

Secondary English 3

Teacher's Guide

Secondary English Student's Book 3 has been written and developed by the Ministry of General Education and Instruction, Government of South Sudan in conjunction with subjects 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 3 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** provides:

- 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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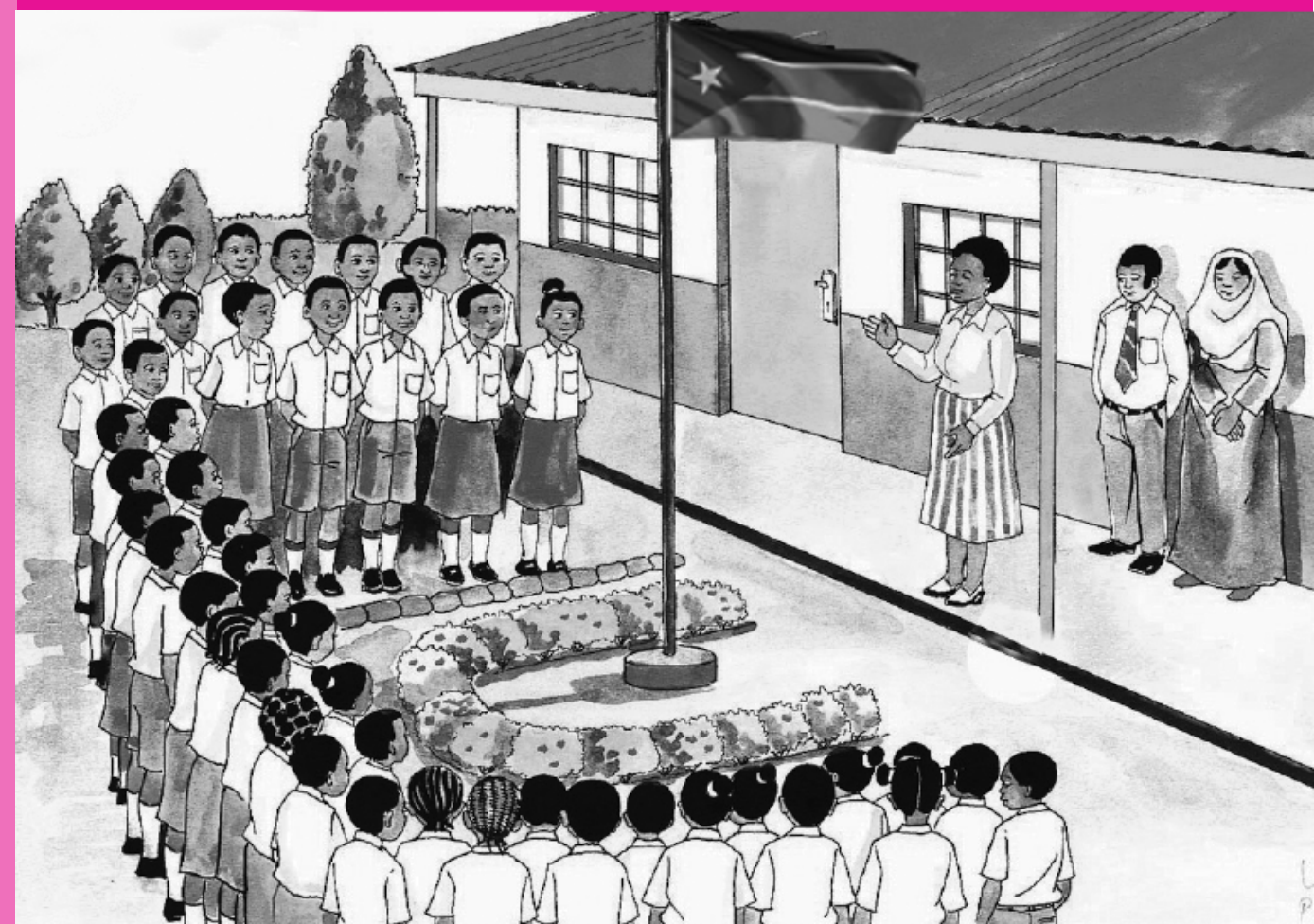
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South Sudan

SECONDARY

3

English

Teacher's Guide 3

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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 backgrounds 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 internationally but also benefit in gaining knowledge, gaining experience of new technologies and preserving their cultural heritage.

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

English within the framework

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

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

Teaching and learning English

South Sudan has invested much of its ambition in the effectiveness of its strategy with respect to English. From Primary Four (P.4) onwards, English will be the

medium of instruction and learners will therefore require a high level of proficiency so that they can access learning across the entire curriculum.

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

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

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

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

Teaching methods

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

- (a) Direct exposition
- (b) Discovery or practical activity
- (c) Group, class or pair discussion
- (d) Project method
- (e) Educational visit/ field trips
- (f) Teacher demonstration
- (g) Experimentation

(a) Direct exposition

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

(b) Guided discovery

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

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

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

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

(c) Group/ class discussion/ pair work

In this technique, the teacher and learners interact through question and answer sessions most of the time. The teacher carefully selects his questions so that learners are prompted to think and express their ideas freely, but along a desired line of thought. Discussion method should take learners from known to unknown in a logical sequence; and works well with small groups of learners. The disadvantage of this method is that some learners may be shy or afraid to express 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. The disadvantage of this method is that, 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, the teaching strategies must be varied but flexible within well-structured lesson sequences.

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

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

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

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

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

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

- Ensuring constant access by students to the library and encouraging them to read and write within and beyond the framework of the curriculum with comprehension.
- Writing accurately for both functional and creative writing purposes.

- Integrating into other English speaking communities with sufficient command of the English language characterised by adequate competences, knowledge and attitudes.

Role of the teacher

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

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

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

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

Role of the learner

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

Teaching and learning processes will be tailored towards creating a learner-friendly environment based on the learners' capabilities, needs, experiences 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 programmes. 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 intellectually learning challenged, traditionally known as mental retardation.

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

(a) Learners with physical difficulties

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

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

(b) Learners with visual difficulties

These learners normally have problems with their eyesight. They should sit in a position where they are able to see the 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 difficulty. The teacher should be patient with them and encourage such learners to express themselves in their own way. Such learners should be given more written exercises.

(e) Learners with mental difficulties

The teacher should try to identify the nature and level of the mental difficulty. Learners with mental difficulties should then be given special assistance and attention at an individual level. They can be given special tests or assessments.

In general, all the learners with difficulties should be reinforced promptly. This encourages and motivates them. The teacher and the rest of the class should never ridicule learners with any of the difficulties. Note that generally, people with any kind of disability can be very sensitive to any kind of negative comments or criticism. Remind them that ‘Disability is not inability’.

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

Assessment of learners

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

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

Teachers should continually assess for learning in both formal and informal ways. Formal testing is inappropriate for children in the ECD phase and the early grades. Examinations will now be referenced to the new subject requirements which are set out in the Subject Overviews, and will be based on the Higher Order Thinking Skills that are embodied in the Student Competencies.

Types of assessment

a. Formative and continuous assessment (assessment for learning)

Continuous assessment involves formal and informal methods used by schools to check whether learning is taking place. When a teacher is planning his/her lesson, he/she should establish the criteria for performance and behavioural changes at the beginning of a unit. Then at the end of every unit, the teacher should ensure that all the learners have mastered the stated key unit competencies based on the criteria stated, before going to the next unit. The teacher will assess how well each learner masters both the subject and the generic competencies described in the syllabus and from this, the teacher will gain a picture of the all-round progress of the learner. The teacher will use one or a combination of the following:

- (i) observation
- (ii) pen and paper
- (iii) oral questioning

b. Summative assessment (assessment of learning)

When assessment is used to record a judgement 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 Learner's Book. The main elements of Part 2 are:

- Unit number and title – This shows number of the unit and the topic of discussion throughout that particular unit.
- Learn about: This shows the main learning activities to be carried out within the unit as given in the syllabus. Key inquiry questions that should guide learning are also given.
- Learning outcomes: 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: This 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: 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 that relate to the unit.

- **Contribution to competencies:** This shows the different competencies that should be developed within the unit. It also suggests the activities that will promote these competencies. However the teacher is at liberty to use other activities besides those suggested to promote acquisition of these competencies by the learners.
- **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 opportunities:** This highlights the three aspects of assessment: conversation, observation and product. This is intended to guide the teacher on what to look for when assessing learners and the product to expect from the learners. This informs how assessment activities are to be structured.

Using the Learner's Textbook

Text and pictures have been used extensively in the Learner's Book. Read the texts given with your learners and guide them in studying the pictures as a way of monitoring and ensuring they are developing their reading skills and picture interpretation skills. That way you will be 'modelling' reading and will help their development in the two areas mentioned above. Learners should be encouraged to read along with you or copy you where phrases are more complex.

Stories in the book are relatively long and hence it is advisable to read them together with the learners as you make sure you pose regularly to ask questions from the sections you will have read together with them.

Alternatively, 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 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 units in the book.

Part B: Development of Units

Unit 1 Pollution

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

Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> • Understand specialised texts • Understand a wide and specialised vocabulary 	<ul style="list-style-type: none"> • Communicate with ease in both formal and informal situations using a wide range and variety of language appropriately • Interpret text in specialised contexts and report back on key points • Make comparisons between texts, including consideration of audience, purpose and form • Write text for a range of purposes using a sophisticated range and variety of structures 	<ul style="list-style-type: none"> • Be confident to communicate with ease
<p>Contribution to the competencies:</p> <p><u>Critical thinking</u>: about designing a campaign</p> <p><u>Communication</u>: with group and class and to young people in a campaign</p> <p><u>Co-operation</u>: with group</p>		
<p>Links to other subjects:</p> <p>Science</p> <p>Social Studies</p> <p>Life Skills</p>		

Assessment opportunities

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

- Observation
- Conversation
- Product

An outline of the learning

This topic aims at teaching the learners on the definition and effects of pollution and how to manage it. The activities in the Learners' Book will help learners find out about pollution all over the world and what is being done to stop it, then narrow down to pollution in South Sudan and their home areas.

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

The activities in the unit include some written texts, speaking and listening exercises and activities that will require learners to find and read journals and books from across Africa on the different forms of pollution.

The Learner'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 skills**. There are various activities that will require these skills throughout this book. Motivate the learners to be team players so as to have the work done with ease and with more input from all the members of the groups.

Link to other subjects

This unit provides a good opportunity to link Science and Geography. Find out how much of pollution they have learned in these subjects and help them blend the two to make it easy for the understanding of learners.

Lesson development

Activity 1: Definitions

Learner's Book pages 1-3

In Groups

There are various definitions and kinds of pollution. Introduce the learners to the concept of pollution, ask each learner to read the definition in the Learner's Book and come up with their own definitions. Ensure that the learners are conversant with using the dictionary to find the meanings of the new words.

Assessment opportunities

Conversation

Let the learners discuss the key words in each of the definitions given in the Learner's Book then compare these with key words found in the dictionary definition of pollution. Ensure all the learners participate in the discussion.

Observation

Observe the participation of all the members in the discussion. Check the level of cooperation among team members as well as well the input of individual learners during discussions.

Product

Each learner should come up with a written-down definition of pollution. It should contain the key words identified during conversation.

Activity 2: Reading about the different types of pollution and their causes

Learner's Book pages 3-8

In Groups

Learners who are fast readers should read the long paragraphs. Check on the reading speed of the slow readers and confirm that it is improving. Encourage the learners to read other materials apart from the class books so as to build their knowledge, vocabulary and reading speed. After reading, take time to discuss different parts of the story that can have different ways of using language to create certain effects such as emphasis, rhythm, etc. Help the learners to locate the answers to the questions from the passage.

In pairs

As a way of introducing a discussion on the type of story that *The Wump World* is, guide learners to discuss the different types of stories. Mention such types as:

1. Adventure stories
2. Biographies
3. Autobiographies

4. Historical fiction
5. Horror stories
6. Literary fiction
7. Mystery stories
8. Romantic stories
9. Nonfiction stories
10. Science fiction
11. Thrillers

Discuss each of these types briefly then narrow down to the science fiction, giving characteristics of science fiction, that is:

- A story that has elements of science in it.
- It may be based on the future or on an existing scientific or technological fact.
- It explores the effects of science or technology on people.
- It is speculative and therefore deals with imagined characters, settings, events or discoveries.

Guide learners to identify the advantages of using science fiction, such as:

- It enables writers to criticise destructive practices without getting into trouble with those responsible.
- Since speculative characters are used, writers can challenge actions of societal leaders without having to account to them.

Expected answers

1. A science fiction story
2. He would probably be furious at the writer and possibly censor the author's work.
3. It helps the writer castigate ills in the society without fear of reprisal. (Accept any other logical answer.)
4. Open-ended. Encourage the learners to use different stylistic devices in their writing

Individually

Encourage the learners to employ their own words in writing the essay. They can however, cite evidence from the passage. This activity will help the learners to identify the pollution challenges in their home areas and counties and come up with possible solutions. This is important in shaping them into responsible and pro-active citizens.

In groups

Guide learners to identify the use of the stylistic devices (given in the Learner's Book) in other books they have read. Where there are no books for such references, you may ask learners to construct their own sentences to show the use of these stylistic devices.

Assessment opportunities

Conversation

Learners will brainstorm in pairs to come up with speculative ideas on how to counter the effects of pollution in South Sudan.

Observation

Check the ideas each pair comes up with and guide them so that they have ideas that can be combined to make a science fiction.

Product

Each learner should come up with a well-written science fiction story that explores different ways of countering the effects of pollution in South Sudan. Check the creativity of individual learners.

Activity 3: Effects of pollution on the environment

Learner's Book pages 8-9

In groups

Ask the learners to name the types of pollution they have encountered so far to refresh their minds and gauge their understanding. This will also help them to easily identify the kind of pollution shown in the pictures. The pictures will give the learners a feel of what pollution does to the environment. Ask the learners to share what they think they will feel or hear if they stepped into any of the pictures and how it would affect them. This will help in coming up with answers to the effects of pollution.

Individually

Guidance on how to write the essay has been given in the Learner's Book. It would

be beneficial to give learners a take home assignment where they write a similar essay discussing the effects of pollution in their home area and suggesting possible solutions. This will not only help them practise essay writing skills but also relate what they are learning in class to what is happening in their environment with a view to encouraging them to be part of those solving problems in their society.

Assessment opportunities

Conversation

Let the learners tell their groups the effects of pollution in their home area. After this, let each group discuss possible ways of mitigating these effects. They should then agree on those measures that are applicable and realistic to each geographical location discussed.

Observation

Observe the participation of all the members in the discussion. Check the level of cooperation among team members as well as well the input of individual learners during discussions.

Product

Each learner should come up with a well-written essay discussing the effects of pollution in their home area and suggesting possible solutions. Consider whether the effects given are true to South Sudan and whether the solutions given are realistic.

Activity 4: Listening to an expert opinion on pollution

Learner's Book pages 10-11

As a class

Select the slow learners to read the longer paragraphs. This will help you see the improvements in the reading speed of these learners. The fast learners can read the shorter paragraphs.

In groups

The questions test the learners understanding of the passage, ask them to try and answer the questions without referring to the passage after the first read, then

confirm their answers. Supervise and see if the learners are able to locate the answers to the questions from the passage.

