



South Sudan



# Secondary English

Teacher's Guide

# 4



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# Part A: General Introduction

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## Aims

English contributes to the development of young people as:

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

## Rationale

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

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

## English within the framework

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

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

## Teaching and learning English

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

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

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

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

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

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

### **Teaching methods**

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

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

### **(a) Direct exposition**

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

### **(b) Guided discovery**

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

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

Sometimes learners are given a problem to solve and then left to work in an open-ended manner until they find out for themselves. With the introduction of the new curriculum, this is the preferred method of teaching.

### **(c) Group/ class discussion/ pair work**

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

### **(d) Project method**

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

Learners using the project method of studying encounter real life problems which cannot be realistically brought into a normal classroom situation. A project captures learners' enthusiasm, stimulates their initiative and encourages independent enquiry. The teacher, using the project method, must ensure that the learners

understand the problem to be solved and then provide them with the necessary materials and guidance to enable them carry out the study. In upper primary, a teacher can use the project method for topics which cannot be adequately studied during the normal time-tabled school lessons.

### **Disadvantages**

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

### **(e) Educational visits and trips/nature walks**

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

### **(f) Demonstration lessons**

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

- Asking a few learners to assist you in setting up the apparatus.
- Requesting them to make observations.
- Asking them questions as you progress with the demonstration.

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

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

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

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

### **Making learning learner-centred**

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

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

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

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

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

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

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

- Ensuring constant access by students to the library and encouraging them

to read and write within and beyond the framework of the curriculum with comprehension.

- Writing accurately for both functional and creative writing purposes.
- Integrating into other English speaking communities with sufficient command of the English language characterised by adequate competences, knowledge and attitudes.

### **Role of the teacher**

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

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

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

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

### **Role of the learner**

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

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

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

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

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

### **Handling learners with special needs**

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

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

#### **(a) Learners with physical difficulties**

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

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

#### **(b) Learners with visual difficulties**

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

Note: The learner could be longsighted or short sighted.

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

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

#### **(c) Learners with hearing difficulties**

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

#### **(d) Learners with speech difficulties**

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

#### **(e) Learners with mental difficulties**

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

Remind them that 'Disability is not inability'.

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

### **Assessment of learners**

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

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

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

### **Types of assessment**

#### **(a) Formative and continuous assessment (assessment for learning)**

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

- Observation.
- Pen and paper.
- Oral questioning.

#### **(b) Summative assessment (assessment of learning)**

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

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

### **Structure of the Teacher's Guide**

This Teacher's Guide is intended to help the teacher to successfully facilitate the learners' acquisition of the competences given in the curriculum. It gives important guidance to the teacher on how to prepare for different units and how to approach the teaching of different lessons. Specific guidance has been given on each lesson in a detailed way. However, this only serves as a guide and therefore teachers are at liberty to adapt the teaching suggestions given to their classroom situations and learners' needs.

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

- Topic area – This is a page detailing the various sub-topic areas and their corresponding units covered under the topic area.
- Unit number and title – This shows number of the unit and the topic of discussion throughout that particular unit.
- Learning objectives: The content in this area is broken down into three categories of learning objectives, that is, knowledge and understanding; skills; attitudes and values.
  - Knowledge and understanding: As in the existing curriculum, knowledge and understanding gives the cognitive aspects to be learned in the unit. These are aspects to be learned through the learner's thinking, sharing of experiences and the use of the senses.
  - Skills: These refer to the practical abilities and expertise that learners will achieve at the end of the unit. It is through the skills that students apply

- their learning and engage in higher order thinking. These skills relate to the upper levels of Bloom's taxonomy and lead to deep rather than surface learning.
- Attitudes and values: These refer to a particular way of thinking and behaving towards the issues raised in the topic. Meaningful engagement with the content in the unit should help learners to acquire appropriate attitudes and values that relate to the unit.
  - Links to other subjects: This shows the interconnections between the unit being studied and other units in different subjects. The teacher should explain this interconnection to the learners so that learning in each subject is reinforced across the curriculum.
  - Assessment criteria: This is meant to evaluate whether learners achieved the learning objectives and therefore the intended key unit competence. This is intended to guide the teacher on what to look for when assessing learners. This informs how assessment activities are to be structured.

