check whether they demonstrate creativity, critical thinking and imagination as they construct their own sentences using different types of nouns.

Conversation: encourage learners to engage in meaningful conversations as you ask them questions on the different types of nouns that have studied and evaluate their responses.

Product: read the learners' answers to the exercises consider how well they are able to use both countable and uncountable nouns to complete the sentences.

Unit 6

Harvest

Learn about	Key inquiry questions
<p>Learners should read a range of fiction and non-fiction about Harvest. This should include literature of famous African writers on (<i>harvest e.g Okot P' Bitek, Chinua Achebe and others</i>) and they should evaluate the techniques used, commenting on how effective they are. They should consider the symbolic importance of harvest in these novels. They should write their own expressive paragraphs of their creative writing about harvest day in their areas.</p> <p>They should research the variety of crops being harvested in their area, and when usually it takes place. They should also find out what kinds of crops are cultivated in different geographical location and soil types and those particular seasons of the year. They should write pieces about harvest explaining the process in technical terms. The learner should listen to a farmer talk about harvest and what it means for them (<i>or radio, CDs records, films, etc</i>) and they should debate on tools used for harvest and storing crops. They should explore how society prepares for the harvest occasion, including those colorful celebrations and performances during the celebration. They should read extensively text about harvest, poems, plays, folklore, dances and all aspects if literature that are performed during harvest day and they should identify the use of tenses; present tense, adverb and vocabulary uses to enlighten them on the tenses.</p>	<ol style="list-style-type: none">1. How do novelists write about harvest?2. What crops are grown in this area and when are they harvested?3. How does the community celebrate the harvest?

Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> • Understand extended speech of some degree of complexity and abstraction involving a number of speakers. 	<ul style="list-style-type: none"> • Summarise the key points of a speech • Play a proactive role in discussions in an appropriate register and make oneself understand with relative ease. • Understand a range of texts of moderate length and increasing complexity including literature and specialised texts written for a non-specialist audience. • Evaluate techniques used by writers and poets, commenting on how effective they are • Produce extended texts or report on a range of topics in a variety of registers using a wide range of language forms. 	<ul style="list-style-type: none"> • Communicate with confidence. • Appreciate the importance of improving conditions for people.

Contribution to competencies

1. Critical thinking: Analyzing the information on harvest.
2. Communication: Reading, sharing idea, opinions in the groups.
3. Co-operation: Group work respecting and appreciating other's ideas and views.

Links to other subjects

This unit is linked to other subjects like Science, Geography and Environment and Sustainability.

Assessment Opportunities

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

- Observation
- Conversation
- Product

An outline of the learning

Harvest is a unit that will expose the learners to various farming and harvest methods used in the past and that are currently in use. The activities will range from discussion questions to learning of vocabularies related to harvest.

The stories in the unit will provide a view of how the traditional societies viewed the harvest season and rituals and traditions that were carried out in preparation for the harvest season in terms of songs, dances and sacrifices.

The student's competencies

Most of the activities in the text provide opportunities for learners to communicate and co-operate in carrying out the class work. There is continuous provision for **communication** through reading, sharing ideas and opinions in groups and in pairs. These discussions will also require the **co-operation** of the learners through group work where they will respect and appreciate the ideas of others. There are some questions or discussions that will evoke the learners to solve problems through **critical thinking**.

Links to other subjects

This unit links to science and geography. Encourage the learners to employ the knowledge from these subjects to enhance their understanding of this unit.

Cross-cutting issues

Environment and Sustainability: this is explored in the changes in climate and how it affects harvest as given in the excerpt in the unit.

Lesson development

Learner's Book pages 137-138

Activity 1a: Key inquiry questions

The key inquiry question for this unit allow learners to reflect on the different types of harvest festivals and which festivals they are familiar with. Additionally learners are challenged to think about what scholars are saying about traditional harvest in Africa and its role to the social and cultural preservation of a society. Read the key inquiry questions together with the learners as you prepare them for the texts, pictures and discussions that will be included in the unit. Explain to the learners that this way they are able to build and broaden their already existing knowledge.