Assessment opportunities

Observation

Observe the listening skills among the learners. These will involve sitting in the right posture, listening attentively and taking notes as they listen to the expert opinion on the effects of air pollution from heart experts.

Product

Each learner should come up with a list of key points on the on the expert opinion they have listened to. Since the expert opinion is on the effects of air pollution from heart experts, the key points should be how the heart is affected by air pollution. Examples and other illustrations should not be part of the key points.

Activity 5: Researching on different types of pollution and their damaging effects

Learner's Book pages 12-13

Procedure for conducting research

Before engaging in this activity, it is good to understand the procedure for conducting research so that you are fully prepared beforehand. Below is the procedure.

1. Identify the problem/ subject matter to research on. In this activity, learners are to research on different types of pollution and their damaging effects.
2. Formulate a research question or topic.
3. Decide on the research methodology. For example, site visits, use questionnaires, or phone interviews.
4. Gather literature review on the topic. Let learners read widely on the identified topic to generate content for literature review. This will also give them some insights on the problem even before they go out to research on it.
5. Choose an area where you will conduct the research. In case you are in an area where it is not easy to see different types of pollution and their damaging effects, you can organize transport to the nearest such place. If some reason this is not possible, you can gather photos and/ or videos for learners to study and discuss in a relaxed set up outside the classroom. Alternatively, change the methodology

and use phone interviews.

6. Formulate hypothesis on the research topic based on your prior knowledge and/ or literature review.
7. Prepare questionnaires.
8. Decide on the number of respondents and their characteristics, for example, both male and female, those who have lived in the area for a number of years, those who can read and write etc.
9. Plan on the actual visit.
10. Do the actual visit and collect data.
11. Compile the data collected and analyse it.
12. Prepare a report on the research.

In groups

Help the learners to prepare questionnaires for the research. Encourage learners to interview different people from different areas so that they can come up with diverse responses that will help in finding more detailed results. Ask the learners to help the residents who have difficulties in filling the questionnaires.

Individually

Encourage the learners to employ the new words they have learned in this unit so far in writing the essay.

Assessment opportunities

Conversation

Learners will be involved in a discussion of the different responses that they get from the filled questionnaires. In groups, they should identify the common points from the responses then agree on which of these points should be included as part of their findings with a view to compiling a report.

Observation

Observe the interpersonal skills and their ability to communicate with ease as they interview different respondents in the field and in their group discussions after the fieldwork.

Product

Each group should come up with a report on the findings of the research they carried out. The report should have the structure given below.

Structure of a research report

1. Title of the report
2. Table of contents
3. Aims of the research
4. Literature review (what you have learnt or what written books say about the topic you are researching on)
5. The methodology used
 - Sample questionnaire
 - Geographical region covered
 - Choice and number of respondents interviewed
6. Findings
7. Discussion of the findings
8. Conclusions

Note: This structure is for class use only. A professional research report includes more sections and is very detailed.

Activity 6: Campaigning against pollution

Learner's Book pages 14-15

As a class

Since the learners have already identified the types of pollution affecting their counties, it will be easy for them to figure out how to solve the problem. Encourage them to make the solutions as practical as possible so that they are easy to implement.

In groups

Help the learners to come up with slogans that will be catchy and effective in controlling pollution. Encourage them to be very creative in designing their posters such that they are catchy and entertaining. Find a suitable day and take the learners through neighbouring villages and towns to educate people on pollution.

Assessment opportunities

Conversation

Learners will be involved in a discussion on how a good leaflet and poster should look like. They will design a leaflet and a poster in groups. They will need to collaborate with each other, listen to opinions of others and work as a team to deliver these products.

Observation

Observe the interpersonal skills and their ability to communicate with ease as they talk to different people in the field and in their group discussions before the fieldwork.

Product

Each group should design a leaflet and poster for a campaign against pollution. Each of these should be informative, attractive and easy to read.

Activity 7: Reading extended fiction on pollution

Learner's Book pages 15-24

As a class

This activity focuses on the learners' ability to identify how authors express their feelings, opinions, or emotions through creative writing. Learners are encouraged to read and understand the passage provided in this activity. Guide learners to understand the implicit and explicit meaning of the text by pointing out how the author captivates the readers through entertaining, educating, informing and spreading awareness.

In pairs

Help the learners to come up with the differences based on the content of the story. They should make comparisons based on the changes in environmental conditions and how it affects people. Writers employ different stylistic devices such as idiophones, metaphors, similes, proverbs, personification and juxtaposition. Since the learners have already been introduced to these stylistic devices, find out if they have understood and even remember them.

In groups

Help the learners to come up with comparisons between the story and other stories they have read. The learners should say why this story is better or worse than another they have read and then come up with reasons why this story is good or bad. Help them identify the effectiveness of the techniques used in this story and what other techniques the writer could have employed in delivering the message.

Individually

Help the learners to refer to the critical reviews they have written before and help them revise how to write a review.

Assessment opportunities

Conversation

Let learners have a group discussion on the story *Two Words* basing on the areas given in the Learner's Book. This will require giving one's opinions and responding to opinions of others regarding the different aspects of the story.

Observation

Observe the learners' interpersonal skills and their ability to communicate with ease as they discuss in groups.

Product

Each learner should a critical review of the story *Two Words*. The review should follow the structure given in the Learner's Book and should be written in simple and clear language.

Activity 8: Language practice

Learner's Book pages 24-27

In this activity the learners are expected to use and identify pronouns. Use the notes provided in the Learner's Book for this activity and explain to learners how pronouns change depending on the noun, number and function of a sentence. By the end of this activity learners should be able to understand the different uses of pronouns. That is, pronouns vary between personal pronouns which are also known as subject pronouns (I, we, you, he, she, it, they) while others are object pronouns (me, us, you, him, her, it, them).

Answers

Practice exercise 1

1. Eating food that is not enough can lead to malnutrition.
2. Vegetables that are rich in vitamins and proteins are good for convalescents.
3. People who lack vitamin C suffer from scurvy.
4. Meals that have been stored for long lack vitamins.
5. The girl whose father came here, is unwell.
6. The teacher whom we talked to is our health coach.
7. Animals that are injected with hormones in order to grow fast are unhealthy.

Practice exercise 2

1. I have found the pen **that** I had lost.
2. **What** kind of man is this, that even the wind and the sea obey him?
3. The boy **who** broke the window has been found.
4. The school **where** the basketball tournament is going to be held is not known.
5. It is still a mystery **who** the baby was scared of.

Practice exercise 3

1. Which
2. Who
3. That
4. Which
5. Which
6. Whom
7. That
8. When
9. Where
10. Whose

Assessment opportunities

Conversation

Engage learners in a discussion to talk about the different types of pronouns. Learners should be encouraged to talk about the varying characteristics of pronouns. Examine how well the learners are able to use appropriate pronouns as they construct their sentences.

Observation

Analyse how well the learners use their interpersonal skills and their ability to communicate as they identify and discuss the different types of pronouns.

Product

Learners should complete the exercises in the Learner's Book with the appropriate pronoun. Check whether the learners exhibit the correct use of the pronouns they have studied.

Unit 2

Energy

Learn about	Key inquiry questions
<p>Learners should read a range non-fiction about energy use and its impact on the economy. This should include extracts and whole pieces (<i>e.g. from technical journals, newspapers and government publications as well as books</i>). They should work in small groups to discuss energy generation and use, and write an extended piece setting out the importance, giving evidence and suggesting good practice.</p> <p>Learners should listen (<i>in person or recorded</i>) to an expert in energy generation and use talk about the industry and its importance. They should carry out some research into different types of energy generation and its impact. They write about this and make a presentation to the class. They should plan a campaign for energy conservation and write the accompanying posters, leaflets etc.</p> <p>Learners should read some extended fiction on the subject of energy. They should work in groups to discuss the quality of the work and how the techniques the writer uses to achieve the effects. They should write a critical review identifying key features, themes and characters, and select sentences, phrases and relevant information to support their views.</p>	<ul style="list-style-type: none">• How does energy use in South Sudan compare to other countries?• Justify the uses of energy in the country.• How can we save energy?

Learning outcomes		
Knowledge and understanding	Skills	Attitudes
Understand specialised texts Understand a wide and specialised vocabulary	Communicate with ease in both formal and informal situations using a wide range and variety of language appropriately Interpret text in specialised contexts and report back on key points Make comparisons between texts, including consideration of audience, purpose and form Write text for a range of purposes using a sophisticated range and variety of structures	Be confident to communicate with ease
Contribution to the competencies: <u>Critical thinking</u> : about designing a campaign <u>Communication</u> : with group and class and to young people in a campaign <u>Co-operation</u> : with group		
Links to other subjects Science 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

This unit will introduce the learners to what energy is and how it is used in South Sudan in relation to other countries. It will create awareness on the uses, misuses and conservation of energy. The activities will equip the learners with knowledge on energy use in South Sudan as well as vocabulary to use when talking about energy.

The range of activities given in the unit will expose the learners to a different aspects of energy requiring them to write both factual and fictional texts on energy.

The activities in the unit include some written texts, speaking and listening exercises and activities that will require learners to reach journals, magazines, newspapers, government publications and books from across Africa on energy, energy use and energy conservation.

The Learner's competencies

The various activities in this unit provide the learners with ample opportunities to interact extensively through group and class discussions. These discussions are aimed at developing the learners' **communication** skills. The research and pair activities will enhance the learners' **co-operation** while their **critical thinking** will be tested repeatedly when answering questions.

Link to other subjects

This unit provides a good opportunity to link English to Science. Ensure the learners establish the connection between what they learn in Science and the lessons in this unit.

Lesson development

Activity 1: Definitions

Learner's Book pages 28-29

In groups

Ask the learners to make guesses at the meaning of energy and their understanding of it. Learners should volunteer to say their answers. Encourage the silent learners to give their answers as well. From the definitions given, learners should come up with their own definition of energy.

As a class

It would be useful for the learners to say where those forms of energy are found in the country. After this, they can explain how these forms are used in those places. Let them suggest other ways in which these forms of energy can be used.

Individually

Help learners in organising their ideas and points to come up with a comprehensible and extensive composition.

Assessment opportunities

Conversation

Learners will discuss the definitions of the words given in Learner's Book. During the discussion, they will give their opinions and listen to opinions of others before agreeing on the appropriate definition of each word.

Observation

Observe the learners' interpersonal skills and their ability to communicate with ease as they discuss in groups.

Product

Each group should correct a correct and meaningful sentence using each of the words given. This should show their understanding of the words.

Activity 2: Reading about energy use and its impact on the economy

Learner's Book pages 29-31

In pairs

Organise the learners according to their reading abilities, preferably readers who are efficient readers with those with difficulties in reading. Help the learners in identifying the key message in the passage. In discussing the key points, learners should say why the points are key and how vital they are in the passage. Explain why it is important to use renewable sources of energy whenever possible. Some of the points you can give are: It has less negative effects on the environment, it is cheap and it is sustainable.

Assessment opportunities

Conversation

Learners will identify the key points from the passage and justify why they think these points are the most important.

Observation

Observe the learners' reading skills and discourage and/ or correct any poor reading habits.

Product

A summary of the key points from the passage. These should show the main message contained in the passage.

Activity 3: Energy generation and use

Learner's Book pages 31-34

In pairs

Energy such as petroleum is mined while solar energy is generated by installation of solar panels. Learners should find out where these energy generation plants are found. The learners can relate to energy uses by identifying how they themselves use it within their surroundings, be it in school or at home. Good energy practices are aimed at energy conservation. They include switching off power when not in use, using renewable sources of energy whenever possible while the bad practices are misuse of energy. Help the learners identify these practices and come up with solutions to some of the bad practices and how to improve on the good ones.

Individually

The learners should use the points they came up with to write a more detailed piece. Encourage the use of conjunctions and transition words to continue the flow of the essay. They should also employ technical words related to energy as well as the vocabulary given at the beginning of the unit.

Assessment opportunities

Conversation

Learners will discuss energy generation in South Sudan. They will also talk about some of the good practices in energy generation in the country. They can also talk about some of the poor practices and how they can be improved.

Observation

Observe the learners' interpersonal skills and their ability to communicate with ease as they discuss in groups.

Product

Each learner will write an essay describing how energy is generated in South Sudan. The essay should use the points generated during pair discussion and should be written in the correct format.

Activity 4: Listening to an expert in energy

Learner's Book pages 34-37

As a class

Introduce the activity by asking the learners to name some of the energy plants found in South Sudan. The hydroelectric power stations include Juba Power Station, Kapoeta Power Station, Maridi Power Station, Yei Power Station. Fule-Nimule Power Station is among the proposed power station. The thermal power stations include the Bor, Rumbek, Wau, Yambo and Juba power stations. Ask the learners to note down key points during the speech.

In pairs

Help the learners in identifying the answers in the parts of the speech. Encourage them to use the points they have written down to find solutions to the questions that are there. In discussing the types of energy that have not been tapped and how they can be tapped into, learners will be coming up with tangible energy solutions that will be of benefit to South Sudan, once implemented. Tell the learners that they can be part of the people who can help in solving the energy crisis by spearheading energy conservation campaigns and educating the community about it.

Assessment opportunities

Conversation

Learners will discuss the speech by Kofi Annan to identify the key points and the format of a speech.

Observation

Observe the learners' interpersonal skills and their ability to communicate with ease as they discuss in groups.

Product

Each learner will write a speech on energy generation in South Sudan. The speech should be written in the correct format.

Below is the general format of a speech to guide you:

1. Recognition of invited guests (starting with the senior most guest to the audience). It is courteous to recognise and thank the organisers of the event for giving you the opportunity to give the speech).
2. Introductory remark (s) on what the speech is all about.
3. The body of the speech. Here, the main points are given together with supporting examples/ illustrations.
4. Conclusion. This should be brief but impactful, such as a memorable quote or a question that seeks some (future) action from the audience.

Note: A speech is usually written in the first person.

Activity 5: Research on different types of energy generation and their impact

Learner's Book pages 37-38

In groups

Visiting an energy office will get the learners in touch with what is happening on the ground and find out how things work from the people that make things happen. This will be more memorable for the learners. Guide the learners in preparing questionnaires they will require during the visit.

Individually

Help the learner to organise their work chronologically and explain the short notes further by adding more information.

Assessment opportunities

Conversation

Learners will discuss energy generation in South Sudan. They will also talk about some of the good practices in energy generation in the country. They can also talk about some of the poor practices and how they can be improved.

Observation

Observe the learners' interpersonal skills and their ability to communicate with ease as they discuss in groups.

Product

Each learner will write an essay describing how energy is generated in South Sudan. The essay should follow the structure and format given in the Learner's Book.

Activity 6: Planning a campaign for energy conservation

Learner's Book pages 38-40

As a class

Energy conservation involves careful use of energy and protection of energy sources to ensure they are not exhausted. Introduce the activity by asking the learners to say some of the things they can do in conserving energy. Give a few learners the chance to say what they can do to conserve energy.

In groups

This activity will be important in making the learners pro-active in taking charge of the energy conservation campaign. Learners will be engaged in finding out target groups and different ways in which each of the groups can be educated effectively, on the importance of energy conservation and how it can be done effectively. Encourage the learners to share the message of energy conservation with their communities. Ask the learners to start tree planting initiatives in their respective communities and even school.

