

## **S1 – English Unit 2 (Urban and Rural Life)**

**Week 2, Day 1** – What are the key differences between urban and rural life? Create a table outlining the advantages and disadvantages of each type of settlement.

**Week 2, Day 2**– Explore and discuss the meanings of the following words relating to urban and rural life – SETTLEMENT, INDUSTRIALISATION, URBANISATION, POLLUTION, CONGESTION, COMMERCIAL, POPULATION, MIGRATION, SERVICES.

**Week 2, Day 3** – Look for images of rural and urban settlements in magazines or newspapers. Write descriptions of each picture, thinking carefully about your vocabulary choices.

**Week 2, Day 4** – Imagine that you are ‘in’ one of the pictures you found yesterday. Note ideas of what you would see, hear and feel in these places.

**Week 2, Day 5** – Use the ideas you noted down yesterday to write a poem comparing urban and rural life. Think carefully about the language you use to describe.

**Week 3, Day 1** – Authors use DESCRIPTIVE LANGUAGE to create images in the reader’s mind.

IMAGERY can be used to describe senses and add detail. Compose sentences using imagery.

**Week 3, Day 2** – FIGURATIVE LANGUAGE is words or phrases for imaginative comparison.

SIMILIES, METAPHORS, IDIOMS, PERSONIFICATION and IRONY can compare to unlike things. Compose sentences using figurative language.

**Week 3, Day 3** – Review thinking from last week. Plan out ideas for a story about a person who moves from a rural to an urban area .

**Week 3, Day 4** – Today and tomorrow you will write your story. Think about how you can add in DESCRIPTIVE LANGUAGE, IMAGERY and FIGURATIVE LANGUAGE to your writing.

**Week 3, Day 5**– Today you will finish your story writing. Think carefully about your language choice and the impact of these stylistic choices on the reader.

## **S1 – English Unit 3 (Climate Change)**

**Week 7, Day 1**– Consider the following questions – What is the evidence for climate change?

What are the probable causes of climate change? What is being done around the world to prevent it?

What part can we play in combatting climate change? Note down your answers. Look for evidence in newspaper reports about climate change to support and challenge your ideas. Define these words

related to climate change – ATMOSPHERE, WEATHER PATTERNS, GLOBAL WARMING, GREENHOUSE EFFECT, DROUGHT.

Week 7, Day 2 – Look for an article in a newspaper where the author discusses or shares an opinion on climate change. Does the article discuss the impact from both humans and nature in the process of climate change? What key points does the author present? What technical vocabulary is used? What are the stylistic devices that the author uses to persuade the reader? Write a review of the article, summarise the key points and evaluate the writing techniques used.

Week 7, Day 3 – Newspaper reports and articles have specific features and language structures. A HEADLINE catches the reader's attention, usually with ALLITERATION (repeated consonant sounds). SUBHEADINGS can be used to organise the newspaper report into different sections, making content clearer for the reader. The INTRODUCTORY PARAGRAPH outlines the issue by answering the questions WHAT, WHERE, WHEN, WHERE and WHY. Newspaper reports are usually written in the THIRD PERSON and in the PAST TENSE. Today, plan ideas for a newspaper report on climate change.

Week 7, Day 4 – Today and tomorrow, you will write your newspaper report on climate change and design it with appropriate IMAGES and CAPTIONS to link with key ideas. Think carefully about the FEATURES and STRUCTURE of newspaper reports that were shared yesterday. Write your newspaper article on a particular issue relating to climate change that is interesting to you. Remember to include facts and opinions and EVIDENCE to JUSTIFY your opinion.

Week 7, Day 5– Today you will finish writing your newspaper report on climate change. When you have finished, compare your article to an article in a newspaper that also talks about climate change. Think about features and ideas that are included in both articles and use ideas from the newspaper article to make improvements to your own writing. What have you included that works well? What could be improved to make your article more persuasive to the reader?