## Using the Student Textbook

There are both words and pictures in the Learner's Book, and as your learners are developing their reading skills, it is important to read the text with them. That way you will be 'modelling' reading and will help their development. Learners should be encouraged to read along with you or copy you where phrases are more complex. Phrases in the course book are relatively short, but where there is more to read, these passages should be broken down into shorter phrases. Encourage learners to ask questions to clarify their understanding and enable more able learners to respond to these questions where appropriate. It is helpful to have some key words on posters or boards around the learning space if possible so that they get used to seeing them and become familiar with spellings. Learners could develop this collection as they progress through the unit. The book has pictures to test whether learners are familiar with some of the key issues related to different units in Secondary four. There are also passages in the book to help learners develop their reading skills. Your learners should be developing their confidence to read English competently.

Video links are provided in the book to help learners interact with devices such as mobile phones, laptops and how to access and utilise the internet. This will help facilitate the listening activity.

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

It is helpful to have some key words on flashcards around the learning space if possible so that learners can familiarise themselves with them and their spellings as well. Learners could develop this collection as they progress through the other units in Learner's Book 4.

By this level, it is expected that learners can work proficiently in a variety of situations. They should be able to organise group work effectively so that all members are involved and they should work independently with a good degree of success. Pay attention to the learners who are unable to work in these situations competently as it may be necessary to coordinate groups and paired work accordingly. Where presentations are necessary for example, ensure that learners who you know to be confident presenters are spread across groups rather than placed together in one group. It is useful to encourage groups that are mixed boys and girls where possible.



## Part B: Development of Units

### Unit 1

### Gender Issues

Learn about	Key inquiry questions
<p>Learners should read a range fiction and non-fiction about gender issues. This should include extracts and whole pieces (<i>eg from technical journals, newspapers and government publications as well as books</i>). They should identify the dangers of gender discrimination and the need to advocate gender equity between men and women. They should debate and discuss how gender equity can be maintained and respected by local communities in our country.</p> <p>Learners should listen (<i>in person or recorded</i>) to a community leader talk about the importance of gender equity. They should work in groups to pool their research into the issue. They write a group report about this and make a presentation to the class. They should plan a campaign for gender equity and write the accompanying posters, leaflets etc.</p> <p>Learners should read some extended fiction on the subject of gender equity. 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>	<ol style="list-style-type: none"><li>1. Why is gender equity important in society?</li><li>2. In which way can gender sensitivity be sensitised in South Sudan?</li><li>3. Can gender awareness mitigate early marriage in South Sudan? Why and why not?</li><li>4. Explain and give reason on those traditional norms in a society that down play gender equity?</li></ol>
<b>Learning outcomes</b>	

<b>Knowledge and understanding</b>	<b>Skills</b>	<b>Attitudes</b>
<ul style="list-style-type: none"> <li>Understand a wide and specialised vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Interpret spoken English in familiar specialised context and if required report back on what has been read.</li> <li>Communicate with ease in both formal and informal situations using a range and variety of language appropriately.</li> <li>Make comparisons between texts, including considerations of audience, purpose and form.</li> <li>Communicate with ease producing text for a range of purposes using a sophisticated range and variety of structures.</li> </ul>	<ul style="list-style-type: none"> <li>Be confident to communicate with ease.</li> </ul>

**Contribution to the competencies:**

**Critical thinking:** Participation in discussions and debates on gender equity.

**Communication:** Speeches presented in media to give opinion and campaign on gender equity.

**Co-operation:** Negotiation and respect for the abolition of gender violence.

**Culture:** Application of the role of women in decision making in society.

**Links to other subjects:**

This subject links to other subjects such as:

- Social Studies
- Peace Education

## **Assessment Opportunities**

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

- Observation • Conversation • Product

## **An outline of the learning**

This unit will help learners develop their vocabulary in relation to gender issues. The activities will help learners to understand the reasons for the differences and similarities between sex and gender in their own Payam and other localities. The activities will enable learners to consider the importance of gender in their communities and own 'journey of life'. There are many opportunities within this unit for learners to practice and improve their speaking and listening skills. There are many discussions to be had about gender and learners should be encouraged to communicate clearly and effectively in order to share their experiences and knowledge for the benefit of others. It should be remembered that the most effective language learning is founded on relevance to the learners' culture and heritage.