Assessment opportunities

Conversation

Learners will discuss ways of conserving energy in South Sudan. They will also discuss how their leaflets and posters will look like.

Observation

Observe the learners' interpersonal skills and their ability to communicate with ease as they discuss in groups and when they go out in the field to interact with members of the community.

Product

Each group will prepare a leaflet and a poster. They should be attractive and should contain brief information on energy conservation. The information should be easily understood.

Activity 7: Extended fiction reading on energy

Learner's Book pages 40-42

As a class

Select a few learners to read a paragraph of the story each. Let slow readers read the shorter paragraphs. Learners can also share their communities' stories on the source of fire.

In pairs

Help the learners to identify the answers from the passage. Learners should not give one word answers but ensure to use statements and sentences that give complete, satisfactory explanation for the questions.

In groups

The quality of the work can be determined by the techniques the writer uses. The learners are already familiar with most of the literary techniques. Help the learners to identify these techniques and say how they make the story better. Learners can also give ideas on what other techniques that the writer could have employed and why. Themes in stories are specific topics addressed by a writer, e.g. education,

corruption and power among many others. Help the learners to find out which theme is prominent in the story.

Individually

A review of a story states the learners' opinion of the story. They can discuss its effectiveness as well as its weaknesses and strengths. The learners have already been introduced to the format of writing a critical review. Take them through the format by asking them to contribute as you write down the method on the board. They can discuss the characters' uniqueness and their thoughts and feelings. They should also write about which character they like and why.

Assessment opportunities

Conversation

Learners will discuss the quality of the text they have read. This will involve talking about the characters in the story, the setting, the themes and the stylistic devices used by the author.

Observation

Observe the learners' interpersonal skills and their ability to communicate with ease as they discuss in groups.

Product

Each learner will write a critical review of the story *How Prometheus Gave Fire to Men*. The critical review should follow the correct format.

Activity 8: Language practice

Learner's Book pages 43-45

Use the notes of conditional clauses in the Learner's Book as a guideline to introduce learners to the topic. Incorporate different structures of teaching the topic to further assist learners that are struggling to understand the concept of conditional clauses. You can include different approaches such as focusing on the form or meaning of a sentence as well as introducing presentation or practice activities that encourages learners to use conditional clauses when speaking and writing.

Answers

Practice exercise 1

1. If I study hard I will the pass exams.
2. If we win the game we will celebrate/ if they win the game they will celebrate/ if I win the game I will celebrate.
3. If the sun comes out I will swim/ they will swim/ she will swim/ we will swim.
4. If I go early we will meet/ if they go early they will meet/ if we go early we will meet.
5. If the weather is good we will play/ I will play/ they will play/ he will play/ she will play.
6. If the cook comes we will eat dinner.

Practice exercise 2

1. If I study, I will pass the examinations.
2. If the sun sets we will walk to town.
3. If she has high temperature, she will see the doctor.
4. If my friends come I will be very happy.
5. If my father earns a lot of money, he will go to Juba.
6. If we travel to Kenya we will see the Vasco da Gama Pillar.
7. If you wear sandals on the mountains, you will slip on the rocks.
8. If Rita forgets her homework, the teacher will give her a low mark.
9. If they play in dirty water, they will get sick.
10. If you wait for a minute, I will ask my brother to talk to you.

Practice exercise 3

1. Slept
2. Ran
3. Finished, would
4. Had

Practice exercise 4

Accept any grammatically correct and appropriate answers.

Practice exercise 5

1. Continues, will punish/ continued, would punish
2. Will eat, calls
3. Slept, would wake
4. Cries, should take
5. Conserve, will suffer

6. Will excel, study
7. Will go, boil
8. Cleaned, would work
9. Will give, behave/ would give, behaved
10. Rains, will go

Assessment opportunities

Conversation

Engage learners in a discussion to talk about if-clauses. Learners should be encouraged to talk about the varying characteristics of conditional clauses. Examine how well the learners are able to use appropriate conditionals as they construct their sentences.

Observation

Analyse how well the learners use their interpersonal skills and their ability to communicate as they identify and discuss the different structures of conditional clauses.

Product

Learners should complete the exercises in the Learner's Book with the appropriate conditional clauses. Check whether the learners exhibit the correct use of the conditional clauses they have studied.

Unit 3

Violence in Society

Learn about	Key inquiry questions
<p>Students should listen to speeches on violence in society and discuss the key messages that they contain. They should also read key documents about violence and work in groups to discuss and agree the key points. They should present their findings to other groups and to the class.</p> <p>Learners should read a range of suitable fiction and non-fiction about violence in society. This should include extracts and whole pieces (e.g. from novels, newspapers and government publications). They should work in small groups to discuss their reading, and write an extended piece setting out the problem and possible solutions.</p> <p>Working in small groups, learners should plan a campaign against violence in the community.</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 are the causes of violence?• Why do some people resort to violence?• How can we campaign against violence?

Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> • Recognise the key vocabulary of peace • Understand some of the complex ideas being expressed 	<ul style="list-style-type: none"> • Be able to summarise the key points of a speech • Play a pro-active role in discussions • Evaluate the techniques used by the speakers and writers • Produce their own extended writing using the registers and language forms of the speeches 	<ul style="list-style-type: none"> • Be confident to take part in discussions about important issues. • Be committed to persuading others of the importance of peace
<p>Contribution to the competencies:</p> <p>Critical thinking: Analysing the root cause of violence</p> <p>Communication: Listening to speeches and writing a passage on violent behaviour</p> <p>Co-operation: Negotiations, debate, discussion, performing drama etc. to discourage violence</p>		
<p>Links to other subjects:</p> <p>Social Studies</p> <p>Peace Education</p>		

Assessment Opportunities

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

- Observation
- Conversation
- Product

An outline of the learning

Violence in the society is a topic that tackles the types of violence in the society, the causes of this violence and non-violent conflict resolution methods. The learners will explore extensive information on the causes of violence and their effects in form of pictures, stories and speeches. The Learners' Book is rich in content related to conflict resolution. This is to teach the message of peace and instil in learners, alternative methods of resolving conflict rather than resorting to violence.

By exposing the negative impacts of violence to the economy and the development of a country, the unit intends to instil in learners a recognition of the advantages of peaceful co-existence. The variety of activities will consistently expose the learners to the dangers of violence and help the learners understand the reasons why peace is important.

The unit will also help the learners build their vocabulary in relation to terms used in speaking about violence and peace. This will help improve the communication of learners on this topic aspect and make them more articulate.

The activities applied in this unit are speaking during the class and group discussions, reading texts and speeches given in the Learner's Book and writing extensive pieces on matters related to importance of peace, types of violence and measures that can be taken to ensure sustainable peace is achieved.

The Learner's competencies

The competencies tested in this unit include **critical thinking, communication and co-operation** which will be useful throughout the unit as the skills will be employed in every activity.

Link to other subjects

This unit links English to Social Studies where learners are taught about violence and peace. Encourage the learners to use lessons learned in Social Studies for further understanding of this unit.

Lesson development

Activity 1: Listen to the speeches on violence and identify key messages

Learner's Book page 47

The introduction in the Learner's Book outlines the various types of violence. Help the learners match the pictures with the type of violence. Learners should share with you their understanding of violence. Encourage them to share experiences of violence and how they handled the situation. Explain the meaning of peace beginning with personal peace, peace within families, peace among friends, within communities and within the country.

Answers to the violence shown in each picture

Picture 1: political violence

Picture 2: corporal punishment

Picture 3: domestic violence

Picture 4: sexual violence

Picture 5: emotional/psychological violence

As a class

The issue of violence and peace has been talked about by several people in positions of leadership due to the importance of the matter. Read the speeches the learners. You should be audible enough so that every learner gets to get the message clearly. Repeat as many times as possible for the learners to be able to identify particular messages such as the types of violence mentioned in the speeches and the key message in every speech.

**1. Robert F. Kennedy
Cleveland City Club
April 5, 1968**

This is a time of shame and sorrow. It is not a day for politics. I have saved this one opportunity to speak briefly to you about this mindless menace of violence in America which again stains our land and every one of our lives.

It is not the concern of any one race. The victims of the violence are black and white, rich and poor, young and old, famous and unknown. They are, most important of all, human beings whom other human beings loved and needed. No one - no matter where he lives or what he does - can be certain who will suffer from some senseless act of bloodshed. And yet it goes on and on.

Why? What has violence ever accomplished? What has it ever created? No martyr's cause has ever been stilled by his assassin's bullet.

No wrongs have ever been righted by riots and civil disorders. A sniper is only a coward, not a hero; and an uncontrollable mob is only the voice of madness, not the voice of the people.

For there is another kind of violence, slower but just as deadly, destructive as the shot or the bomb in the night. This is the violence of institutions; indifference and inaction and slow decay. This is the violence that afflicts the poor, that poisons relations between men because their skin has different colors. This is a slow destruction of a child by hunger, and schools without books and homes without heat in the winter.

This is the breaking of a man's spirit by denying him the chance to stand as a father and as a man among other men. And this too afflicts us all. I have not come here to propose a set of specific remedies nor is there a single set. For a broad and adequate outline we know what must be done. When you teach a man to hate and fear his brother, when you teach that he is a lesser man because of his colour or his beliefs or the policies he pursues, when you teach that those who differ from you threaten your freedom or your job or your family, then you also learn to confront others not as fellow citizens but as enemies - to be met not with cooperation but with conquest, to be subjugated and mastered.

We learn, at the last, to look at our brothers as aliens, men with whom we share a city, but not a community, men bound to us in common dwelling, but not in common effort. We learn to share only a common fear - only a common desire to retreat from each other - only a common impulse to meet disagreement with force. For all this there are no final answers.

Yet we know what we must do. It is to achieve true justice among our fellow citizens. The question is now what programs we should seek to enact. The question is whether we can find in our own midst and in our own hearts that

leadership of human purpose that will recognize the terrible truths of our existence.

We must admit the vanity of our false distinctions among men and learn to find our own advancement in the search for the advancement of all. We must admit in ourselves that our own children's future cannot be built on the misfortunes of others. We must recognize that this short life can neither be ennobled or enriched by hatred or revenge.

Our lives on this planet are too short and the work to be done too great to let this spirit flourish any longer in our land. Of course we cannot vanish it with a program, nor with a resolution.

But we can perhaps remember - even if only for a time - that those who live with us are our brothers, that they share with us the same short movement of life, that they seek - as we do - nothing but the chance to live out their lives in purpose and happiness, winning what satisfaction and fulfillment they can.

Surely this bond of common faith, this bond of common goal, can begin to teach us something. Surely we can learn, at least, to look at those around us as fellow men and surely we can begin to work a little harder to bind up the wounds among us and to become in our hearts brothers and countrymen once again.

Adapted from <https://www.jfklibrary.org/Research/Research-Aids/Ready-Reference/RFK-Speeches/Remarks-of-Senator-Robert-F-Kennedy-to-the-Cleveland-City-Club-Cleveland-Ohio-April-5-1968.aspx>

2. Date: Wednesday, June 19, 2013

Speech by Acting Head of UN Women Lakshmi Puri on Ending Violence against Women and Children at the ACP-EU Parliamentary Assembly on 18 June 2013, in Brussels

Good morning.

I thank you for inviting me to address you at this ACP-EU Joint Parliamentary Assembly on a matter that concerns all of us, all 79 African, Caribbean and Pacific nations and 27 European Union Member States represented in this

forum, and ALL nations of the world.

It is one of the most pervasive violations of human rights in the world, one of the least prosecuted crimes, and one of the greatest threats to lasting peace and development.

I am talking about violence against women and children. I am honoured to be here, at your request, to address this urgent matter as you join together to advance human rights, democracy and the common values of humanity.

We all know that we have to do much more to respond to the cries for justice of women and children who have suffered violence. We have to do much more to end these horrible abuses and the impunity that allows these human rights violations to continue.

When we started UN Women two-and-a-half years ago, we made ending violence against women and girls one of our top priorities.

I think we can all agree that the time for complacency is long gone, has passed and belongs to another era. The silence on violence against women and children has been broken and now, now is the time for stronger action.

It is time for action when up to 70 per cent of women in some countries face physical and/or sexual violence in their lifetime.

When one in three girls in developing countries is likely to be married as a child bride; when some 140 million girls and women have suffered female genital mutilation; when millions of women and girls are trafficked in modern-day slavery; and when women's bodies are a battleground and rape is used as a tactic of war – it is time for action.

This violence against women and children has tremendous costs to communities, nations and societies—for public well-being, health and safety, and for school achievement, productivity, law enforcement, and public programmes and budgets.

If left unaddressed, these human rights violations pose serious consequences for current and future generations and for efforts to ensure peace and security, to reduce poverty and to achieve the Millennium Development Goals and the next generation of development goals we are discussing.

The effects of violence can remain with women and children for a lifetime, and can pass from one generation to another. Studies show that children who have

witnessed, or been subjected to, violence are more likely to become victims or abusers themselves.

Violence against women and girls is an extreme manifestation of gender inequality and systemic gender-based discrimination. The right of women and children to live free of violence depends on the protection of their human rights and a strong chain of justice.

Countries that enact and enforce laws on violence against women have less gender-based violence. Today 160 countries have laws to address violence against women. However, in too many cases enforcement is lacking.

For an effective response to this violence, different sectors in society must work together.

A rape survivor must have rapid access to a health clinic that can administer emergency medical care, including treatment to prevent HIV and unintended pregnancies and counseling.

A woman who is beaten by her husband must have someplace to go with her children to enjoy safety, sanity and shelter.

A victim of violence must have confidence that when she files a police report, she will receive justice and the perpetrator will be punished.

And an adolescent boy in school who learns about health and sexuality must be taught that coercion, violence and discrimination against girls are unacceptable.

As the Acting Head of UN Women, I have the opportunity to meet with representatives from around the world, with government officials, civil society groups and members of the business community.

I can tell you that momentum is gathering, awareness is rising and I truly believe that long-standing indifference to violence against women and children is declining.

A recent study published in the American Sociological Review finds that transformation in attitudes is happening around the world.

The study looked at women's attitudes about intimate partner violence in 26 countries in Africa, Asia, and Latin America and the Caribbean. It found that during the first decade of the 2000s, in almost every one of these countries, women became more likely to reject intimate partner violence.

The surveys found growing female rejection of domestic violence in 23 of the 26 countries. It found that "women with greater access to global cultural scripts

through urban living, education, or access to media were more likely to reject intimate partner violence.”

The study’s author concludes that domestic violence is increasingly viewed as unacceptable due to changes in global attitudes. Yet even with this rising rejection, in nearly half of the countries, 12 of the 26 – more than half of women surveyed – still believe that domestic violence is justified. So even though attitudes are changing, we still have a long way to go to achieve the changes in attitudes that are necessary to end violence against women and children.

I witnessed this myself at the 57th Commission on the Status of Women at United Nations Headquarters in New York this past March. The agreement reached at the Commission on preventing and ending violence against women and girls was hard-won and tensions ran high throughout the final week of the session.