As a class

Learners can share what the harvest season means for each of their communities and how they celebrate it. Sharing harvest songs from different communities will enhance the learners' unity. Encourage each learner to find out a song for their community if they do not know any at the time of this lesson. This will help the learners interact with the larger community. Make the lesson as lively as possible. Learners can even perform their traditional harvest dances.

Individually

This exercise evaluates the learners' ability to use language to persuade an audience through picture or words. Learners are expected to read the notes on advertisement in the Learner's Book page 122-123. Discuss the various advertisements shown in the Learner's Book and encourage them to make the text as convincing as possible in order to make buyers interested. This will be developing their creativity.

Activity 1b: Definition

Learner's Book pages 138-139

As a class

Select one learner to read it to the rest of the class. Learners will share experiences of the harvesting season in their respective communities. This will help them appreciate diversity of cultures. Encourage them to find out more from the elders and residents about how the harvest season used to happen in the olden days.

In pairs

Each learner should read the words in turn. Help the learners come up with their own crosswords puzzle that will be solved by the partners. The puzzle should comprise of words used in the context of harvest. These words will appear all through the unit and it is important for the learners to understand their meanings.

Answers to crossword puzzle

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

Assessment opportunity

Product: check on the definitions given by the learners and ensure they are correct and within the context.

Activity 2: Reading a passage

Learner's Book pages 139-141

As a class

This passage should be read by the slow readers so that you can assess if their reading speed is improving. Find out if they have read other materials as advised earlier and find out which materials these are. The learners already know the literary techniques, it should not be difficult to identify them. Every community has a symbolic importance for the harvest season and also ceremonies that follows this activity. The learners should find out comprehensive details on these events even though they might not be practised anymore.

In groups

Learners are expected to discuss the literary techniques used in the passage studied in the previous exercise. Encourage learners to support their arguments by citing and quoting phrase and sentences from the passage that make the writers work effective.

Individually

The questions examine whether the learners have both the implicit and explicit meaning of the role of the festival that is being discussed in the passage. Encourage learners to answer the questions based on their understanding of the extract.

Answers

1. The New Yam Feast.
2. Brought the six villages together to thank Ulu for saving them from the ravages of Abam.
3. Accept any relevant answer.
4. The people had the opportunity to visit the shrines and seek divine intervention from the gods.
5. It was a form of thanks giving to the gods.

Assessment opportunities

Product: the presentation will enable you to find out how much the learners have gained from this activity depending on how detailed the information they gather is. Assess their analysis skills and their how they are able to cite specific instances that the author uses in making their work memorable for their reader.

Activity 3: The harvest season

Learner's Book pages 141-142

In groups

The learners already know that a questionnaire is a tool that is used in research to find specific information on a particular topic. They should talk to the farmers or their interviewees with politeness but confidence so as to get as detailed and accurate information as possible. Help them in conducting the research on the harvest season in their area using the questionnaires given in the Learner's Book. By filling in the questionnaires, they will give important information regarding

the harvest season in their areas. Their answers will differ based on their various regions. Each group should talk to different farmers so that they will gather diverse and more detailed feedback.

Individually

Help the learners to use the information they gathered to write a comprehensive process of harvesting. Encourage them to be particular about the information and the language use so that they give maximum information and as accurate as possible.

Assessment opportunities

Product: assess the learners' ability to detail the report in a chronological order.

Observation: check on the interaction of the learners with the farmers. Join one group at a time and listen to their conversation with the farmer and how well they are utilizing the opportunity to ask all the important questions.

Activity 4: Tools used for harvesting and storing crops

Learner's Book pages 142-143

In groups

The pictures display several tools that are crucial for harvesting. Help the learners in identifying their name and their various uses. One tool can have more than one use; help the learners in listing as many uses as possible for each tool. They can discuss other tools that they know and are not given in the picture and include it in their points of discussion. Learners should share on the tools they have ever handled and describe how it is used.