**Week 8, Day 1**– This week, you will research about climate change. You will gather information each day to help you write a detailed report about causes and actions to prevent climate change. Today, create a questionnaire for your neighbours to find out more about local ideas about climate change. Craft questions to gather opinions on the following issues: unpredictable weather patterns, extensive periods of drought, lack of food for animals and people, lack of sufficient water resources. Record answers.

Week 8, Day 2– Your report will be split into 6 paragraphs – an introduction to frame the issue, 4 middle paragraphs detailing the four separate issues you crafted questions for in your

questionnaire and a concluding paragraph. The style will be FORMAL with TECHNICAL LANGUAGE included to frame the evidence around climate change. Try to include FACTS and FIGURES and QUOTES from newspapers and magazine articles that you have read and from your questionnaire. Today, note your ideas for each section in a plan.

Week 8, Day 3– Today you will write your introductory paragraph and two middle paragraphs of your report on unpredictable weather patterns and extensive periods of drought. Include details in your writing to explain the impacts of climate change on the society, economy and health of the people of South Sudan. Think about actions that have been taken to combat climate change (conservation of the environment, governmental policy).

Week 8, Day 4– Today you will write your second two middle paragraphs on lack of food for animals and people and lack of sufficient water sources and your concluding paragraph. Consider including details of adaptation measures that have been implemented in your local area – flood protection, natural retention of flood water, improving forecasting information, greening projects, campaigning to raise awareness and increasing efficiency of water use.

Week 8, Day 5– Today, you will share your report on climate change with a local community leader and get feedback on your report. Practise reading your report aloud and make any editing changes that are necessary. Once you have read your report to your community leader, ask their opinion on your writing and see if they would make any additions or amendments. Amend your writing as necessary.

## **S2 – English Unit 2 (Public Health)**

**Week 3, Day 1–** Public health is the science of protecting and improving the health of people and their communities. This is achieved by promoting healthy lifestyles, researching on diseases and injuries prevention, detecting, preventing and responding to infectious disease. Public health is concerned with protecting the health of entire populations. Explore the meanings of these words – HEALTHY LIFESTYLE, DISEASE, PREVENTION, POPULATION, INFECTIOUS, DISEASE.

Week 3, Day 2– Gather images from newspapers and magazines that reflect different aspects of public health. Arrange these pictures into a collage (group of images) in the centre of a large piece of paper. Around the outside of the pictures, write key words and phrases that depict the issues and considerations for maintaining public health (sanitation, clean water, available food, exercise, health checks, shelter).

Week 3, Day 3– Clean water is vital for health and sanitation, but it is rare in cities and some

smaller villages in South Sudan. Most South Sudanese use whatever water they can find and sometimes the water is unhealthy and even deadly. Currently, less than half the population has access to safe drinking water. Today you will research the water safety plan in your local area. How is water sanitised for use? What measures have been taken to address this public health issue?

**Week 3, Day 4**– Malaria is endemic in South Sudan, causing the deaths of an estimated

44,000 people per year. Tuberculosis affects approximately 228 per 100,000 people and children suffer particularly poor health. One-quarter of under fives are stunted due to inadequate nutrition and only one in five children under age one are immunised against measles. Talk to your local health care provider about these issues. What is being done to support and improve public health in your local area?

**Week 3, Day 5**– Think about the different aspects of public health that you have explored this

week. What new information have you learned? What information would you still like to find out? Are there any other issues that you would like to explore? Make a mind map of new ideas about public health from your readings and discussions this week. You will use this mind map of ideas to help with the extended piece of writing that you will create next week.

**Week 4, Day 1**– This week you will craft an extended piece of writing to share what you have

learned about public health. For your writing task, you will discuss the importance of public health to society and outline the importance of this issue giving evidence and suggesting good practice. Use the notes from your mind map last week to support your writing. Today, review your notes and consider how you will organise and present this information in your writing. Make a plan.

**Week 4, Day 2**– Today you will begin your extended piece of writing. Make sure that you

challenge yourself to demonstrate your knowledge of the topic (public health) and that your writing expresses how you have thought critically about this issue. Consider specific evidence that you will include in your essay and how you will present and justify your opinions clearly for the reader.