There were many times when it was unclear whether the Commission would end in deadlock, as it did 10 years before on the same theme, or if Member States were going to decide on a groundbreaking agreement.

In the end, thanks to the tireless work of civil society advocates and negotiations into the wee hours of government delegates and UN Women colleagues, agreement was reached on a historic document that embraces the call of women around the world to break the cycle of violence and to protect the rights of women and girls.

The landmark agreement provides an action plan for governments. It breaks this down into the four P’s: Protection of human rights, Prosecution of offenders, Prevention of violence, and Provision of Services to survivors.

Adapted from <http://www.unwomen.org/en/news/stories/2013/6/it-is-time-for-action-to-end-violence-against-women-a-speech-by-lakshmi-puri>

Assessment opportunities

Conversation

Learners will discuss the key message in each speech. They will also discuss the different styles used by each speaker to appeal to his/ her audience.

Observation

Observe the learners' interpersonal skills and their ability to communicate with ease as they discuss in groups.

Product

A list showing the key message in each speech. This can be done in groups or in pairs.

Activity 2: Reading about violence

Learner's Book pages 48-54

In groups

Every group member should have an opportunity to read the passage. Mix the learners up in terms of gender and also their reading and learning capability. Each group should be balanced. Help the learners understand the message of the passage by pausing in between readings and asking questions.

Types of violence in the passage

1. Political violence: different political groups often engage in fights that destabilise the economy and instill fear in people.
2. Ethnic violence: in most cases, ethnic clashes arise from disagreements about grazing lands and water resources.
3. Religious violence: There has been religious intolerance since the beginning of time and even though people have become more accommodative in the past years, there are some groups of people that have been attacking other religious groups with the belief that they are doing it for God.

Assessment opportunities

Observation

Assess learners' ease of locating information in text. This will help you assess their level of understanding messages in passages.

Conversation

Ask learners to explain to you the answers to their questions and how they came to their conclusions. Let them share with you the key points they have identified from the passage and what makes them key.

Product

Each learner will write a story about violence in their area. The story should be well written and should use the vocabulary related to violence.

Activity 3: Causes of violence

Learner's Book page 55

In groups

There are several causes of violence given in the passage. Engage the learners so that they are able to identify other causes of violence. They can base this on their personal experience, experience of someone they know or what they have read. Despite the discussions on violence, encourage the learners to always end the discussion with a message of positivity and peace.

Causes of violence in the passage

1. Violence is caused by religious, racial, political and ethnic differences.
2. Political parties fail to agree on certain things and resort to violence.
3. People of different ethnicity get into fights because of disagreements on grazing lands and water sources.
4. Religious intolerance has led to formation of groups like the Al-Shabaab and Boko Haram which raid countries and kill a lot of people.

Other causes of violence

1. Racial differences. This is where people of different colour fight over this difference. For example in the United States, the black are often seen as criminals while the black people do not like the white people because they believe they are superior.
2. Sexual violence: Here, a man or a woman is harassed sexually by the opposite sex. For example, rape and sodomy.
3. Domestic violence: This is where a member of the family is violent towards another member, e.g. a father who beats his wife and children.

Assessment opportunities

Conversation

Learners will discuss the possible causes of violence. You may instruct them to use local contexts for ideas.

Observation

Observe the learners' interpersonal skills and their ability to communicate with ease as they discuss in groups.

Product

A list of the causes of violence.

Activity 4: Why some people resort to violence

Learner's Book pages 55-58

In pairs

The passage should be read in turns. The character that people grow into is mostly shaped by their experiences in their childhood. Positive experiences lead most people into growing up into positive people who are responsible and with desirable traits while children who grow up in instability grow up to be truants, in most cases. Explain to the learners that they might not be able to change their past or the environment which they grew into but they can certainly choose to be better, despite the challenges they might have faced in their childhood because they do not have to resign to fate.

It is important for you to discuss with the learners a different path that the character in "Holy Mission" could have chosen instead of allowing himself to be brainwashed through religious training. This will help them see better options even when presented with challenges. The learners will learn to think critically about the situation in hand and come up with a list of possible solutions that will make them better people.

In groups

Help the learners identify some of the reasons that should have motivated the character to behave violently.

Possible answers

1. Religious radicalisation.
 2. Economic gain from fighting.
- Accept any other reasonable answers.

Assessment opportunities

Conversation

Learners will discuss the character's behaviour and how his actions contradicted his thoughts and beliefs.

Observation

Observe the learners' interpersonal skills and their ability to communicate with ease as they discuss in groups.

Activity 5: Conflict resolution

Learner's Book pages 59-60

In pairs

There are various non-violent conflict resolution methods. Discuss the methods with learners and help them in matching the conflict resolution methods appropriately.

1. Discussion/dialogue: two or more parties involved in a conflict or a disagreement sit down and talk about the issues they are facing. They then come up with terms and conditions for peaceful co-existence, that suits both parties and adhere to them.
2. Mediation: two conflicting parties select a third, neutral party to assist in settling a dispute without favouring any of the conflicting parties but coming up with a solution that will benefit both parties.
3. Written communication: conflicting parties decide to write to each other, to lodge complaints or air grievances instead of getting into an act of violence.
4. Voting: this is used in many countries in selection of leaders. Two or more people vie against each other for a certain position and the people are given a chance to elect their leader of choice.
5. Arbitration: the two parties choose a person or an entity to whose ruling they will adhere, e.g. presenting a case in court for the judge to pass a ruling.
6. Compromise: in the face of conflict, one of the conflicting parties agrees to lower its guards and accept the terms of the other party or forgo something so that they can reach an agreement.

In groups

First, discuss the conflicts experienced in South Sudan to see the understanding

of the learners. Ensure the learners do not engage in discussions with potential of leading to a conflict. These could be discussions that will lead the learners into blaming each other on the basis of their tribes and religion. However, encourage sober discussions despite the differences, such that even though the learners will not agree on everything, they are able to hold discussions and debate without breaking into fights because of disagreements on ideas and views.

Individually

Help the learners understand that peace begins with them and as much as they are not the cause of the challenges faced by South Sudan, they can take part in changing the situation. It is important that you make the learners understand that it is their responsibility. They should not waste time on blaming each other but rather take initiative to bring conflicts to an end.

Assessment opportunities

Conversation

Learners will discuss the possible ways of solving conflicts. It will be helpful for them to use local contexts for ideas.

Observation

Observe the learners' interpersonal skills and their ability to communicate with ease as they discuss in groups.

Product

Each learner will write an essay on different types of violence in South Sudan and possible ways of solving them.

Activity 6: Build your vocabulary

Learner's Book page 61

Individually

The cloze test will help you in testing the learners understanding of the causes of violence and methods of conflict resolution. Give an additional activity by asking the learners to use each of the words in bracket to construct one sentence showing the effect of violence of the importance of peace.

Answers

1. Violence
2. Ethnic
3. Religious
4. Political
5. Conflict resolution
6. Dialogue
7. Mediation

Assessment opportunities

Observation

Check on the learners' understanding of the concept of violence and conflict resolution.

Product

Correct answers to the vocabulary exercise. See the answers above.

Activity 7: Researching on violence in your community

Learner's Book page 61

In groups

This activity will give the learners an opportunity to talk to the members of the community. It will boost their social skills as well as boost their **confidence** and build their research skills. By writing recommendations, the learners will be taking responsibility for the challenges they identify within their communities and taking the necessary action to make a difference. This research will also enable them to get in touch where the actual problem might be and build informed decisions and suggest the appropriate methods of conflict resolution. This is a lesson they can apply in their daily lives to be of positive influence to people around them. They will be equipped with knowledge of how to handle situations of violence having the background information on their causes and their effects.

Assessment opportunities

Conversation

Learners will be involved in a discussion with members of the community on different aspects of violence as they carry out their research in the field. They will also discuss in groups the findings of their research.

Observation

Observe the interpersonal skills and their ability to communicate with ease as they talk to different people in the field and in their group discussions after the research.

Product

Each group should compile a report on the findings of their research. The report should be written in the correct format.

Activity 8: Campaigning against violence

Learner's Book page 62

In groups

This activity will further encourage the learners to take initiative to address violence in their respective communities. Help the learners in coming up with slogans that will inspire people to be more peaceful. They can go into the communities near the school and talk to them about peace and the effects of violence. This will ensure that the learners are active participants of the change needed within the communities.

Assessment opportunities

Conversation

Learners will discuss how their leaflets and posters will look like. They will also interact with members of the community as they campaign against violence in the community.

Observation

Observe the learners' interpersonal skills and their ability to communicate with ease as they discuss in groups and when they go out in the field to campaign against violence in the community.

Product

Each group will prepare a leaflet and a poster. They should be attractive and should contain brief information the need to eradicate violence. The information should be easily understood.

Activity 9: Test your understanding

Learner's Book page 62

Individually

This activity will help you test the learners understanding of the whole unit, especially the methods of conflict resolution. Reason with the learners and help them think through the questions before giving their answers..

Possible answers

1. Violence
2. Mediation, mediator
3. Accept any reasonable answer
4. Accept any reasonable answer

Activity 10: Apply your knowledge

Learner's Book pages 63-64

In groups

This unit will reinforce the lessons on the causes of violence that the learners have learned. By now, it should be easy for the learners to answer these questions if they have really understood the concept of this unit. Make sure you recap all the important points with the class.

Individually

Guide the learners on how to write a conversation or a play. Explain the use of stage directions when writing a play. The play should, where possible, show the method of conflict resolution used and how it has worked.

Assessment opportunities

Conversation

Learners will tell group members of a dramatic scene they witnessed which involved violent confrontations. Each group should discuss ways of solving the conflict.

Observation

Observe the learners' interpersonal skills and their ability to communicate with ease as they discuss in groups.

Product

Each group will write a conversation to show ways of resolving a conflict in order to avoid physical confrontations.

Activity 11: Language practice

Learner's Book pages 64-67

In Secondary 2 learners were introduced to passive voice. This activity adds on the knowledge that the learners acquired in Secondary 2. The notes in the Learner's Book provide extensive information of how passive voice can be used in past simple tense. Use these notes to guide learners on the function of passive voice in various tenses.

Answers

Practice exercise 1

1. English is spoken by many people.
2. The child was abused by him.
3. The food was eaten by Peter.
4. The thief was arrested by the policeman.

Practice exercise 2

1. Tina cleaned the dishes.
2. The teacher punished him.
3. My mother cooked the food.
4. The students did the exams.

Practice exercise 3

1. Baskets were made for a living by many Rwandan women.
2. The houses were painted by Ben.
3. Jesus was followed by Christians.
4. Prophet Mohammed was followed by Muslims.
5. Cultural preservation is encouraged by the government.

Practice exercise 4

1. My pen was taken by someone.
2. He wasn't let go by her.
3. Was the book sent by him?
4. Opportunities to learn should be given to girls.
5. The water was brought by Opi.

Assessment opportunities

Conversation

Engage learners in a discussion to talk about how passive voice is used in present past tense. Learners should be encouraged to talk about the varying ways in which passive voice is used. Examine how well the learners are able to use passive as they construct their sentences in different tenses.

Observation

Analyse how well the learners use their interpersonal skills and their ability to communicate as they identify and discuss the different structures of passive voice.

Product

Learners should complete the exercises in the Learner's Book appropriately by following the instructions given. Check whether the learners exhibit the correct use of passive voice.

Unit 4

Farming

Learn about	Key inquiry questions
<p>Learners should read a range non-fiction about farming and its importance to the economy. This should include extracts and whole pieces (<i>e.g. from technical journals, newspapers and government publications as well as books</i>). They should work in small groups to discuss farming, and write an extended piece setting out its importance, giving evidence and suggesting good practice.</p> <p>Learners should listen (<i>in person or recorded</i>) to a farmer or farming expert talk about the industry and its importance. They should carry out some research into different types of farming their impact, and how it could be improved. They should compare farming in South Sudan to neighbouring countries. They write about this and make a presentation to the class.</p> <p>Learners should read some extended fiction on the subject of farming. They should work in groups to discuss the quality of the work and how the techniques the writer uses to achieve the effects. They should write a critical review identifying key features, themes and characters, and select sentences, phrases and relevant information to support their views.</p>	<ul style="list-style-type: none">• What is the importance of farming within the economy?• How does farming in South Sudan compare to other countries?• How could the farming system be improved in your area?

Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> • Understand specialised texts • Understand a wide and specialized vocabulary 	<ul style="list-style-type: none"> • Communicate with ease in both formal and informal situations using a wide range and variety of language appropriately • Interpret text in specialised contexts and report back on key points • Make comparisons between texts, including consideration of audience, purpose and form • Write text for a range of purposes using a sophisticated range and variety of structures 	<ul style="list-style-type: none"> • Be confident to communicate with ease
<p>Contribution to the competencies:</p> <p><u>Critical thinking</u>: about the importance of farming</p> <p><u>Communication</u>: with group and class</p> <p><u>Co-operation</u>: with group</p>		
<p>Links to other subjects:</p> <p>Science</p> <p>Environment and Sustainability</p>		

An outline of the learning

This unit aims at helping the learners appreciate the importance of farming, the challenges facing farming and possible solutions that can be applied to improve the farming sector. Farming, being key to the economy of South Sudan is a very crucial activity and with the knowledge from this unit, learners will be able to improve farming in their own area even if in small capacities.

The unit has a range of learning activities that will help learners build their vocabulary knowledge on farming and help them understand the use of these terms in relation to farming.

The activities in the unit include some written text, speaking and listening exercises and activities that will require learners to find journals and books on farming so as to expand their knowledge.

The student's competencies

The activities in this unit will be conducted in pairs, as a class and in groups. This will ensure the learners engage extensively throughout the unit, their by shaping their **communication** skills. They will also be required to come up with solutions to challenges as well as ideas to better farming in South Sudan and this activity will develop the learners' **co-operation** so that they appreciate team work and learn to work together peacefully, to attain results. In order to identify the challenges and come up with solutions, the learners will be required to do some **critical thinking**.

Link to other subjects

This unit provides a good opportunity to link into Science. Help the learners to connect the knowledge acquired from this unit with what they learned in the science class, regarding farming, the types of soils that are good for farming and the farming methods.

Lesson development

Activity 1: Picture headlines

Learner's Book pages 68-69

Introduction

Most people in South Sudan rely on agriculture for survival. Farming is also a lead source of income and food in most places around the world. It is a practise that has been in existent for so long and a guarantee of food security for people with low or no incomes. It is an important skill that should be instilled in every young person because if done the right way, farming can be a successful business. The learners might have an experience of farming, personally or from families and neighbours. Engage them to share these experiences. Give them your own take on farming.

In pairs

The pictures show the various type of farming, help the learners to identify them and come up with the headlines. You can trigger their thinking by asking what headlines they have seen or heard before and what it was about. Generally, discuss what a headline is and its importance which includes capturing the reader's attention so that he or she will be interested in reading a particular story. Encourage creativity but also draw the learners' attention to the fact that a headline is supposed to be brief and often involves word play, such as the use of puns.

In groups

Learners can identify how similar or different their definitions are and settle for a definition that is more applicable.

By now, the learners should be familiar with using a dictionary to find meanings of new words but in case of challenges, help out. For words whose definitions in the dictionary are in general, help the learners to narrow it down to the context of farming.