The activities described in this booklet focus on gender in South Sudan. Further activities for this unit would explore and compare festivals in other countries. The activities listed here for this unit include some written texts, but the focus is on speaking and listening skills. It is possible however to find alternative and additional texts that describe gender. You may choose to set this as a research project or homework activity for your learners in order for them to be able to compare sources of information and provide them with additional knowledge and understanding. A visitor should be invited into school to further illustrate and describe Gender issues in their communities. Some examples of leaders that can be invited: Bishop Taban of the Kuron Peace Village and Ms. Awut Deng Acuil the Minister of Gender, Child and Social Welfare, in the Republic of South Sudan.

## **The student competencies**

This unit presents many opportunities for communication and opportunities to think critically and creatively about different aspects of culture and identity. Learners are asked to work in pairs and groups, so there are continuous opportunities for co-operation and teamwork also. This unit provides good opportunities to create roles in groups so that for example there is a writer, questioner, presenter and leader. In this unit it is important that the teacher continues to model good communication skills, describing where appropriate features of good communication such as the use of open questions, active listening, correct grammar use and good body language.

The activities provide a variety of ways to explore ceremonies and are also designed to instil an appreciation and respect for the culture and heritage of South Sudan.

### **Links to other subjects**

This unit provides a good opportunity to link into Social Studies and Peace Educations on relationship and gender equality. This can be achieved through learning about gender issues.

### **Cross-cutting issues**

Peace Education: Through an exploration of festivals and celebrations it is possible to promote gender equality in a local and national situation. Discussions about how gender roles are structured and organised should lead to thinking about how gender equity is represented and promoted in cultural practices and events.

### **Lesson development**

#### **Activity 1: Reading about gender discrimination (*Learner's Book page 1*)**

#### **As a class**

This is an activity that will help learners improve their reading skills by reading information from a variety of reading materials. As you read the passage with your learners, pause regularly to question key ideas and principles as well as identify key pieces of vocabulary and phrasing.

#### **In groups**

Learners will be able to build upon their existing knowledge and experiences of gender issues in order to be able to understand the forms and dangers of gender discrimination. This will help them to understand gender issues in other cultures and countries later in this unit

#### **Individually**

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

## Assessment opportunity

### Product

Read the new words for the learners about gender that describe their understanding and experiences of gender discrimination and consider whether their choice of vocabulary is effective in this activity.

### In pairs

Learners should first be in a position to re-tell the story verbally before summarising the content of the passage read. Challenge the learners to identify key features, phrases of the passage, using the 4 paragraphs as a signpost to key messages and ideas.

### Activity 2: Talking about gender issues (*Learner's Book page 16*)

### In groups

Initiate a discussion about gender, learners should discuss the issues that affect gender, issues that affect more men than women and issues that affect more women than men. It is important that if you share any of your own views on gender, you make it clear to your learners that they are your own views rather than the agreed view of your school community or Payam. Within your discussions about gender, discuss gender roles paying particular attention to gender equality and peaceful coexistence. Learners should present their findings in class.

### In pairs

Learners should challenge each other on any forms of gender inequality and discrimination that they know. Learners should write what they discussed. Learners can change their views with other pairs let them write down their differences.

### Individually

Allow and encourage learners to work independently on this task. An individual learner should use the knowledge learnt in the previous lesson, to write on how gender issues such as discrimination can be tamed in their school. Ensure you go through their work and identify their difficulties. Check for notable development in language level from individuals.

## Assessment opportunities

### Conversation

Talk to pairs of learners about gender issues in society. Check that they can

describe the main issues done in the previous lessons such as gender inequality and discrimination. Encourage them to explain why they believe these aspects are important.

### **Observation**

Listen to groups as they discuss gender discrimination. Consider whether they are able to articulate their ideas effectively and whether they demonstrate creativity and imagination.

### **Product**

Check for notable development in the language level from an individual learner.