A debate will engage the whole class. Divide the class into two groups for a debate. Prepare the learners by asking them to research as much as possible to have enough points for the debate. Modern farming methods have made farming efficient but they have replaced human labor leading to joblessness.

Assessment opportunities

Observation: observe the debate and the quality of the points of both groups and reward accordingly. You should also assess their articulation and efficiency in communicating.

Activity 5: How societies prepare for the harvest occasion

Learner's Book pages 143-147

As a class

Give the fast readers the longer paragraphs to read while the slow readers read the shorter paragraphs to the rest of the class. By now, the learners should be familiar with most of literary techniques and not have any difficulty identifying them. Introduce the learners to tenses and share with them the types of tenses they know, when they are used and how important tenses are in every communication. Present tense expresses action that is ongoing at that specific moment while past tense is a report of something that has already happened. Discuss with the learners, other types of tenses such as present continuous that describes an ongoing and being repeated, past participle is used when talking about an action that has already been completed.

In pairs

Help the learners in carrying out extensive research on preparation for harvest by different communities. Learners can add more questions to their questionnaire to find out as much information as possible. It is believed that the learners will have understood the use of a questionnaire as a research tool by now and also that their research skills and interaction with the people they interview is reasonable. Encourage the shy students to carry out the interviews while the other students conduct research online and through films and books. This will save time and also ensure that learners use as many sources as possible to gather information.

Individually

The questions examine whether the learners have both the implicit and explicit meaning of the role of the festival that is being discussed in the passage. Encourage learners to answer the questions based on their understanding of the extract.

Answers

1. They are worried if there will be enough sun to ripen the corn.
2. Farmers are able to use different machinery for planting and harvesting their crops.
3. Men- reap an acre a day, women and boys- bound the corn into sheaves, children- pick up the stray ears of corn.

4. It was believed to contain the corn spirit.

In pairs

The pictures depict different stages of harvesting. Help the learners to identify and describe each activity in each picture. Ask learners to draw a flow chart that depicts the different stages of harvest as practiced in their communities.

Individually

Learners can ask their parents, guardians or the elderly people in the community to help them find out about the songs and dances that take place in the community during the harvesting season. Encourage the learners to find out as much as possible since they will be a reservoir of traditional knowledge even later in life.

Allow as many learners as possible to share the findings from the different communities with the rest of the class so that all the learners get to learn something about a community different from theirs. This will help enhance unity and appreciation among the learners despite their diversity.

In groups

The learners should be able to tell the chronology of events from the time of farming up to the harvesting season. This will help to find out, in summary, if the learners have understood the activities leading up to the harvesting season and what happens during the harvest season.

Recap the whole unit briefly and where you identify any challenges, find an extra lesson to make the learners understand.

Assessment opportunities

Product: find out if the learners have understood the use of tenses and are able to apply them accordingly in their speech and writing. Assess the learners' ability to order the events in a chronological order.

Activity 6: Language practice

Learner's Book pages 147-149

This activity introduces learners to the types of adverbs. For this activity learners are expected to study and identify different types of adverbs of duration. Use the notes provided in the Learner's Textbook to guide learners in a discussion on the

different types of adverbs of duration. The discussion will assist the learners in correctly completing the exercise provided in their exercise books.

Practice exercise 1

1. A long
2. Twelve years
3. Four good years
4. Since
5. Two years
6. Four years

Practice exercise 3

1. Long
2. For
3. Since
4. From
5. From
6. Still
7. Anymore
8. Yet
9. Already
10. Anymore

Assessment opportunities

Observation: supervise the learners' discussion and see how each learner is participating. Encourage learners to listen and learn from others. Check whether they demonstrate creativity, critical thinking and imagination as they construct their own sentences using different adverbs of duration.

Conversation: encourage learners to engage in meaningful conversations as you ask them questions on adverbs of duration and evaluate their responses.

Product: read the learners' answers to the exercises consider how well they are able to use different adverbs of duration to complete the sentences.