Assessment opportunities

Conversation

Learners will discuss the appropriate headlines for the pictures given in the Learner's book.

Observation

Observe the learners' interpersonal skills and their ability to communicate with ease as they discuss in groups.

Product

Headlines for the pictures given in the Learner's Book.

Activity 2: Reading passage

Learner's Book pages 69-71

In pairs

Learners should read the passage in turns, one partner reads while the other follows

the story silently so as to be able to answer the questions. Ensure that the learners' ability to understand messages in texts has improved at this level. They should be able to read with greater interest in so that whenever they are reading a passage, they are able to make judgments and ask questions as to why things have happened a certain way.

Possible answers

1. Provides food and raw materials.
2. It provides employment for a large population of people.
3. It is a direct source of food for a large population of people.
4. In some countries, it is the primary source of national income.
5. Products of farming like tea, sugar, rice and tobacco are exported to earn foreign exchange among others.

Assessment opportunities

Conversation

Learners will discuss the questions given the Learner's Book

Observation

Listen to the complexity of the learners' discussions. It is important that the ideas of the learners go beyond what is in the text such that they share ideas with complexity by giving experiences as well as examples of what is happening in South Sudan.

Product

Answers to the questions in the Learner's Book

Activity 3: Discuss and write about farming

Learner's Book page 71

Individually

By now, the learners should be able to conduct successful research because of the constant research work they have been doing. You can help the learners come up with questionnaires on things they need to find out. Ensure that the learners have a detailed record of their research. Insist to them that they include how these challenges come about so that when sourcing for solutions they start from the roots of the problems.

Possible answers on challenges faced by farmers

1. Crop and livestock loss to diseases.
2. Lack of adequate farm equipment.
3. Lack of knowledge on farming.
4. Drought and famine destroy crops and livestock

In groups

In discussing their findings, the activity aims at making learners put their brains together to come up with a more extensive finding. Encourage the shy learners to take part in the presentation so that they can overcome their fear and gain confidence. Emphasise to the learners how important it is to have good presentation skills and how they can better these skills, which includes through practise.

In pairs

Good farming practices are the activities that farmers undertake so as to ensure they have high yields and quality produce. There are various things that farmers do to ensure that their land remains viable, for example, maintenance of the land through addition of manure. Ask the learners to share other good practices they know other than the ones given in the passage and how effective these practices are. Learners should explain each of the points they note down from the passage and come up with the ones that are applicable in South Sudan. Encourage the learners to share this knowledge with the local people so as to boost farming. This will build them in taking the responsibility to educate their community, hence making their education beneficial to the larger society, which is crucial in raising responsible citizens.

Good farming practices given in the passage

1. Agricultural management practices and approaches aimed at producing high crop yields while maintaining environmental sustainability.
2. Conservation of agriculture
3. Integrated pest management.
4. Pollination management.

Assessment opportunities

Conversation

Learners will be involved in a discussion on different weather patterns in their areas

and how these patterns affect farming.

Observation

Observe the interpersonal skills and their ability to communicate with ease in their group discussions.

Product

Each group should compile a report on different weather patterns in their areas and how they affect farming. The report should be written in the correct format.

Activity 4: Listening to an expert

Learner's Book page 72

As a class

The visit will give the learners a first hand experience. Before the visit, help the learners come up with questionnaires on what they should find out from their research. This activity might trigger the interest of some learners, to pursue agriculture. The officer should tell the learners what it takes to be in the industry.

In groups

The discussion will help the learners come up with a comprehensive note since they will be able to fill in on what they might have missed out, from each other's notes. Tackling the challenges facing farmers will make the learners pro-active even in the community, as they will be able to acquire the skills of identifying and solving problem. This will make them better people in the society. Instill in the learners, the need to take the knowledge from this lesson outside the class and share with society members. Encourage the learners to ask questions or seek clarification.

Individually

Refresh the learners' minds by sharing the basic steps to writing an essay, that is, introduction, body and conclusion. Encourage the learners to be as detailed as possible in their essays. Select the best essay and hung it on the class notice board.

Possible solutions to challenges

1. Increased digging of borehole to provide water for irrigation.
2. Educating people on different farming ways that are productive.

3. Supplying healthy disease resistant seeds to farmers.
4. Provision of sprays and pest control chemicals.

Assessment opportunities

Conversation

Learners will be involved in a discussion when coming up with a questionnaire as well as when preparing a report after visiting the agricultural officer.

Observation

Observe the interpersonal skills and their ability to communicate with ease in their group discussions and with the agricultural officer.

Product

Each should write an essay on the challenges facing farmers in South Sudan and the possible problems to these challenges county. The essay should be written in the correct format.

Activity 5: Research on types of farming

Learner's Book Pages 72-73

In groups

This activity will expose the learners to the different kinds of farming. Help them identify the ones that are already being practised in South Sudan and the ones that are not being practised but can be suitable.

Type of farming	Its impacts on the environment
Arable	This is growing of crops in large or small scale. These crops can be sold or exported for foreign exchange or used for home consumption hence are important to a country and people.
Pastoral	This refers to rearing of animals. The animals provide milk, wool, butter and meat among other things, thereby improving people's lives. The products can be sold or consumed. It also causes degradation of land which can lead to soil erosion.

Mixed	This involves growing of crops and rearing of animals.
Subsistence	This refers to a case where crops are grown for consumption. It improves family health and cuts costs for families as well as ensuring there is reliable supply of food.
Commercial	Here, farming is done solely for business. This creates employment for many people and is a source of income.
Intensive	It requires small areas of land with expensive inputs. Crops produced are of high quality.
Extensive	Agriculture carried out on large areas of land with fewer inputs needed. Crops produced are of large quantity and can be sold for income purposes.
Sedentary	This is the kind of farming that takes place permanently in one place. It can lead to soil erosion if the land is not constantly fertilised.
Nomadic	It is the kind of farming that involves farmers moving around in search of new farm areas and new grazing land.

In pairs

The learners will be able to relate the pictures with a particular type of farming, which will help them, understand further and be able to differentiate the different types of farming. Let the learners share on what kind of farming takes place in their home area and why.

Assessment opportunities

Conversation

Learners will be involved in a discussion with farmers in the different farms visited.

Observation

Observe the interpersonal skills and their ability to communicate with ease as learners communicate with the farmers.

Product

Each group should the table given in the Learner's Book after the farm visit

Activity 6: Making comparisons

Learner's Book pages 74-75

In groups

Learners will be able to find out what other countries are doing in relation to farming. This will give them ideas that can be employed to improve the farming sector in South Sudan. They will be able to identify the failures of farming in other countries and improve on those ideas to make them successful as well as borrow successful ideas and implement them in their country.

Assessment opportunities

Conversation

Learners will be involved in a discussion on farming methods and technologies in different countries.

Observation

Observe the interpersonal skills and their ability to communicate with ease in their groups.

Product

Each should prepare a list of recommendations to be given to the Area Agricultural Officer.

Activity 7: Improving farming in your home area

Learner's Book pages 75-77

In groups

The learners have already been introduced to the different types of farming. They should be able to identify which of the types is practised in their home alongside the challenges faced by the farmers.

As a class

Every challenge has a solution and this activity gives the learners a chance to think of solutions to the challenges they have highlighted. By doing this, they will be helping in improving the lives of the people, by providing solutions to the problems within the society. Encourage learners to be on the frontline when it comes to matters of community education and always be willing to share these lessons.

Individually

The learners are familiar with letter writing but as a reminder, take them through the process. You can guide them by asking them to say what they remember about writing formal letters and then build on their ideas to give further explanation, adding points they might have left out.

Assessment opportunities

Conversation

Learners will be involved in a discussion types of farming in their home area and ways in which farming can be improved.

Observation

Observe the interpersonal skills and their ability to communicate with ease in their groups.

Product

Each learner should write a formal letter to the Ministry of Agriculture and Forestry giving recommendations on how farming can be improved in their home area. The letter should be brief and written in the correct format.

Activity 8: Read and review

Learner's Book pages 77-82

In pairs

Prepare the learners by pairing them up. Balance the pairs in terms of gender and reading abilities. Go through the various literary techniques that learners have learned so far and briefly discuss each one mentioned by the learners.

Check the understanding of characters in stories by asking them to share some of the most interesting characters they have come across in the books they have read and why. In the poems, ask them about the persona, that is, the voice in the poem, the mood of the poem and the tone. Every story has a theme. Themes are topics that the writers choose to cover in their stories, e.g. corruption, religion, gender and education among others. Ask learners to say some other themes.

In pairs

Help the learners in making comparisons in the styles used.

In groups

Learners are expected to re-read the poems in this activity as a group and compare the different elements employed by the authors to make their poems stand out. Encourage the learners to identify the style, themes and figurative language in the poems to assist them in completing the tasks in this activity.

Individually

A review is a feedback on a book, a story or even a product, mostly given by the consumer. The reviewer writes to say what the product, book or story is, what it is about, what they liked about it and why and what they did not like about it and why. With this in mind, ask the learners to share a review of for example, their favorite book, food or a restaurant, with the class.

Assessment opportunities

Conversation

Learners will be involved in a discussion on the two poems, citing their similarities and differences as well as comparing the poetic devices used in each.

Observation

Observe the interpersonal skills and their ability to communicate with ease in their groups.

Product

Each learner should write a review of the two poems, clearly stating the strengths and weaknesses of each poem. The review should be written in the correct format.

Activity 9: Language practice

Learner's Book pages 82-88

At this stage learners are already familiar with what verbs are and their function in a sentence. This activity introduces learners to modal verbs and how they function in a sentence. Use the notes provided in the Learner's Book to take learners through the different types of modal verbs and their function in a sentence.

Answers

Practice exercise 1

1. Ask a question.
2. Express ability.
3. Express possibility.
4. Express ability.
5. Express possibility.
6. Express ability.
7. Ask a question.
8. Ask a question.

Practice exercise 2

1. Can, could
2. Can
3. Could
4. Can
5. Can
6. Can

Practice exercise 3

1. Must
2. Must
3. Must
4. Must
5. Must

Practice exercise 4

1. Will earn
2. Will travel
3. Will meet
4. Will adore

5. Will not have
6. Will serve

Practice exercise 5

1. I should assist my siblings.
2. She should be able to consult a doctor.
3. He/they should be able to report to school today.
4. We should have the rights to basic needs.
5. I should be able to complete my homework today.

Practice exercise 6

1. Have to
2. Has to
3. Have
4. Have to
5. Have to

Practice exercise 7

1. Might
2. May
3. May
4. Might
5. Might
6. May

Assessment opportunities

Conversation

Engage learners in a discussion to talk about modal verbs. Learners should be encouraged to talk about the varying characteristics of modal verbs. Examine how well the learners are able to use appropriate modal verbs as they construct their sentences.

Observation

Analyse how well the learners use their interpersonal skills and their ability to communicate as they identify and discuss the different structures of modal verbs and how they function in a sentence.

Product

Learners should complete the exercises in the Learner's Book with the appropriate modal verbs. Check whether the learners exhibit the correct use of modal verbs.

Unit 5

Wildlife conservation

Learn about	Key inquiry questions
<p>Learners should read a range fiction and non-fiction about how the culture of a nation can be preserved in a changing world and its effect on society and the economy. This should include extracts and whole pieces (<i>e.g. from technical journals, newspapers and government publications as well as books</i>). They should identify the complexity of the issue, consider how a culture develops over time, and should write balanced pieces setting out the issues.</p> <p>Learners should listen (<i>in person or recorded</i>) to a community leader talking about the need to preserve and develop the traditional culture. They should work in groups to pool their research into the issue, and write a group report about this and make a presentation to the class. They should make recommendations about how South Sudan can make best use of communication technology. Learners should read some extended fiction on the subject of culture and society. They should work in groups to discuss the quality of the work and how the techniques the writer uses to achieve the effects. They should write a critical review identifying key features, themes and characters, and select sentences, phrases and relevant information to support their views.</p>	<ul style="list-style-type: none">• What are the important aspects of culture in the society?• How can we keep our cultural heritage intact in our society?• Why some cultures do extinction or disappearing?• Is culture liable to change/ transform?• What is the consistence of society distinct entity?

Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> Understand a wide and specialised vocabulary 	<ul style="list-style-type: none"> Interpret spoken English in familiar specialised context and if required report back on what has been read Communicate with ease in both formal and informal situations using a wide range and variety of language appropriately Make comparisons between texts, including consideration of audience, purpose and form Communicate with ease producing text for a range of purposes using a sophisticated range and variety of structures 	<ul style="list-style-type: none"> Be confident to communicate with ease
<p>Contribution to the competencies:</p> <p><u>Critical thinking</u>: Analyzing why some cultures and languages are dying out or vanishing</p> <p><u>Communication</u>: Discussions, debates and campaigning and advocating for better traditions and norms in the culture</p> <p><u>Co-operation</u>: Story-telling and sharing ideas collected from research carried out</p> <p><u>Culture</u>: Keeping values and norms in society</p>		
<p>Links to other subjects:</p> <p>Citizenship</p>		

An outline of the learning

This unit covers a wide range of sub-topics that are intended at equipping the learners with knowledge on what wildlife is, the challenges they face and what can be done to conserve them, as well as reasons why these conservations are necessary. The activities will give the learners a chance to explore broadly on these subtopics and gain comprehensive knowledge on the topic.

The unit has a range of learning activities that will help learners build their vocabulary knowledge on wildlife and terms used in relation to wildlife and its conservation.

The activities in the unit include some written text, speaking and listening exercises.

The student's competencies

The competences that the learners will develop in this unit are **critical thinking** when coming up with ideas on how to conserve wildlife best, **communication** is employed throughout the book through group, class and discussion in pairs. The learners will be required to practise **co-operation** in each one of these activities so as to get required results for activities such as results. Encourage tolerance, respect and patience during discussions.

Link to other subjects

This unit links to science. Find out what the learners have learned that can be of use for their better understanding of this unit.

Lesson development

Activity 1: Definitions

Learner's Book page 89

In pairs

Ask random learners to read any of the words from the list given, aloud. Encourage the weak learners to give you definitions of all the words given and another student to construct sentences verbally using those words. Encourage the learners to try out the meanings of the words before checking in their dictionaries.

Assessment opportunities

Observation

Listen to the learners as they read and discuss the meaning of the vocabulary listed. Consider whether they are able to explain some of the words they are familiar with and identify how the words function in a sentence. 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 meanings of the new words they have come across. 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: Know your wildlife

Learner's Book pages 89-90

In groups

Discuss with the learners, the forms of wildlife in the world and then narrow down to those in South Sudan. Help the learners fill in the table in the Learner's Book. This will familiarise them with the concept of wildlife in South Sudan. Ask learners if they have been to a national park or a reserve and ask them to share their experience.