### **Activity 3: Reading about gender inequality (*Learner's Book page 17*)**

#### **As a class**

This is another opportunity to see how well learners work together in small groups. This time, there is a focus on the group preparing to give a short presentation. Let the learners discuss the important aspects of gender equality in the passage. Give the learners enough time to present their findings in class.

#### **In groups**

As a teacher, this is a good platform for you to engage the learners' ability and progress while working in small groups. The groups should each give an account of their work in form of small presentation on the issues in the Learner's Book. Questioning learners' answers is a good way of assessing them and testing their critical thinking ability.

#### **Individually**

Encourage learners to use some of the vocabulary and phrases that you have been using during these initial discussions in their writing. Encourage more able learners to include complex sentences in order to fully explain to the reader the important aspects on gender discrimination (a girl should not be as educated as a boy). Identify slow learners with difficulties in constructing sentences and help them by allowing them sit near a fast learner and allow the fast learner to assist them make adjustments to wrong sentences they have constructed.

#### **In pairs**

In pairs learners should discuss the advantages of girls getting good education and present their findings in class. Appreciate the group that gives the best answers.

Use the information below to help explain to your learners what sex selection is all about and how it is a violation of the human rights.

Sex selection embraces attempts to choose or influence the sex of a child before pregnancy, during pregnancy, and after birth (infanticide). This paper examines these issues from an international human rights perspective and considers whether human rights laws are permissive or prohibitive with regard to sex selection. It discusses some of the ethical views on the matter.

India and the UK are used as case studies. In both countries sex selection is - roughly speaking - prohibited, but the difference is that, while in India there is widespread practice of 'son preference', in the UK reasons for choosing to sex select are mostly because of 'family balancing'. The key question is whether choosing the sex of one's child is inherent in the right of reproductive choice, which is an important principle under international human rights law. It will be concluded that international human rights law does not recognise a right to 'sex selection'.

Familiarise yourself with the content of sex selection by reading more from the PDF provided through the link below.

*(PDF) Sex Selection under International Human Rights Law.* Available from: [https://www.researchgate.net/publication/270487124\\_Sex\\_Selection\\_under\\_International\\_Human\\_Rights\\_Law](https://www.researchgate.net/publication/270487124_Sex_Selection_under_International_Human_Rights_Law) [accessed Jul 04 2018].

Any argument the learners suggests should be based on credible sources and the passages they have interacted with.

Use the document to compare the statistics in South Sudan to that in other countries especially those mentioned in the PDF document.

## **Assessment opportunities**

### **Observation**

Assess how well learners are involved in group discussions and the quality and relevance of their contributions. Observe different groups' presentation by use of pure formative assessment you use on daily basis while you are instructing students, determine how cooperative the learners were in the discussions.

### **Conversation**

Talking to different pairs about getting good education to girls and ensuring the learner can identify the benefits of educating a girl child too. Initiate discussions by using of open ended questions will aid in assessing different learners' critical and creative skills. Practicing presentation is another effective way you can monitor your students' strength and weaknesses.

#### **Activity 4: The need for gender equality (*Learner's Book page 20*)**

##### **In groups**

This is another opportunity to see how well learners work together in small groups. This time, there is a focus on the group preparing to give a short presentation. Let each group present their views about the pictures on the student's book. This group activity will be a good opportunity to apply the newfound knowledge and improve understanding gender inequality in their society.

##### **In pairs**

Let each group discuss on ways in which you they can advocate for gender equity in their community. They will be expected to summarise the effects of gender inequality using new words they encountered during various class activities.

##### **Assessment opportunity**

##### **Observation**

Ask learner to sit in pairs. Talk to learners in different pair through asking them questions and learners writing down their answers. Learners should then discuss their responses. Learners should assess how well learners are involved in group discussions and the quality and relevance of their contributions.

#### **Activity 5: Find out (*Learner's Book page 21*)**

##### **In pairs**

Write the new words on the board, from learners about gender discrimination that describe their understanding and experiences of gender discrimination and consider whether their choice of vocabulary is effective in this activity.

Encourage learners to write sentences using each word to show its use.

##### **Individually**

Write the sentences on the board as they give them. Ensure they are corrected before they put the sentences on down.

Ask learners to put down the sentences of their own in their books.