Unit 7 Tourism

Learn about	Key inquiry questions
<p>Learners should read a range of fiction and non-fiction about tourism. They should read official tourist literature from South Sudan and neighbouring countries. They should look at tourist websites and work in groups to identify key interests for tourists (wildlife, landscapes, local culture, local arts and crafts etc.) and discuss the areas and features of South Sudan that would attract tourists.</p> <p>They should work in groups to analyse tourist leaflets and brochures and then write their own in the same style to publicise South Sudanese attractions.</p> <p>Learners should research the economic importance of tourism to neighbouring countries and contrast that to South Sudan. They should discuss ways of promoting wild life conservation in the country and design a campaign to tell people the importance of conserving the environment and wildlife, and promoting tourism.</p>	<p>What is the importance of tourism to a national economy?</p> <p>What are the features that attract tourist to a country?</p>
Learning outcomes	
Knowledge and understanding	Skills
Attitudes	

<p>Understand extended speech of some degree of complexity and abstraction involving a number of speakers</p>	<p>Summarise the key points of a speech</p> <p>Play a proactive role in discussions in an appropriate register and make oneself understood with relative ease.</p> <p>Understand a range of texts of moderate length and increasing complexity including literature and specialised texts written for a non-specialist audience</p> <p>Evaluate techniques used by writers and poets, commenting on how effective they are</p> <p>Produce extended texts or report on a range of topics in a variety of registers using a wide range of language forms</p>	<p>Communicate with confidence</p> <p>Appreciate the economic importance of tourism to the country</p>
<p>Contribution to the competencies:</p> <p>Critical thinking: Analyzing the information on tourism</p> <p>Communication: Reading, sharing ideas, opinions in the groups</p> <p>Co-operation: Group work respecting and appreciating other’s ideas and views</p>		
<p>Links to other subjects:</p> <p>Geography</p> <p>Environment and Sustainability: impact of tourism on the environment</p>		

Assessment opportunities

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

1. observation,
2. conversation,
3. product.

An outline of the learning

This unit focuses on the national, regional and global tourism industry. The unit exposes learners to different areas of tourism and tourist attraction sites around the world. Learners' **critical thinking skills** are developed as they study and evaluate information on tourism. The activities in this unit contain literature and pictures that connect the learners to the different aspects of tourism locally and globally. Learners are provided with an opportunity to learn about tourism in other parts of the world through digital media. This is achieved as learners are provided with the chance to study and analyse some of the ways in which countries market their tourist attraction sites.

The economic and social importance of tourism for a country is discussed. This way learners learn about the role of tourism in our society and analyse ways in which it contributes to the society. Learners are further encouraged to take part in research activities whereby they interact with experts and read literature on tourism apart from the ones provided in this unit.

The student competencies

This unit encourages learners to actively participate in discussions that enhance their **communication, critical thinking** and **creative skills**. Learners are encouraged to work in pairs, groups and individually to express their ideas on different aspects of tourism worldwide. Group and paired work promote **co-operation** and teamwork as the learners have to work together to achieve the desired outcomes. Learners will engage in group presentations which are meant to improve their attitudes and confidence when conversing with others.

Links to other subjects

This unit is linked to other learning areas like **Geography** and **Environment and Sustainability**. As learners explore tourist attraction sites in East Africa and South Sudan, they familiarise themselves with the characteristics of different geographical regions. For instance they make certain discoveries such as where certain animals, plants or natural resources are found. Moreover, when learners learn about the impact of tourism on the environment, they can relate this knowledge to the subject of Environment and Sustainability.

Cross-cutting issues

When learners are exposed to the importance of tourism to the society, they are introduced to the economic and social factors that impact the tourism sector and generally affecting South Sudan development and growth.

Lesson development

Activity 1: Definitions

Learner's Book pages 150-151

As a class

Take learners through the key inquiry questions and discuss with them each of the questions. This approach is seen as a way of preparing them for this activity and the rest of the activities in the unit. The key inquiry questions act as a summary guide of the whole unit that prepares learners for what is expected of them.