National park/Game Reserve/Conservation areas	Where it is located	Wildlife found
Bandigilo	Equatoria region	Nubian giraffe, hosts the world second largest mammal migration involving mammals such as tiang, reedbuck and white-eared kob, African wild dogs, Sudan cheetahs and caracals among others.
Boma	Eastern South Sudan near the Ethiopian border.	Buffalo, elephant, lesser kudu, East African lion and black-chested snake eagle among others.
Sudd	Mongolia	Hippopotamus, crocodile, Nile lechwe waterbuck
Nimule	Along Uganda-South Sudan border	Elephant, lelwel hartebeest, waterbuck, Uganda kob, hippos
Lantoto	Southwestern Sudan on the border with DRC	Chimpanzees

Assessment opportunities

Conversation

Talk to the learners about the different wildlife found within their regions and around South Sudan. Evaluate whether they can be able to identify and discuss the geographical areas where different wildlife is found and how they have benefitted the country. Encourage them to explain the significance of each wildlife mentioned to their society and the world.

Observation

Listen to the learners as they express their opinions. How well are they able to articulate their points? Consider whether they are able to provide relevant arguments.

Product

Evaluate the learners ability to think critically and provide relevant arguments in reference to the context of wildlife in South Sudan.

Activity 3: Reading passage

Learner's Book pages 90-95

In groups

Group the learners in such a way that every group member gets to read a paragraph in the passage. Ensure that while one member of the group is reading, the others follow closely. Discourage finger following while reading the passage. You can encourage the learners to time each other and read the same paragraph and see who has the fastest reading speed. This will help them improve their reading ability. The learners should identify the key points in the passage and write a summary of it.

Individually

It is important for the learners to understand the importance of wildlife so that they get the motivation to care for it, which is part of good practise. Help the learners in filling in the table by helping them use the materials provided to locate the information that they need.

Importance	Examples
Cultural	<p>Communities that live along river Nile and near the Sudd interact during fishing and hunting expeditions.</p> <p>Some communities hold special attachment to some tree species and consider them sacred, holding traditional ceremonies under them as well as offering sacrifices.</p> <p>Snakes and owls are considered a sign of bad omen in some cultures.</p>
Scientific	<p>Genes have been isolated from drought resistant wild pants and used to develop drought resistant maize.</p> <p>Used in researching on the anatomy, physiology and ecology of plants.</p> <p>Some plants are used in production of medicines for various ailments.</p>
Ecological	<p>Forests are good for conservation of soil. It prevents flooding and erosion.</p> <p>Regulation of the population of different species.</p> <p>Food chains and natural cycles are facilitated by wildlife.</p>

Good practice

1. Cultural importance can be protected by protecting the Nile and the Sudd for continued interaction of people living around the Sudd and Nile. More species of the sacred trees can be planted by these communities to ensure the continuation of culture.
2. The trees and animals whose genes are used in scientific research can be protected by allocating resources to plant more of them and protect the ones in existence.
3. More trees should be planted so as to increase forest cover. This will reduce soil erosion. These forests will also provide a habitat for other species of wildlife. This will continue the food chain and other natural cycles like carbon and nitrogen cycle.

In pairs

Ask the learners to share with you, some of the things that count as good wildlife practise. Share with them what constitutes a good practise in wildlife.

Answers

1. Setting up orphanages and sanctuaries fro wild animals.
2. Educating locals on how to conserve wildlife.
3. Banning sell and purchase of leopard skin.

Assessment opportunities

Conversation

Take part in discussion with the learners; encourage them to talk about the passage. Ask learners questions about the cultural, scientific, ecological and economic contribution of wildlife to the world and South Sudan. 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 they have read.

Observation

Listen to the groups as they argue out their answers in reference to the discussion. 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 what they have learnt during the activity?

Activity 4: Listening to an expert

Learner's Book page 96

As a class

In this activity, digital literacy will be implemented. It is important for the learners to familiarise with this concept since the world is going digital and the learners'

familiarity with this concept is important to them. Give a learner the opportunity to replay the speech so that the learners get to understand the message better.

In groups

Encourage the learners to differentiate the importance according to economic, scientific and cultural importance.

In pairs

Pair weak learner with fast learners so that it can steer the discussion. This will help reinforce the importance of wildlife.

Assessment opportunities

Observation

Watch and listen to learners as they discuss the different aspects of wildlife in South Sudan as they listen to an expert speak on the subject. 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 the importance of wildlife if they occupied a leadership position.

Conversation

Consider how learners are able to effectively evaluate and comment on the importance and conservation of wildlife as well as its contributions towards South Sudan and the world. Encourage learners to justify their views and opinions.

Activity 5: Research and compare

Learner's Book pages 96-97

In pairs

Wildlife conservation has measures put in place or activities undertaken to ensure the sustainability of wildlife. Human beings have interfered with wildlife and this interference needs to be controlled for the preservation of wildlife for the future generation as well as to maintain the beauty of the world. This interference with wildlife has also led to changes in climate as well as death of nature. Wildlife is diverse and all need different conservation measures. Introduce the learners to

the different kind of wildlife conservation and the importance of each. Help the learners to find out all the types of conservation given.

Possible findings

1. Environmental conservation

This refers to actions carried out to protect the environment from pollution. This includes planting of trees, proper waste disposal and recycling of products. Using of renewable sources of energy such as solar and wind power is also another form of protecting the environment from pollution and extortion by cutting of trees or emission of toxic gas into the environment by generation of energy from non-renewable sources.

2. Animal conservation

This refers to protecting of various species of wild animals. This can be done in terms of government policies that ban poaching of animals like elephants for tusks and rhinos for ivories. The government can also set up orphanages, animal sanctuaries for protection of animals. Forests where animals reside can be made inaccessible to public and consequences should be put in place for any person who cuts down trees from these regions.

3. Marine conservation

Marine conservation involves protection of aquatic life. This includes cleaning of oil spillage in oceans which might lead to poisoning of fish, penguins, seals and other life forms in the oceans. This will also protect a vast resource that is important for scientific research.

In groups

Wildlife is widespread and it is important for the learners to learn more about them for the purpose of comparisons and knowledge. This research will help the learners find out measures that can be borrowed and implemented in conservation of wildlife in South Sudan. It will also stir the learners interest to travel and visit the various wildlife within Africa and beyond thereby promoting tourism. Help the learners in finding as much as possible on their countries of choice and make a comprehensive compilation.

Assessment opportunities

Conversation

Talk to learners both in pairs and in groups and check for their understanding on what research work entails. Engage them in a discussion on the effectiveness of conducting conclusive and extensive research work for the purpose of writing and presentation.

Product

Consider whether learners are able to identify and effectively use effective research techniques or style in comparing their findings.

Activity 6: Conserving wildlife

Learner's Book pages 97-98

In pairs

Charles Darwin is famous for the theory of evolution and natural selection. Kindness to other creatures is important in wildlife conservation. Learners should discuss various ways in which they can take part in showing love for other creatures. They are required to come up with enough points on the importance of showing love to other creatures. Clarify that, if the creature is dangerous and can cause harm, they are allowed to defend themselves e.g. if there was a snake in their house.

In groups

Every government has conservation measures in place to protect their wildlife. Help the learners find out what action the government of South Sudan has taken to ensure that the wildlife is protected. There are several things that can be done to conserve wildlife. Help the learners to find out these methods. Learners should come up with ideas on how they can take part in wildlife conservation now that they know the importance of wildlife, the challenges facing them and how they can be conserved. They are more informed and better placed to come up with ideas on the wildlife they can conserve and how they can do that.

Wildlife conservation methods

1. Putting in place government policies that protect wildlife, e.g. anti-poaching laws.

2. Planting of trees.
3. Protection of animals like the elephants and rhinos by banning ivory and tusk trade.
4. Using of renewable sources of energy to avoid cutting of trees.
5. Providing sanctuaries and orphanage for wildlife among many others.

The government of South Sudan has taken the initiative like:

1. South Sudan's Ministry of Wildlife Conservation and Tourism (MWCT) fitted the elephants with GPS collar trackers in the fight against ivory poachers.
2. Surveying the Boma National park to ensure that the animals are safe.

Assessment opportunities

Conversation

Listen to groups of learners as they discuss the roles they play as citizens in protecting wildlife in their country and what South Sudan, as a country, can do to overcome the challenges arising due to poor wildlife conservation. Consider whether they are able to articulate their ideas effectively and whether they demonstrate creativity and imagination.

Observation

Evaluate how well the learners are able to interact with each other as they work in groups. Do they show respect for each others' opinion? Are they able to communicate in an appropriate manner?

Activity 7: Read and review

Learner's Book pages 99-106

As a class

Lead the learners in reading the poem. Select each row or column to read a stanza.

In pairs

In identifying why wildlife should be conserved, learners will be coming up with points on the importance of wildlife. Help the learners identify these points from the poem.

Possible answers

1. It helps us conserve our heritage.
2. Source of recreation, it brings tourists and thereby foreign exchange.
3. Source of education. It helps people know behaviour and climatic changes.
4. Keeps natural beauty of a country.
5. Tells pre-history of mankind.

In groups

Learners should write a different review. The review will be based entirely on their opinion of the poem. This will develop their critical thinking and the ability to analyse contents of passages and texts so as to make their own judgments. Go through the review guidelines and discuss every step in details for better understanding.

Individually

Ask the learners to use the features of poetry such as rhyme, assonance and alliteration in their poems. Discuss these features with the learners before they embark on writing the poem.

Assessment opportunities

Conversation

Listen to groups of learners as they discuss and analyse the different features of poetry. Consider whether they are able to distinguish between the different features of a poem. Are they able to identify how the different literary devices enhance the quality of a poem? can they include these literary devices when writing their own poems? Consider whether they are able to articulate their ideas effectively and whether they demonstrate creativity and imaginative skills when writing their own poems.

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 different literary techniques in their writing?

Activity 8: Language practice

Learner's Book pages 106-109

At this stage learners are already aware of what connectors are, this activity introduces learners to a wide variety of connectors of time and their function in a sentence when writing and speaking. The notes in the Learner's Book will assist you in initiating a discussion with the learners on the different connectors of time that are explained.

Answers

Practice exercise 1

Accept any answer that is grammatically correct and is appropriate according to the instructions given.

Practice exercise 2

1. He was just walking into the path when the snake slithered into his path.
2. The bird flew in when the weather changed.
3. The students started their exams when the bell rang.
4. Hyena saw his chance when the elephant arrived.
5. The farmer planted his crops when the rain started.

Practice exercise 3

Accept any answer that is grammatically correct and is appropriate according to the instructions given.

Practice exercise 4

1. The pastor was preaching **as** the children sang.
2. John slept **while** the teacher was teaching.
3. The naughty boys sneaked out of school **as** the music competitions were going on.
4. They gossiped **while** the chairperson was giving a speech.
5. He did his homework **while** he was travelling.
6. They made a decision **as** they were waiting for you.
7. We cooked **while** mother was entertaining the guests.
8. She listened to music **as** her brother was cleaning.
9. Diana watched over the children **while** their mothers were weeding at the farm.
10. My father watched the television **as** my mother was cooking dinner.

Assessment opportunities

Conversation

Engage learners in a discussion to talk about connectors of time. Learners should be encouraged to talk about the different connectors of time highlighted in the Learner's Book. Examine how well the learners are able to use appropriate connectors of time as they construct their sentences.

Observation

Analyse how well the learners use their interpersonal skills and their ability to communicate as they identify and discuss the different types of connectors of time and how they function in a sentence.

Product

Learners should complete the exercises in the Learner's Book with the appropriate connectors. Check whether the learners exhibit the correct use of the connectors of time they have studied.

Unit 6

Patriotism

Learn about	Key inquiry questions
<p>Learners should read a range non-fiction about patriotism and what it means. This should include extracts and whole pieces (e.g. from technical journals, newspapers and government publications as well as books). They should work in small groups to discuss the importance of patriotism and how excessive patriotism can be a danger, and write an extended piece setting out its importance, giving evidence and suggesting good practice.</p> <p>Learners should listen (in person or recorded) to a political leader talk about its importance. They should carry out some research into patriots from South Sudan and other countries. They write about one of these and make a presentation to the class.</p> <p>Learners should read some extended fiction on the subject of patriotism. They should work in groups to discuss the quality of the work and how the techniques the writer uses to achieve the effects. They should write a critical review identifying key features, themes and characters, and select sentences, phrases and relevant information to support their views.</p>	<ul style="list-style-type: none">• What the learners understand about the word Patriotism?• How can a Patriot defend his/her country?• What are the National activities you would like to join to save your nation?• Discuss as young people of the nation how you can refrain from ethnic affiliation in the country.

Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> • Understand specialised texts • Understand a wide and specialised vocabulary 	<ul style="list-style-type: none"> • Communicate with ease in both formal and informal situations using a wide range and variety of language appropriately • Interpret text in specialised contexts and report back on key points • Make comparisons between texts, including consideration of audience, purpose and form • Write text for a range of purposes using a sophisticated range and variety of structures 	<ul style="list-style-type: none"> • Be confident to communicate with ease
<p>Contribution to the competencies:</p> <p>Critical thinking: Establishing of refraining from ethnic affiliation</p> <p>Communication: Debating on ideas and variety of situations arising from the Government policies</p> <p>Co-operation: in groups and with class</p> <p>Culture and Identity: Appreciating and contributing to building heritage and cultural practice</p>		
<p>Links to other subjects:</p> <p>Social Studies</p> <p>Peace Education</p>		

An outline of the learning

Patriotism is a unit that is intended to help learners develop love and appreciation for their country and at the same time think critically on issues to do with citizenship and leadership. The activities provided in the learners' book will help learners develop culture.

The unit offers a wide range of learning activities that shall help the learners build their vocabulary on patriotism. They shall also learn and appreciate the impacts of patriotism on society and the peace of a nation. In addition to this, they shall analyse and appreciate a variety of speeches from renowned African leaders.

The activities given in the unit include, written texts, speaking and listening exercises and activities. Most of these will require the learners to show their critical thinking skills.

The Learner's competencies

This unit offers a continuous opportunity for learners to develop their **co-operation** and **team work** skills by working out activities in pairs and in groups. There are also opportunities for learners to **communicate** effectively especially when answering open questions and **think critically** when rating articles and when answering most of open questions. These competencies are good tools for growing the learners while at the same time giving them an opportunity to grow to become responsible citizens and leaders.

Lesson development

Activity 1: Definitions

Learner's Book Page 111

Learning activities

As a class

The Learner's Book offers a variety of vocabulary relating to patriotism. This activity gives learners an opportunity to familiarise themselves with such vocabularies, their use and their spellings. Check the learners' pronunciation abilities. This will help develop their reading skills. The activity further gives learners an opportunity to read and understand different definitions of patriotism from different sources. Give both the slow and fast learners an opportunity to read through the definitions. This way, the slow learners will learn the correct reading pace from the fast learners. Elaborate on terms or phrases that are new to the students for their better understanding.

In pairs

This activity gives learners an opportunity to think critically as they compose definitions for the key vocabulary provided. It also gives you an opportunity as a teacher to assess how conversant the learners are with the vocabulary and how well they can express themselves in writing. Help them especially the slow learners to first pronounce the words correctly before they can give the definitions.

As a class

This activity gives learners an opportunity to develop **co-operation skills** as well as **critical thinking skills**. As a teacher, you shall be able to assess how critically your learners can think through the questions they ask and the responses they give each other. Encourage even the slow learners to participate in the activity by asking simple questions.