##### **Assessment opportunity**

##### **Observation**

Assess how well learners have understood the content in the previous lesson and there command in language use.

### **Activity 6: Debating on gender equity (*Learner's Book page 21*)**

#### **As a class**

In pairs learners should discuss the advantages of girls getting good education and present their findings in class. Appreciate the group that gives the best answers.

Prepare your learners on what the objective of the activity is.

In this, in groups the learners are expected to hold a debate session.

Explain to the learners that during a debate session, the following are key aspects.

1. Opposers are the group who disagree with the motion.
2. Proposers are the group who support the motion.
3. Sergeant at arms is a person who maintains law and order in the debate room.
4. The speaker the person who moderates the debate session.

Ensure the supervision is done so as to achieve the objective.

The motion should be presented to the learners days before the presentation day to allow them prepare.

#### **Assessment opportunity**

##### **Observation**

Observe the groups of learners working together and consider how effectively they are co-operating with each other in order to compose and present their points effectively.

### **Activity 7: Discussion on gender equity (*Learner's Book page 22*)**

#### **As a class**

In pairs learners should discuss the advantages of girls getting good education and present their findings in class. Appreciate the group that gives the best answers.

This poem offers a good deal of opportunity to discuss poetic form and choice of phrase and vocabulary. For this activity, you should focus on the content of the poem.

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

### **In groups**

Use the learners work to check the quality of the poem. Determine whether the learners were able to bring out the quality of the work using the identified techniques (key features, themes, sentences and phrases).

### **In pairs**

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

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

### **Individually**

Encourage learners to work independently on this task by referring to the kinds of thinking that took place in the previous discussion. Challenge the learner to find out from different books as well as resource persons some traditions that exist and lead to gender inequality, find out how these traditions and traditional norms affect the fight for gender equity find out the reasons why communities have continued to hold on to these norms.

### **Assessment opportunities**

#### **Observation**

Listen to pairs of children as they discuss the poem. Consider whether they are able to articulate their ideas effectively and whether they demonstrate creativity and imagination.

#### **Product**

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

**Activity 8: Listening to the importance of gender equity**  
*(Learner's Book page 23)*

### **As a class**

Use the learners work to check the quality of the poem. Determine whether the learners were able to bring out the quality of the work using the identified techniques (key features, themes, sentences and phrases).

Prepare a tape for the learners to watch and listen to community leaders in South Sudan talking about the importance of gender equity.

Prepare learners psychologically that they are going to listen to a tape during that lesson. Organise the class before the lesson begins to save on time. Supervise to ensure the learners concentrate. Watch and listen to the tape before the learners.

Prepare your learners on what the objectives of the activity are. Having an expert view to note down the important points they will have gained from the talk. Allow learners while in groups to summarise their work from what their understanding is from the talk the learners just listened to. Ensure you initiate class discussion on the talk as a way of developing learner's **critical thinking** and **creative skills**.

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

### **In groups**

Use the learners work to check the quality of the poem. Determine whether the learners were able to bring out the quality of the work using the identified techniques (key features, themes, sentences and phrases).

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

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

### **Assessment opportunity**

#### **Product**

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

### **Activity 9: Researching on the importance of gender equity (*Learner's Book page 24*)**

During this activity the learner will be exposed to research. Learners should visit website where they will be able to find information on the importance of gender equality .Ask the learners to write a report on their findings as a group. Let each group present in class.

#### **In groups**

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

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

#### **Assessment opportunities**

##### **Observation**

Listen to pairs of children as they discuss what they heard and saw from the tapes. Consider whether they are able to articulate their ideas effectively. In this lesson they will practise listening skills that the learned earlier.

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

##### **Conversation**

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

##### **Product**

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

### Activity 10: Advocating for gender equality (*Learner's Book page 24*)

#### **In pairs and in groups**

Use the learners work to check the quality of the poem. Determine whether the learners were able to bring out the quality of the work using the identified techniques (key features, themes, sentences and phrases).

Give learners time to study the pictures and discuss amongst themselves. Let them share their views in class freely. This is another opportunity to see how well learners work together in small groups. This time, there is a focus on the group preparing a presentation.