**Week 4, Day 3** – Today you will continue with your extended piece of writing on public

health. Think carefully today about the technical language that you are including in your writing and the FORMAL tone that you are adopting. Consider how to structure your ideas into paragraphs which detail specific points that you would like to emphasise. Use a range of CONJUNCTIONS to express complex ideas that are appropriate to the formal tone that you adopt.

**Week 4, Day 4**– Today you will continue your extended piece of writing on public health.

Challenge yourself to find relevant quotes to support your ideas and opinions by searching through

magazine and newspaper articles or by talking to your local health provider. Consider how adding QUOTATIONS can add strength to your writing and make it more convincing for the reader.

Week 4, Day 5 – Today you will finish your extended piece of writing on public health. Once your writing is completed, look back through the messages this week to check that all aspects have been included, as suggested. Exchange your writing with another classmate and talk to each other about strengths and next steps for each piece of writing. Make amendments, as appropriate, from this feedback.

## **S2 – English Unit 3 (Marriage)**

**Week 8, Day 1**– What are the common marriage practices in our country? What is meant by the terms EARLY MARRIAGE and BRIDE PRICE? Note down your ideas.

Week 8, Day 2– .Talk to a community leader about marriage practices. Consider what questions you would like to ask about these ideas and record answers to your questions.

Week 8, Day 3 – Explore the meaning of the following words as they relate to marriage and record your ideas – DOWRY, BRIDE, WEALTH, TRADITION, KINSHIP TIES, JURISDICTION.

Week 8, Day 4– Consider your own ideas about early marriage. What are your thoughts about this local marriage practice? Write a journal entry to record your thoughts.

Week 8, Day 5 – Consider how these factors fuel child marriage in South Sudan: high levels of poverty, conflict, instability, low levels of literacy and gender gaps in education.

**Week 9, Day 1**– Read journals and articles about marriage practices in other African countries. Compare and contrast how these practices are similar and different to South Sudan.

Week 9, Day 2– Use notes from your readings yesterday to write a short report on how marriage practices in South Sudan and other African countries compare.

Week 9, Day 3– Consider the current marriage practices in your community. How do these practices affect (negatively and positively) women and men in your community?

Week 9, Day 4– Write a summary of good marriage practices among communities in South Sudan and other African countries. Advocate for good practices in your writing.

Week 9, Day 5 – Think of what you have explored about marriage practices. Discuss new issues and ideas with friends and family members to deepen your thinking.

## S3 – English Unit 2 (Energy)

**Week 4, Day 1** – Consider the uses of the forms of energy in South Sudan – wind energy, solar

energy, petroleum, electricity. Note down your ideas, considering the sources and outputs of these different types of energy. Now investigate the meanings of the following words – ENERGY, PETROLEUM, BIOMASS, GEOTHERMAL, HYDRO-ELECTRICITY, SOLAR, WIND, TURBINE, NUCLEAR, WINDMILL, BIODEGRADABLE, GENERATOR. Which words relate to each type of energy?

**Week 4, Day 2**– Think about the four types of energy shared yesterday – wind, solar,

petroleum, electricity. Divide a piece of paper into four sections. Write each energy source inside a section. Note down how you personally use each type of energy for your daily activities and how these energy sources impact your daily life. Talk to friends and family members to gather additional ideas.

**Week 4, Day 3**– Why is energy conservation important? Conservation means to preserve or

protect. Think about good and bad practices in the generation and use of energy in South Sudan. Explore newspaper and magazine articles to gather evidence of the use and impact of energy generation in the local area. Make a mind map of ideas to capture your thoughts. You will use this as a plan for writing the next two days.

**Week 4, Day 4**– Today and tomorrow, you will create materials for a campaign on energy

conservation. Consider what CONSERVATION means and why this is an important issue. What will happen if energy is not conserved? What will the consequences be? Create a persuasive leaflet about why energy conservation is so important. Identify the different types of energy, how these sources are used and why conserving energy is important (impact if not conserved).