As a class

This activity allows learners to be creative and imaginative. Learners are expected to describe what they think tourism is and what it entails. Encourage the learners to give brief definitions of their understanding of the term 'tourism.' Assist them in comparing their definitions as you take them through the ones provided in the Learner's Book. Additionally, guide the learners in identifying tourist attraction sites from their surroundings using the pictures shown in the Learner's Book page 150-151. Learners should name some of the regions, locations or sites they consider as being tourist attraction sites.

In pairs

Learners should read the vocabulary on tourism in the Learner's Book page 128. Encourage them to explain the meaning of the words that are familiar to them from the list provided. Encourage them to use dictionaries to find the meaning of words that have more than one definition as well as meaning of words that are not familiar to them. Let learners use the vocabulary learnt to write a short passage that incorporate the use of these words.

Assessment opportunity

Conversation: encourage learners to use relevant vocabulary when giving their definitions. Assist them by ensuring that they use increasingly accurate vocabulary.

Activity 2: Tourism in East Africa

Learner's Book pages 151-153

In pairs and individually

Learners are expected to read and understand the text provided in the Learner's Book page 152-153. The pictures shown before the text are supposed to assist the learners in further understanding the passage they are reading. The passage in this activity allows learners to familiarise themselves with the different aspects of creative and imaginative writing. Learners are encouraged to use their own experiences to write a creative essay that effectively uses imagery to make their essay interesting and realistic to the reader. Since the topic focuses on Tourism, learners can refer to their Geography textbooks for inspiration and additional information to include in their essay.

Assessment opportunity

Conversation: engage with the learners as you talk to them about the passage, checking their understanding of the issues discussed. Assist the learners in identifying the main features from the story in order to write a summary of the passage.

Product: consider how learners structure their sentences and develop ideas as they write their summary. Are the learners able to use imagery to describe the events in their essay?

Activity 3: Features that attract tourist to a country

Learner's Book page 154

In groups

This activity provides the teacher with an opportunity to assess how well learners are able to work in groups as they develop practical skills through teamwork. The images in this section show different websites from different countries, which reveal to the learners different types of tourist attraction sites. Encourage the learners to

identify the geographical locations, tourist sites or activities shown through the website. As learners describe the images in the Learner's Book page 131, they should be able to provide detailed explanations of concepts using a variety of vocabulary to vividly explain to the reader the facts presented through the images and their personal views of what they see.

As a class

Assist learners in identifying the main feature of tourism in South Sudan through the discussion. Encourage them to talk about places within their community and around South Sudan that they consider as tourist sites. Assist them in identifying ways in which these areas contribute to the social and economic sectors in South Sudan. In their discussion, learners should be able to use different aspects of imagery and vivid description to paint a clear picture of their ideas in the image of their audience.

Assessment opportunity

Observation: evaluate carefully how learners interact in their groups. Encourage both active and inactive group members to participate in the discussion as they contribute their ideas and opinions.

Product: assess the learners' notes and consider their relevance to the topic and the images shown in this activity. Consider how they use imagery and vivid description in their descriptions.

Activity 4: Analyse tourist leaflets and brochures

Learner's Book pages 155-156

In groups

Learners are expected to study the leaflets and brochures and discuss some of the features used in advertising. Ask learners to refer to Unit 6, Activity 1a, page 115-116 of the Learner's Book to assist them in understanding why companies use leaflets and brochures for advertising. Use the notes below to assist the learners in identifying the different features of leaflets and brochures.

Key features in leaflets or brochures

Company trade mark – this is the logo or slogan. Companies use the trade mark as a symbol of identity that makes it unique.

Catchphrase – used in a brochure or leaflet to attract the target market. Its main purpose is to succinctly summarise the main benefit of the product on offer in a memorable way using puns, alliteration, and sometimes intentional misspellings. Most travel companies use a different catchphrase when advertising for the offers they have for their customers.

Contact information – this include the email, phone number or website of the company.

Price – this is the amount of money customers are expected to pay to have access to the offers and services advertised on the leaflet or brochure.

Persuasive language – companies use a communication style that is attractive to their customers as a way of convincing and enticing them.