The photographs show a range of different aspects of a campaign for gender equality. The learners should prepare posters and place them strategically. There are clear links to art in this lesson. It would be useful in a parallel lesson for learners to draw, sketch or paint sample of campaign pictures. Finally organise a campaign around your community on gender equality.

#### **Assessment opportunities**

##### **Product**

Look at their pictures. Assess the quality and how powerful they are in conveying the intended meaning.

##### **Conversation**

Talk to learners about this pictures. Ask them to describe to you why they have decided to draw the pictures, the way they have and how much of this is influenced by their own experiences or from what they have heard in class.

### Activity 11: Story relating to gender equality (*Learner's Book page 26*)

#### **As a class**

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

Encourage learners to work individually, write a review of the story '*A letter to my sisters.*' Encourage learners to use some of the vocabulary and phrases that you have been using during these initial discussions in their writing. Encourage more able learners to include complex sentences in order to fully explain to the reader the important aspects on gender discrimination.

## **In groups**

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

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

## **Individually**

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

## **Assessment opportunities**

### **Conversation**

Listen to different pairs of students as they read out the new vocabularies they have identified in the passage. Use the Round Robin strategy which will involve passing charts among groups to assess understanding. Each group of at most 4 students begin with a chart and some markers. The group records an answer to an open-ended question. They can also share knowledge they have on a topic covered in class. Once the students finish with the chart, they pass it on to the next group. Once every group has worked on every chart, discuss each response together with the learners. This will help them to understand gender issues in other cultures and countries later in this unit.

### **Product**

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

## **Individually**

### **Answers**

1. The question should have no fixed answer but learners should try revolve around the theme of gender discrimination with supportive and substantive evidence from the passage.

2. The passage has instances where the three voices of narration have been used. Use the guidelines below to remind learners of the three voices. Challenge learners to use the knowledge acquired to identify instances in the passage where each is used.

a. **Omniscient Third Person Narrator**

Words like “He” “She” “They” or other group references are often used.

Often used in novels with a large cast of characters.

You are given a wide perspective with little emotional depth.

There are big jumps between time and space in each scene.

b. **Limited Third Person Narrator**

Words like “He”, “She” are used.

Scene breaks jump from mind to mind of each character.

There isn't a huge jump between space and time between each scene break.

Emotion of characters is the focus.

c. **First Person Narrator**

Words “I”, “My” are used.

The story is one continued perspective of one character.

The story happens to the character in present or past tense.

**In pairs**

How the learners exploit the themes in the Learner's Book should be based on the prior knowledge they acquired in order for you to check and verify whether the learners have understood well the concept of gender discrimination.

Any other statistics provided by the learners should be authentic and credible with all the sources of such information credited.

## Activity 12: Language practice (*Learner's Book page xx*)

### Gerunds

Remind the learners to always recall that gerunds are words that are formed with **verbs** but act as **nouns**. They're very easy to spot, since every gerund is a verb with *ing* tacked to its tail.

### Practice exercise 1

#### Answers

Use the answers below to help learners identify the gerunds in the sentences in the practice exercise.

1. The words *smoking* in the first five sentences are the gerunds in each.
2. For question 6, *suffering* is the gerund
3. For question 7, *quitting* is the gerund
4. For question 8, *smoking* is the gerund
5. For question 9, *experimenting* is the gerund
6. For question 10, *smoking* is the gerund

The gerunds in all the sentences apart from sentence 4 and 6 are used as subjects. Challenge learners to see whether they can identify the same giving reasons why the gerund is either a subject or an object.

### Practice exercise 2

Use the sentences below to help guide the learners accordingly on how to use the gerunds of the words in brackets in the Learner's Book.

#### Answers

1. Riya enjoys *reading* science fiction.
2. Crystal suggested *seeing* a movie after doing the homework.
3. I miss *working* in the tourism industry.
4. Where did you learn *speaking* Kiswahili? Was it in Kenya or in Tanzania?
5. Do you mind *helping* me translate this letter?
6. You've never mentioned living in Uganda before. How long did you live there?
7. If she keeps coming to school late, she's going to get expelled.