**Week 4, Day 5**– Today you will continue to create materials to support your energy

conservation campaign. Create a campaign poster which details the issue that you are presenting and think about what information is most important to include to persuade others to consider your ideas and opinions. Make sure that your poster is clear and concise in word choice and that it makes a visual impact.

**Week 5, Day 1**– How does energy use in South Sudan compare to other countries? Find and

read a technical journal or magazine that has publications about energy and its impact on the

economy. Read the articles and take notes on the information that you discover. Keep a record of any specialised or technical vocabulary that you come across when reading and explore word meanings.

Week 5, Day 2– Visit a nearby energy office or talk to a person who is knowledgeable in energy generation in the country. What are the main sources of energy in South Sudan? What are the different types of energy generation? What is the impact of these types of energy generation on the people and the environment? What equipment, tools and gadgets are used to gather information about energy generation and usage?

Week 5, Day 3– Over the next three days, you will write an essay to describe the different types of energy generation in South Sudan and their impact on the people and the environment. Today you will organise the notes that you have gathered from reading newspaper and journal articles about energy generation and from your talk with a local energy expert. Consider how you will present this information logically and map out ideas into a writing plan.

Week 5, Day 4– Today you will write the introductory paragraph of your essay. Include relevant general knowledge on energy and key definitions on energy generation. Continue with your second paragraph which should focus on the main sources of energy which are found in South Sudan. Now write your third paragraph on the different types of energy generation in South Sudan. This first part of the essay should focus on clarifying the facts.

Week 5, Day 5– Continue writing your essay on the different types of energy generation in South Sudan and their impact on the people and the environment. Paragraph four should discuss positive and negative impacts of the energy and generation previously mentioned on the people of South Sudan and the environment. Paragraph five will be the concluding paragraph – propose, in your opinion, the most beneficial types of energy generation and provide justification for your position based on the information presented.

### **S3 – English Unit 3 (Violence in Society)**

**Week 9, Day 1–** What are the causes of violence? Why do some people resort to violence?

How can we campaign against violence? Note down your ideas.

**Week 9, Day 2–** Consider the meanings of the following words as they relate to violence in

society – DOMESTIC VIOLENCE, EMOTIONAL/ PSYCHOLOGICAL VIOLENCE, SEXUAL ABUSE,

## POLITICAL VIOLENCE, CORPORAL PUNISHMENT.

Week 9, Day 3– Listen to speeches on violence in society and discuss the key messages

expressed. What type of violence is mentioned? What is the key message?

Week 9, Day 4– Today and tomorrow you will write a speech about an issue relating to

violence in society that you are passionate about. Include emotive language.

Week 9, Day 5– Continue writing your speech about an issue relating to violence. Think

carefully about the opening and closing of your speech to draw in the listener.

**Week 10, Day 1–** Take time to read aloud your speech on societal violence to a classmate.

What key points did they take away from your speech?

Week 10, Day 2– Consider the different ways in which violence effects children, families and

the economy. Talk to others to gather opinions and note down your ideas.

Week 10, Day 3– Think about a time that you or someone you know has been affected by

violence. Write a story about how this experience has affected you.

Week 10, Day 4– In what ways can we stop violence in South Sudan? Write a campaign

leaflet outlining different ways that we can combat violence.

Week 10, Day 5– Think about your speech, story and campaign leaflet that you've crafted.

Today you will create a campaign poster for how to stop violence in society.

## S4 – English Unit 2 (Transport)

**Week 5, Day 1–** Consider the meanings of the following transport words and note down the

definitions – PRODUCTION, INNOVATION, TECHNOLOGICAL, PRODUCER, CONSUMER, PERISHABLE, FRAGILE, MARKET.

Week 5, Day 2– What are the benefits of different kinds of transport (cart, bus, aeroplane)?

Write a few paragraphs about the benefits of each type.

Week 5, Day 3– What are the problems associated with different types of transport (cart,

bus, aeroplane)? Write a few paragraphs about the problems of each type.