Individually

Refer to the notes on key features of a leaflet or brochures and guide learners in identifying and discussing the slogans, offers and language used by companies to advertise their products. Learners should be able to use the knowledge they have acquired in Activities 3 and 4 on page 131-132 respectively and write their own brochures. Advice learners to select a place or cultural activities that can be used to attract tourists and publicise the attraction sites in South Sudan.

Assessment opportunity

Observation: assess the learners' ability to identify some of the key features in the leaflets and brochures shown in the Learner's Book. Take learners through some of the features as you engage them in a discussion within their groups.

Product: evaluate how learners are able to advertise South Sudan to the rest of the world through their brochures or leaflets. Check whether they have effectively included some of the key features discussed.

Activity 5: Economic importance of tourism

Learner's Book pages 156-151

In pairs

Guide learners through the passage provided in the Learner's Book page 133-134. Appoint different learners to take turns and read as the rest of the learners listen. The information discussed in the passage offer learners a great opportunity to identify

some of the economic benefits of tourism. For this activity you should focus on discussing the current issues surrounding tourism in reference to the context of South Sudan. Encourage learners to use the information they have from the passage to act as a guide in discussing some the economic and social advantages of tourism and write an argumentative essay on the subject.

Assessment opportunity

Observation: watch and listen carefully as the learners read and assist them in identifying and discussing the key points from the passage.

Conversation: as learners read engage them in a discussion to further talk about how they can improve the tourism sector in South Sudan.

Product: read paragraphs of the learners' essay. Check whether learners are able to clearly outline and develop their ideas in an argumentative manner.

Activity 6: Ways to promote wildlife conservation

Learner's Book pages 151-160

In groups and individually

Learners should read the article provided in the Learner's Book. The article provides learners with a broad over view of what they can do to improve the economic status of South Sudan through tourism. As learners read through this activity, they understand how the subject of Environment and Sustainability associate with the topic of tourism. Learners should read and identify the key points in the passage. The article exposes learners to what their role in the society is to ensure that they protect the environment as a way of promoting tourism. Encourage learners to identify the different ways of protecting diverse species of animals and write an essay that explain the strategies they seek to employ in writing a case study in the form of an essay.

In pairs

Encourage learners to use the internet, magazines and newspapers, questionnaires and identify various ways in which they can promote tourism in South Sudan through environmental conservation. This activity focuses on encouraging learners to explore their environment while interacting with the people within their communities. Learners should be encouraged to ask as many questions as possible in reference to the topic.

In groups

Encourage learners to refer to the previous activities and draw an advertisement. Ask learners to use relevant vocabulary, language and style that would appeal to their target audience. Guide them by reminding them of some of the key features of brochures or leaflets discussed previously in this unit.

Assessment opportunity

Conversation: engage learners in a In groups and encourage them to talk about some of the economic and social benefits of tourism to South Sudan. Assist them by giving them some examples of how the communities around them have benefitted due to Tourism.

Product: evaluate the learners' drawn advertisement. Do they adopt the key features learnt in class? Do they use illustrations that attract potential consumers?

Activity 7: Language practice

Learner's Book pages 160-161

At this stage learners have an overview of how adverbs function in a sentence. For this activity learners are expected to use the notes provided in the Learner's Textbook and complete the practice exercise given in their exercise books. The practice exercise in this activity tests the learners understanding of how adverbs function as describing words.

Practice exercise 1

1. Well
2. Slowly
3. Soundly
4. Without
5. Like
6. With
7. Quietly
8. Clearly
9. Secretly
10. Quickly

Assessment opportunities

Observation: supervise the learners' discussion and see how each learner is participating. Encourage learners to listen and learn from others. Check whether they demonstrate creativity, critical thinking and imagination as they construct their own sentences using different adverbs of manner.

Conversation: encourage learners to engage in meaningful conversations as you ask them questions on adverbs of manner and evaluate their responses.

Product: read the learners' answers to the exercises consider how well they are able to use different adverbs of manner to complete the sentences