Assessment opportunities

Observation

Observe and listen as the learners read through the vocabularies and the different definitions of patriotism. Consider how well they can read and pronounce the words. Consider also how well they organise themselves in the class and pair work activities. Assess how well they can articulate their opinions.

Conversation

Talk to pairs of learners about the different definitions and assess whether they are able to offer their own definitions supported by borrowed credible reference sources on patriotism as well as the newly acquired understanding of patriotism. Challenge the learners to see whether they can demonstrate ways through which they can become patriotic citizens.

Activity 2: Critical thinking

Learner's Book pages 112-113

As a class

This activity shall help develop learners' **critical thinking** and **communication skills** as they think of the specific features of South Sudan that they would list against any of the mentioned terms. As a teacher, you have an opportunity of considering

the most active students as well as those that communicate with ease. Encourage the entire class to participate in the discussion as a way of ensuring that no student is left behind.

In pairs

This activity further develops on the learners' **critical thinking skills** and at the same time develops their **co-operation skills**. Encourage the pairs to use the vocabulary given in the Learner's Book. The pairs should challenge each other to come up with as many questions as possible. Monitor progress around the class and how well different learners are co-ordinating to generate the questions and that the questions will help promote a sense of pride among the learners.

In groups

The group work shall further develop the learners' **critical thinking** and **co-operation skills**. Remind the learners that the aim of this activity is not to gain accurate answers, but to encourage the learners to think critically.

Assessment opportunities

Observation

Consider the class, group and pair works to determine how well the learners can organise themselves and conduct discussions. Observe how they express themselves as they air their opinions. Critically look at the questions they will have raised under the pair work and consider the responses they give under the group activity. This shall help determine the ability of the learners to think critically and to communicate effectively.

Product

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

Activity 3: Leadership

Learner's Book pages 113-115

Learning activities

As a class

This activity shall give you an opportunity to assess the ability of your learners to think critically. The learners shall also get an opportunity to familiarise themselves with the characteristics of effective leaders and the role of patriotism in leadership.

In pairs

Help your learners study the photographs provided. Allow the pairs to identify any leaders that they recognise in the photographs. As they answer the questions under this activity, they shall familiarise themselves with the leaders whose photographs are shown. They shall also develop their **critical thinking** and **co-operation skills**. Monitor the progress of the pairs around the class.

In groups

Explain to the class how to play the game “Who am I?” In this game, one learner should stand and describe the traits of a certain leader. They could choose to use his famous quotes or physical description or something he/she is really known for. The rest of the group members should listen carefully and guess who the person is. For example, “I was born on October 2nd, 1869 and died in 1948 at the age of 78. I have four children and I am the architect of a force for non-violence that would influence the world. Who am I?” The rest should try and figure out who that is. Allow them to play this game for as many leaders as possible. Playing this game helps them develop **communication skills**.

In the same groups, let the learners read the quotes provided and explain what they believe the leaders are referring to. This activity shall help the learners further develop their co-operation and critical thinking skills.

Assessment opportunities

Observation

Consider how well the learners organise their discussions and their abilities to communicate. Take note of the most active learners and those that ask well-thought questions as well as those that give critically thought out answers.

Product

Analyse the answers given by the class activity as well as the responses the groups give for the game 'Who am I?' This shall help you determine how well the learners have understood the concept of patriotism and leadership.

Activity 4: The independence of South Sudan

Learner's Book pages 115-116

Learning activities

As a class

Help the learners read the speech by Dr. John Garang. Select able readers to begin reading the passage aloud. You can select less able readers to read shorter sections. As you read the speech with the learners, pause regularly to question key ideas and principles as well as identify and explain key pieces of vocabulary and phrasing. Initiate a class discussion in which you discuss features of content and what you know about the revolution for South Sudan's independence. As they read through they develop their reading skills and the discussion helps them develop their **communication skills**.

Individually

Ask the learners to summarise the speech into one paragraph using their own words. This shall give you an opportunity to assess how well the learners can communicate through writing. Check on their spelling and grammatical issues and correct whenever necessary. The next individual questions shall help develop their **critical thinking skills** and at the same time give you an opportunity to assess how well the individual learners have understood the speech.

As a class

Allow a discussion in which the learners talk about how the independence of South Sudan has affected leadership in their communities. The discussion shall help them develop **communication skills** and **culture**. Encourage even the quiet and slow learners to take part in the discussion. Control the discussion to ensure that it does not deviate from the topic.

Assessment opportunities

Observation

Observe and listen as the learners read through the speech. Take note of any improvements that they show in their reading skills. Consider the class discussion to help you assess how well learners can articulate their ideas.

Product

Consider the summary written in the individual activity. This shall help you determine how well the learners can express themselves as well as how improved their grammar is. Consider also the questions testing on individual's critical thinking skills. Determine how critically the learners can think.

Activity 5: Speaking out

Learner's Book pages 117-118

Learning activities

In pairs

Let the learners read the passages provided in pairs. The activity shall help them develop their reading skills and critical thinking skills. As they identify the key message and the most powerful phrase in every passage, encourage them to justify their thoughts. They should write notes as they discuss.

In groups

Using the points they wrote in the pair work activity, let the learners choose one of the provided criteria and order the passages accordingly. Each group should be able to justify their views during the presentations. This activity shall help develop learners' **critical thinking** skills as they order the passages and justify their reasons.

Assessment opportunities

Observation

Consider how well the learners organise their pair and group work activities. Assess how well they can critically think to justify their thoughts.

Product

Explore how well learners are able to identify and describe the key pieces of vocabulary and the most powerful phrasing from the two stories learners will read. This will help you look out for a balanced view that includes references to experiences and aspirations of different learners.

Check out if the learners can identify the features in the stories and how well they can prove how the identified techniques are either; persuasive, balanced, political or passionate.

Activity 6: Comparing reports

Learner's Book pages 119-121

As a class

Learning activities

This activity shall help learners develop their reading and communication skills. Give both the fast and slow learners an opportunity to read through the two articles provided in the Learner's Book about Myanmar Elections. Give the shorter portions to slow learners and help them pronounce the new vocabularies correctly. Interject at intervals to elaborate on phrases and vocabularies that you think learners need elaboration. Let the class discuss on the similarities and differences of each report. In addition to this, as a way of developing their critical thinking skills, let the class discuss on how each article may be affected by where it has been written and by whom it has been written.

In pairs

The pair work gives learners a further opportunity to develop their reading and critical thinking skills. Let the pairs once more alternate in reading the final two articles. Together, let them discuss and compare the four articles. Monitor the

discussion and elaborate whenever necessary especially for slower pairs. Let the pairs go further to rate the articles using a criteria of their own.

Individually

Let the learners summarise the overall response to the articles. This individual work shall give you an opportunity to determine the learner's ability to express themselves as well as an opportunity to determine their progress in grammar and spelling.

Assessment opportunities

Conversation

Talk to the different pairs and hear how they bring out their views. Give the pairs an opportunity to present their answers and challenge them as a way of assessing how well they can explain and defend their answers.

Product

Consider the summaries that the learners shall write individually and analyse the level of understanding. Consider also their grammar, vocabulary use and spelling.

Activity 7: Pride

Learner's Book pages 121-122

Learning activities

As a class

From the previous home activity, the learners should bring to class a variety of newspapers or articles. This activity gives learners an opportunity to carry out an extensive reading on the topic. Guide the class in reading the newspapers and exploring on the current news. If possible, let them explore these current news further from the Internet. This shall give them an opportunity to open their minds and stay in touch with what is happening in the world around them. As the class responds to the quote by Abraham Lincoln provided, they develop their critical thinking skills. Allow the class to discuss on the quote and listen to as many views from the learners as possible.

In pairs

This activity gives learners an opportunity to develop culture and learn on their responsibilities as good citizens. It also gives learners an opportunity to develop **critical thinking** and **co-operation skills**. Let the pairs elaborate on the impacts their actions have on the community and personal developments. Allow the pairs to give an account of their work in small presentations as a way of developing their **communication skills**. It is also advisable that you question the answers presented by the various groups as a means of assessing them and testing their critical thinking skills.

In groups

This activity gives learners an opportunity to carry out peer assessment. Guide the discussions accordingly.

Assessment opportunities

Observation

Take note of the learners that are highly active during the class discussion. Also, consider as the pairs give an account of their work. Assess how well they can articulate their ideas.

Conversation

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

Activity 8: What about your school?

Learner's Book pages 122-123

Learning activities

As a class

This activity gives learners an opportunity to develop picture interpretation skills.

Guide the learners in studying the picture and interpreting them. Initiate a class discussion in which the learners respond to the questions. Encourage all the learners to take part in this activity. This offer a further opportunity for learners to develop **co-operative** and **critical-thinking** skills.

In groups

In groups, the learners should analyse the aspects of their school that they are proud of. This shall help them appreciate their environment and the people within the environment. This activity provides you with a good opportunity to assess how well learners can work as a group. Observe their communication skills to determine how well the learners can describe issues, place or people. Allow the group to present their answers to the class.

Assessment opportunities

Observation

Take note of learners that are good in communication and those that are active in the class and group work. Also observe those that portray notable critical thinking skills.

Conversation

Talk to different groups of learners as they discuss different aspects of their school they are proud of. Consider whether they are able to articulate their ideas effectively and whether they demonstrate creativity and imagination. Their arguments should be geared towards promoting harmony.

Activity 9: Values

Learner's Book pages 123-124

Learning activities

As a class

This activity shall help learners develop their **critical thinking** skills. Introduce the lesson by revising the previous activity. Let the learners once more study the pictures and critically analyse how their school community has the capacity and the potential to make a positive contribution to the wider school community. Let the learners link their thinking to patriotism and particularly the quote in Activity 7.

Guide the learners in linking these two. As a teacher, this gives you an opportunity to assess how well your learners can relate what they read to what they see in their environment.

In pairs

Brainstorm on the meaning of the word value. Guide the learners in reading the values listed in the Learner's Book. Help them pronounce the values correctly. Ask them to reread the values in their pairs. As the learners think of other values that they know of and consider important in the context of citizenship and patriotism, they develop **critical thinking skills**. As they make presentations on the values that they consider well promoted and encouraging in their school, the learners develop **communication skills**.

As a class

The presentations should initiate a class discussion in which the learners challenge each other and ask questions about what is being illustrated. They can also add further details and examples.

Assessment opportunities

Discussion

Initiate a class discussion on the meaning of value. Initiate discussions on the presentations made. Let the learners air their views and challenge one another if possible. Take the advantage of the discussion to determine how well the students have understood the concept and how well they can express themselves.

Observation

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

Activity 10: Sharing your vision

Learner's Book pages 124-125

Learning activities

As a class

Recap on what you have been learning throughout this unit. Allow as many learners as possible to say something they know about patriotism. This shall help you assess

and know how well the concept has been understood and what you need to remind them. Give the learners an opportunity to read the vision statements on page... of the Learner's Book. Give as many learners as possible a chance to read. Ensure that even the slow learners have a chance to read so that they can learn from the fast learners. This shall help develop their communication skills. Elaborate on any phrases or vocabulary that may not be clear to them.

In groups

In groups, let the learners select on feature of the vision statements from those read or compose a new short statement of their own that they believe would encourage and inspire a positive attitude to learning and encourage learners to make a positive contribution to their school community. Each group should have a secretary who should compile the points for the group. Let each group select a representative who should make a short presentation to their peers or the schools within the community. However, the groups should make the presentations to the class before presenting them to the school or the community leaders. The class could suggest ways of improving the presentations. This helps the learners learn from each other.

Assessment opportunities

Discussion

Conversation

Talking to different pairs about visions that can help enhance patriotism among learners and the people of South Sudan and ensuring the learners can formulate their own phrases which they can use to impact lives positively in their communities.

Product

Check for notable development in the language level since learners are now familiar with writing presentations which can effectively pass the intended messages.

Observation

Observe as the learners carry out their group and class discussions. Determine how well they can express themselves. Also consider the presentations. Take note of their **communication skills** as well as their **co-operation** skills.

Activity 11: Language practice

Learner's Book pages 126-128

In Unit 5, learners learnt about connectors of time this activity introduces learners on how to use connectors to compare things and people. Use the notes in the Learner's Book to explain how different connectors function when writing and speaking. Encourage learners to ask questions and construct their own sentences using the connectors of contrast that they have studied.

Answers

Practice exercise 1

1. Thomas is very hardworking; **on the other hand**, he can be rude.
2. Travelling by air is very fast, **however** it is expensive.
3. There is little time left **yet** all the leaders will give a speech.
4. You are late **yet** you have not even done the homework.
5. Women are the least **yet** they have contributed the most money.
6. Your hair is beautiful; **nevertheless** you have to cut it.
7. I am not happy with your work. **Nonetheless**, I will give you another chance.
8. Children are not welcome to the meeting. **In any case** it is an adult's meeting.
9. Seth is not sad. **On the contrary**, he is happy that you came.
10. She has not delivered the items required; **instead** she brought totally different things.

Practice exercise 2

1. To begin with
2. Then
3. In addition
4. However

Practice exercise 3

1. Coarse- cause
2. Serial – cereal
3. Moan – mourn
4. Clause- close
5. Bold – bald

Assessment opportunities

Conversation

Engage learners in a discussion to talk about connectors of contrast. Learners should be encouraged to talk about the different connectors of contrast highlighted in the Learner's Book. Examine how well the learners are able to use appropriate connectors of contrast as they construct their sentences.

Observation

Analyse how well the learners use their interpersonal skills and their ability to communicate as they identify and discuss the different types of connectors of contrast and how they function in a sentence.

Product

Learners should complete the exercises in the Learner's Book with the appropriate connectors. Check whether the learners exhibit the correct use of the connectors of contrast they have studied.

Unit 7

Human Rights

Learn about	Key inquiry questions
<p>Learners should read a range non-fiction about justice and how it works in the context of South Sudan. This should include extracts and whole pieces (e.g. from technical journals, newspapers and government publications as well as books). They should identify the complexity of the issue, and should write balanced pieces setting out the issues.</p> <p>Learners should listen (in person or recorded) to a community leader talking about how democracy works in South Sudan at a local and national level. They should work in groups to pool their research into different views of justice, and the different institutions that promote justice around the world, and write a group report about this and make a presentation to the class. Learners should read some extended fiction on the subject of justice (e.g. 'To Kill a Mockingbird'). They should work in groups to discuss the quality of the work and how the techniques the writer uses to achieve the effects. They should write a critical review identifying key features, themes and characters, and select sentences, phrases and relevant information to support their views.</p>	<ul style="list-style-type: none">• How is justice practised in our country?• How do African norms help in carrying out Justice?

Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> Understand a wide and specialised vocabulary 	<ul style="list-style-type: none"> Interpret spoken English in familiar specialised context and if required report back on what has been read Communicate with ease in both formal and informal situations using a wide range and variety of language appropriately Make comparisons between texts, including consideration of audience, purpose and form Communicate with ease producing text for a range of purposes using a sophisticated range and variety of structures 	<ul style="list-style-type: none"> Be confident to communicate with ease
<p>Contribution to the competencies:</p> <p>Critical thinking: Carrying out the right judiciary practice in the country</p> <p>Communication: Debating on practice of justice courts of law</p> <p>Co-operation: Respect of the country's judiciary system</p> <p>Culture and Identity: Valuing the laws of the country and abiding by them</p>		
<p>Links to other subjects:</p> <p>Citizenship</p> <p>Peace Education</p>		

An outline of the learning

Human Rights is a unit that will introduce the learners to what human rights are, their importance, how they are violated and how they can be protected. The learners

will be exposed to several human rights as stated in the United Nations Charter and people who were advocates of human rights such as Mahatma Gandhi and Nelson Mandela.