## **Assessment opportunities**

### **Conversation**

Talk to different learners about the sentences they failed to get right and try to identify the challenges they are having. Check whether learners can recall that; to find gerunds in sentences, just look for a verb + *ing* that is used as a noun. It's that simple.

### **Observation**

Check whether learners, through the sentences they rewrote with the correct gerund of the words in brackets can tell difference between a gerund and a present participle. They should do this by recalling that gerunds are words that are formed with verbs but act as nouns and that present participles do not act as nouns. Instead, they act as modifiers or complete progressive verbs.

### **Product**

The learners should primarily identify gerunds in their correct forms and differentiate gerunds from present participles. Help those learners having difficulties in differentiating such.

## Unit 2

## Transport

Learn about	Key inquiry questions
<p>Learners should listen to some presentations by community and religious leaders (<i>either in person or recorded</i>) about transport, the ancient and current means of transport.</p> <p>They should ask relevant questions and discuss the issues raised. They should carry out some research (<i>using the internet if possible</i>) on the transport systems of their community.</p> <p>Learners should read a range non-fiction about transport in South Sudan. This should include extracts and whole pieces (<i>e.g. from other text books, technical journals, newspapers and government publications</i>). They should work in small groups to discuss their views on available transport means and write an extended piece setting out their views and suggesting positive changes on the transport sector. Learners should read some extended fiction on the subject of transport. They should work in groups to discuss the quality of the work and 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"><li>• What are the best ways of improving transport in our country?</li><li>• How can we overcome the challenges facing transport in our state and cities?</li><li>• How does poor transportation affect the economy in the country?</li><li>• Compare and contrast between the past, present, and the future of transportation?</li></ul>

Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> <li>Understand a wide and specialised vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Interpret spoken English in familiar specialised context and if required report back on what has been read.</li> <li>Communicate with ease in both formal and informal situations using a wide range and variety of language appropriately.</li> <li>Make comparisons between texts, including considerations of audience, purpose and form.</li> <li>Communicate with ease producing text for a range of purposes using a sophisticated range and variety of structures.</li> </ul>	<ul style="list-style-type: none"> <li>Be confident to communicate with ease.</li> </ul>

### Contribution to competences

- Critical thinking-** Developed through reading about author's effects in fiction
- Communication-** Developed learners are communicating in groups, pairs and during class activities.
- Co-operation-** Developed when learners are working in groups.

### Links to other subjects

This unit subject to other subjects such as:

- Social Studies
- 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**

Transport is a unit that is intended to help learners familiarise themselves with both the ancient means of transport as well as the modern transport means. The activities within the Learner's Book will help them to understand the transport system South Sudan as well as its challenges. The unit has a range of activities that will help learners build their vocabulary on transport in general while at the same time giving them the opportunities to appreciate the growth in the transport sector faced by their country. They will also have an opportunity to compare the transport systems of their country with those of other countries within Africa.

## **The Learner's competencies**

There are many opportunities in this unit to develop student competencies. Through the group and paired work as described above, learners should improve their abilities to communicate fluently and coherently. This will be supported by opportunities for critical inquiry and the chance to read and comprehend a variety of texts. Learners will be provided with activities that necessitate collaboration towards common goals. This will promote the need to tolerate and respect differing viewpoints. The unit provides learners with a variety of opportunities to **communicate effectively** especially when answering open questions and to develop **critical thinking skills** on the possible solutions to the challenges of transport in South Sudan.

## **Link to other subjects**

This unit effectively links to Social Studies and Environment and Sustainability. This can be achieved through learning on the transport system of South Sudan.

## **Cross-cutting issues**

Democracy: through the exploration of the country's transport system. As they study and analyse the efforts of the government in advancing the country's transport system, learners learn on aspects of democracy.

## **Lesson development**

### **Pre-reading activity: Word Puzzle (*Learner's Book page 38*)**

This pre-reading activity functions as an eye-opener for learners on the vocabulary that they shall come across in the unit. The activity will accommodate both fast learners and slow learners. Fast learners will find it easier identifying the words in the puzzle while slow learners may take a longer time to identify the vocabulary.