Week 5, Day 4– Which aspects in the transport sector are you particularly proud of? What

aspects do you think need improvement? Justify your response as a reasoned argument.

Week 5, Day 5– Write a think piece about how transport in your area could be improved.

Consider the challenges and possible solutions for local transport issues.



**Week 6, Day 1) – How does poor transportation affect the country’s economy? How can we overcome the challenges facing transport in our state and cities? Note down ideas.**

Week 6, Day – Read articles and extracts about transport and its importance to the economy. Note down and explore specialised vocabulary on the subject.

Week 6, Day 3– Craft a survey to gather local opinion about the effectiveness and impact of transport in the area. Administer the survey, gather and analyse responses.

Week 6, Day 4 Today and tomorrow, you will write a letter to a local community leader about the effectiveness and impact of transport in the area.

Week 6, Day 5 Complete your letter to a community leader. Once your letter is finished, share it and ask for a response to your ideas and opinions presented.

## **S4 – English Unit 3 (Corruption)**

Week 10, Day 1– Corruption is the use of one’s power or position in society to gain a favour or grant a service. Consider the meaning of this famous quote by Karl Kraus and note down your ideas, ‘Corruption is worse than prostitution. The latter might endanger the morals of an individual, the former invariably endangers the morals of the entire country.’ In what ways can corruption ‘endanger the morals of an entire country’?

Week 10, Day 2 – Corruption can impact on the social, political and economic status of a nation. Consider the impact of corruption on these three areas. Consider the following big ideas and how these relate to corruption – embezzlement of money, stolen money and goods, illegal trading, lack of transparency in governmental practices. Talk to your local community leader about these big ideas and gather information about how these are related to corruption.

Week 10, Day 3– Scan and read newspaper articles that discuss acts of or the effects of corruption. Make notes about the causes of corruption and those that are involved. Also make notes of the effects of corruption on social and economic aspects of a community. Present the findings from your reading as a cause and effect chart (causes listed down the left hand side with linked effects on the right hand side).

Week 10, Day 4– Why do you think that corruption needs to be dealt with for a country to survive? Today and tomorrow, you will write a think piece to frame the issue of corruption, using the information that you’ve gathered so far this week. Think carefully about the causes and effects of corruption on social, political and economic factors. Frame your piece around these key issues.

Week 10, Day 5– Today you will continue to write your think piece about corruption.

Consider societal, political and economic causes and effects. Make sure to also include reasons why you think that corruptions tends to thrive in societies. Ensure that you writing is clear and concise and presents the issue in a logical way with justified reasoning and opinions.

**Week 11, Day 1**– Use available research sources to identify the complexity of corruption as an issue facing South Sudan. This week, you will write a balanced argument, clearly outlining both sides of the issue. Use the information from your research and readings last week to help you add factual detail to your writing this week. Take notes from your research to support your writing.

Week 11, Day 2– Before you write your balanced argument tomorrow, consider the following questions and write responses. Is there a way the society can be able to tame corruption? How can community leaders lead from the front when it comes to eradicating corruption? What would the advantages of completely eradicating corruption from South Sudan be?

Week 11, Day 3– For the rest of the week, you will write a comprehensive essay that presents a balanced argument about the measures that could be taken to eradicate corruption in South Sudan. Remember to use specialised vocabulary to strengthen your argument and persuasive language. Consider using sophisticated conjunctions to join ideas (furthermore, nevertheless, as a result of). Write in a FORMAL tone with an AUTHORITATIVE voice.

Week 11, Day 4– Today you will continue writing your comprehensive essay presenting a balanced argument about the measures that could be taken to eradicate corruption in South Sudan. Think carefully about how you will incorporate information from your research and readings to strengthen each side of your argument and to present the facts clearly and concisely.

Week 11, Day 5 – Today you will finish writing your comprehensive essay presenting a balanced argument about the measures that could be taken to eradicate corruption in South Sudan. Think carefully about your introduction and conclusion. How do these aspects of the writing make an impact on the reader? What information is important to include at these key points of your essay?