The activities in this unit will require the learners to repeatedly discuss human rights. This will enhance their understanding of the unit as well as their rights and responsibilities as citizens of South Sudan.

The unit will also help the learners build their vocabulary in relation to terms used in speaking about human rights. This will help improve the communication of learners in this particular aspect and make them more articulate.

The strands applied in this unit are speaking during the class and group discussions, reading texts and speeches given in the text and writing extensive pieces on matters related Human Rights.

The Learner's competencies

Critical thinking will be developed in this unit, through asking learners provocative questions regarding human rights while **communication** will be developed by having the learners engage in class, group and discussions in pairs. Learning about human rights will educate the learners on **co-operation** and respect for human rights. The learners will be educated on different communities and this will help in learning their own **culture and identity** as well as those of others.

Link to other subjects

This unit provides a good opportunity to link into citizenship through learning about their own rights and responsibilities as citizens of South Sudan and also human beings and Peace Education will be promoted through respect for Human Rights.

Lesson development

Activity 1: Reading about human rights

Learner's Book pages 129-131

As a class

There are rights that human beings are entitled to by birth and these are known as

human rights. These rights are equal to all human beings around the world regardless of where they come from. This unit is quite complex and it is very important for you to explain the passage to the learners at every step. The passage in this activity provides learners with an opportunity to explore various avenues of human rights.

In groups

Help the learners in finding the answers from the passage. The learners should, however be able to locate information in a text with relative ease by now. Encourage the learners to respect the rights of others. Let the learners know that it is important for them to know their rights and responsibilities as citizens, thus they can abide by the law when they are more informed.

Assessment opportunities

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 human rights. Can the learners identify and discuss the author's use of writing techniques to convey their message on the topic.

Product

Consider learners' technique of writing. Are they able to read, understand and capture the key points conveyed in the passage? Assess learners' ability to use their imagination and creativity when responding to the questions from the passage.

Activity 2: Elements that promote respect for human rights

Learner's Book page 132

In pairs

Human rights will be respected differently at different levels. The rules that govern a school, a community and a country are different and increase in order, respectively. Help the learners to come up with ideas for this activity. For example in a country, there is a constitution that governs how the citizens are handled in every situation, which makes them feel safe within the country. What do different schools or communities do so as to ensure that the respect in these institutions is maintained?

Assessment opportunities

Conversation

Interact with each pair 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 activities or steps they have identified preserve human rights and condemn the violation of basic human rights taking place in their school, village or South Sudan.

Observation

Consider learners' arguments 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 3: Ways in which human rights can be maintained and respected by all

Learner's Book page 132

In groups

Organise the learners in a balanced way to ensure that there is gender balance and that the fast learners and slow learners are all mixed up. This will help propel discussions and build the esteem of the shy learners as they will also get a chance to engage in the class discussions.

As a class

Organise the class into two. Those that oppose the motion should debate on how it is individual responsibility to earn respect instead of them having to be respected automatically. When the debate is over, encourage the learners to respect the right of other people, regardless of who wins the debate.

Assessment opportunities

Conversation

Take part in a discussion with the learners; encourage them to talk about the different aspects of human rights within their local communities. Ask learners questions

about how South Sudan continues to promote equal appreciation of human rights across all genders, age and social class. This way you can offer clarity by discussing some of the issues that are not clear to the learners as you test their understanding what human rights entails in relation to their surroundings.

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.

Activity 4: Rights versus obligatory duties

Learner's Book pages 133-134

In groups

This activity will give the learners a chance to study the constitution. It is an act that will create awareness on the privilege the learners have as citizens of South Sudan. It will also expose them to what is expected of them, hence shaping their patriotism and responsibility. Help the learners to come up with questionnaires on what they should find out from their research. This will make it easy for them to target the right audience rather than just doing a general research with no focus.

As a class

The rights are an indication of democracy and it is important for the learners to learn the importance of these rights. It gives them the ability to enjoy peace as well as live their life in a manner that suits them yet without violating the right of others, thereby creating harmony. Help the learners in studying the pictures and matching them.

Assessment opportunities

Observation

Watch and listen to learners as they discuss the different messages being conveyed in the pictures shown in the Learner's Textbook. 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 equal human rights opportunities.

Conversation

Consider how learners are able to effectively evaluate and comment on their role as citizens of South Sudan in promoting equal human rights as a sign of the value of human rights to the people of South Sudan. Encourage learners to justify their views and opinions.

Activity 5: Reading what international organisations have written about human rights

Learner's Book pages 134-139

As a class

Help the learners to read and understand the passage given. Give different learners a chance to read an article each, and then say their understanding of it.

In groups

Help the learners to identify the key points in the passage. A preamble is a short preliminary statement or remark, especially an explanatory introduction to a formal document or statute. Ensure learners are able to understand the passage as a preamble as opposed to a story or other literary work.

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: Researching on elements that cause violation of human rights

Learner's Book page 139

In groups

Encourage the learners to visit the area chief or the local police station and find out the kind of cases that are reported by the locals and what leads to occurrences of these cases. Help the learners refer to the 30 Articles and come up with possible

situations that can lead to violation of those rights. It is important for the learners to also come up with steps on how these rights can be corrected, having identified what it is that leads to their violation.

Assessment opportunities

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 based on the research they conducted. Do they use official language?

Activity 7: Comparing aspects of human rights between developed and developing countries

Learner's Book pages 139-140

In groups

Guide learners in discussing some of the advocates of human rights in South Sudan like Dong Samuel Luak. Challenge the learners to mention others, what they are known for and what they are doing to ensure that the rights of South Sudanese are respected. The struggle with developing countries is that the system is not strict action on human rights hence most perpetrators of crime against human rights get away with it while in developed countries, human rights come first and the lives of the citizens are safeguarded with everything. Encourage the learners to compare the passage and the situation in South Sudan and come up with tangible ideas for solutions.

Assessment opportunities

Observation

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

Product

Consider how learners engage each other while responding to questions in the

Learner's Book. Check for relevance in the responses they give and how critical they are in enhancing learners understanding of Human Rights.

Activity 8: Use linking verbs, modal verbs and conjunctions

Learner's Book pages 140-142

As a class

Select a fast reader to read the explanation in the use of linking verbs given in the Learner's Book and give their understanding of it while you correct or explain further on things they explain. A slow reader will read the use of modal verbs given. Explain the uses and examples. Ask each learner to write down five sentences using linking and modal verbs.

Assessment opportunities

Product

Consider challenging how well your learners can tell which verb (linking or modal) is used in a set of sentences which you will write on the board. The set of sentences should be challenging and the choice of verbs to be identified should not be straight forward but ones which will provoke and enhance critical thinking competence among the learners.

Activity 9: Using linking verbs and modal verbs

Learner's Book page 143

In groups

Ask each learner to write five sentences for both modal and linking verbs asked in the Learner's Books. Select six learners to create a sentence using each of the conjunctions given. Ask the learners to write down three sentences using coordinating, subordinating and correlative conjunctions.

Assessment opportunities

Observation

Organising learners into groups from which they will be required to use the knowledge gained on linking verbs, modal verbs and linking words to construct

sentences (ranging from simple to complex depending on the learning capabilities of students in the classroom) which will reflect their understanding of Human Rights.

Working in groups will also benefit the learners by providing a good opportunity for them to enhance their cooperation and critical thinking skills. As a teacher, this is a good platform for you to gauge your learners' ability and progress while working in small groups.

Product

Assess how well learners are able to differentiate linking verbs from the modal verbs as well as showing the crucial role conjunctions play in grammar. The learners should use these three learnt concepts to further enhance their language efficiency and communication skills at this level of learning.

Activity 10: Write about human rights using conjunctions

Learner's Book page 143

Individually

Select random learners to say their sentences for the rest of the class to hear. Emphasise to the learners that each sentence should be about human rights protection or violation.

Assessment opportunities

Observation

This is an activity which will benefit the learner by providing a good opportunity for learners to enhance their critical thinking skills. As a teacher, this is a good platform for you to gauge your learners' ability and progress individually. Each individual should orally use the three types of conjunctions to construct sentences which will be accounts of their ideas regarding how human rights are observed and respected in the communities they come from. Questioning learners' responses is a good way of assessing them and testing their critical thinking abilities.

Product

Check for notable development in the language level from the sentences the learners will read out aloud. Accept grammatically correct simple and complex sentences

considering the fact that your class is made up of fast, moderately fast and slow learners.

Activity 11: Reading about people who advocated for human rights

Learner's Book pages 143-145

As a class

The long paragraphs should be read by the fast readers while the slow readers will read the shorter paragraphs. Monitor the speed of reading and the slow readers and ensure it is improving. If not, recommend that the learners read other stories outside of the classroom to boost their reading speed. Help the learners in pronunciation of the word apartheid, the *d* is silent.

Individually

Here is a useful background information on Mahatma Gandhi

“When I despair, I remember that all through history the ways of truth and love have always won. There have been tyrants, and murderers, and for a time they can seem invincible, but in the end they always fall. Think of it—always.” (Mahatma Gandhi)

Mahatma Gandhi (1869-1948)

Mohandas Karamchand Gandhi is widely recognized as one of the twentieth century's greatest political and spiritual leaders. Honored in India as the father of the nation, he pioneered and practiced the principle of Satyagraha —resistance to tyranny through mass nonviolent civil disobedience. While leading nationwide campaigns to ease poverty, expand women's rights, build religious and ethnic harmony and eliminate the injustices of the caste system, Gandhi supremely applied the principles of nonviolent civil disobedience to free India from foreign domination. He was often imprisoned for his actions, sometimes for years, but he accomplished his aim in 1947 when India gained its independence from Britain.

Due to his stature, he is referred to as Mahatma, meaning “great soul.” World civil rights leaders from Martin Luther King, Jr., to Nelson Mandela have credited Gandhi as a source of inspiration in their struggles to achieve equal rights for their people.

Source: <https://retedialogues.it/wp-content/uploads/2017/04/Champions-of-Human-Rights-rev.pdf>

Dr. John Garang

Garang's triumphal return to Khartoum after 22 years of war incarnated Sudanese hopes of peace. This followed a peace agreement between Sudan's Islamist government and Garang's Sudan People's Liberation Movement/Army (SPLM/A) signed six months earlier, on 9 January. Beyond that, it symbolized southern Sudanese hopes of independence: the agreement promises a referendum in six years' time in which southerners will vote on whether or not to stay in a united Sudan.

Garang was rare among southerners in calling for national unity and had therefore also raised the hopes of many northern Sudanese, not only of keeping Sudan's one million square miles united, but also of eventually freeing them from the hated fundamentalist government and restoring democracy and human rights. Garang had been stressing that one of his first tasks as First Vice-President would be to end the crisis in Darfur.

Source: <http://www.independent.co.uk/news/obituaries/john-garang-303058.html>

Help the learners in coming up with questions that will help them get the details on Mahatma Gandhi and John Garang.

Assessment opportunities

Conversation

Ask learners to give sufficient evidence of their answers from the stories they read. The learners can also use supportive evidence from other credible sources like the internet and other books authored by either Dr. John Garang or Mahatma Gandhi. Where the internet is used, caution the learners to credit the source of the information to avoid plagiarism.

Product

Monitor the complexities of the sentences, the level of vocabulary used to write the short story depending on the learning abilities of the learners and their relevance to the unit.

Activity 12: Write about human rights

Learner's Book page 146

As a class

Help the learners to identify the key points from both extracts and hints of the audience that the message is meant for, as well as the language used.

Assessment opportunities

Observation

This helps you gauge what learners do and do not know especially when extracting the main message from a story and the use of linking verbs, modal verbs and conjunctions. Writing down anecdotal notes will help you monitor the learners' progress, identify the learning needs they might have, skills they are having difficulties to acquire and the concepts they are struggling to understand.

Activity 13: Write an essay on human rights activities

Learner's Book page 146

Individually

Help the learners to come up with important points that they should touch on. Encourage them to use the vocabulary they have learned in this unit.

Assessment opportunities

Observation

Check each individual learner's essay as they discuss the level of respect for human rights in the communities and in the country as a whole. Consider whether they are able to articulate their ideas clearly and effectively as well as whether they demonstrate creativity and imagination in their essays.

Product

Consider the summary of each learner. Is there evidence of key points being explained? You are looking for balanced views that include references to knowledge gained by reading reference materials or listening to experts on constitutional affairs and the human rights.

Activity 14: Preparing campaign materials to campaign against violation of human rights

Learner's Book pages 146-149

In groups

Each member of the group should read a stanza of the poem. Which of Atieno's rights are being violated? Help the learners to identify the techniques used in the poem that they can employ in writing their own poems.

In groups

Encourage the learners to share their posters with you, help them work out phrases they can use in advocating for Atieno's rights. As a class, allow the learners to choose the best poster that they would like to use. Ask them if they know of any child whose rights are being violated like Atieno's and help them decide as a class, on what they can do for the child. This will help in making them responsible members of the community and also advocates of human rights.

Assessment opportunities

Conversation

Consider how effectively learners are critically evaluating their own slogans and those of others, by asking them to justify their views about what has been written in them and the effectiveness of the messages in running an effective campaign.

Product

Read the slogans from learners and consider the variety of slogans written and check whether they are positive in the fight against violation of human rights.

Activity 15: Language practice

Learner's Book pages 149-150

This activity is a continuation of the connectors of time that learners encountered in Unit 5. The notes in the Learner's Book provide more connectors of time to add on what the learners encountered in Unit 5. Encourage learners to incorporate the connectors they will learn in this activity when they are talking and writing.

Answers

Practice exercise 1

1. First
2. Secondly
3. Thirdly
4. When
5. Then
6. As soon as
7. While
8. Lastly

Practice exercise 2

1. Walk- run/fly/ride/drive
Sit – stand/ sleep/rise
Expel – admit/ welcome
High – low
Students – teacher/ professor
Strict – lenient/ liberal
Headmaster – headmistress
2. a. Finished
b. Privileged
c. Occasion
d. Passenger
e. Students
f. Vehicle
g. Surprised
h. Receive
i. Truly
J. Referred
k. Cigarettes
l. Discipline
m. Travelling
n. Colleagues
o. Enrolment
p. Dormitory
q. Variety
r. Assignment
s. Listening
t. Pronunciation

Assessment opportunities

Conversation

Engage learners in a discussion to talk about connectors of time. Learners should be encouraged to talk about the different connectors of time highlighted in the Learner's Book. Examine how well the learners are able to use appropriate connectors of time as they construct their sentences.

Observation

Analyse how well the learners use their interpersonal skills and their ability to communicate as they identify and discuss the different types of connectors of time and how they function in a sentence.

Product

Learners should complete the exercises in the Learner's Book with the appropriate connectors. Check whether the learners exhibit the correct use of the connectors of time they have studied. Examine the learners' pronunciation and spelling.