### **Activity 1: Reading about transport and economy (*Learner's Book page 39*)**

#### **As a class**

The learner is provided with the definition of transport. The definition of modes of transport as well as the categories are also provided. The definitions provide learners with more and better understanding of transport as a concept. The objective of the activity is to help learners appreciate the role of transport in the economy of the country. In addition to this, the learners will appreciate the impact that modern transport systems have had to the economy as opposed to the earlier means of transport. Learners will have an opportunity to learn as much as possible on the ancient modes of transport.

#### **In groups**

While the learners are doing the group activity, monitor their discussions. This will give you an opportunity to identify what issues they could be struggling with as well as their communication skills.

Listen to their experiences and the manner in which they articulate their points as they give personal experience on the improved transport systems. This will help you analyse their level of understanding of the concept.

#### **Individually**

In the individual assignment, encourage the learners to think extensively to come up with as many methods of transport as possible.

#### **In pairs**

Use the information below to help you guide your learners on how inadequacy in transport systems causes countries to incur high transaction costs while doing business.

1. "Effective transport systems are central to the performance of countries' economies. Inferior transport systems have negative knock-on effects on the economies of countries. The relationship between effective transport systems and economic development is shown by African economies that exhibit the lowest levels of productivity and are the least competitive in the world.
2. Poor and substandard transport systems raise the transaction costs of doing business in African countries, which impedes the growth of economic activities. Despite the wealth and abundance of resources with which Africa is endowed, the serious deficits in Africa's transport infrastructure place enormous strains on domestic economic productivity and limit the development of economic regional integration.

3. African states with inadequate transport systems suffer the consequences of the high transaction costs of doing business, as well as the huge inefficiencies created by poor transport systems that severely curtail economic development. As a result, intra-Africa trade still remains a challenge on the continent due to sub-standard transport networks. Given that intra-Africa trade is only 12% of all trade on the continent, Africa needs to improve transport infrastructure in order to increase the volume of trade amongst African countries. This in turn will facilitate the growth of key sectors of African economies.
4. Effective transport systems are key to Africa's economic integration. By ensuring that transport systems between countries are designed in such a way that production centres are linked with distribution hubs across the continent, greater efficiencies will be created. Such integrated transport networks will allow African countries to compete effectively and, importantly, tap into regional markets.
5. Productivity, growth and economic competitiveness are higher in countries with effective transport infrastructure services. Effective and efficient transport infrastructure (road, rail, air, etc.) is a pre-requisite for opening up production zones in landlocked countries. Reliable road and rail transport allows companies to import and export goods. This is the case in South Africa where most of the bulk commodities for export are carried by Transnet Freight rail, and 70% of consumer goods going to various destinations are transported by road.
6. Inadequate infrastructure in sea ports in Africa compromises the competitiveness of market centers given the fact that about 80% of the world's trade is facilitated by sea ports linked to road and rail infrastructure. Despite the high volumes of goods that require transport, most African countries prioritise road infrastructure investments over rail transport investment due to the enormous capital investment needed for rail infrastructure and rolling stock. As such, the inadequacy of transport systems cuts rural areas and marginalised communities off from market centers and makes it difficult to stimulate economic activities in these areas.
7. The provision of air transport infrastructure plays a big role in boosting economic development. Air transport plays a significant role in linking countries, cities and towns with respect to transporting goods needed for development. Facilitating the transportation of goods and people by air is instrumental in unlocking economic opportunities in countries. Furthermore, providing air transport in countries stimulates greater infrastructure development, which then promotes economic growth in areas cut off from transport services. Apart from creating employment, air transport impacts positively on developing local economic potential through its unique characteristics, such as speed, reliability and safety.
8. There is a direct relationship between the maturation of air transport and the development of infrastructure and economic development. Developing efficient air transport infrastructure in Africa is of strategic importance, given the fact

that six of the world's fastest growing economies are located in the continent. African countries present innumerable opportunities for investors intending to develop transport infrastructure networks that can catalyse economic development. Such investment in transport is needed to sustain the impressive economic growth rates exhibited by African countries."

(Adopted from: <https://essentialbusinessmag.com/2015/10/the-impact-of-transport-on-the-development-of-infrastructure-in-africa/>)

The links below shows how air transport unlocks economic potentials in African countries and more so in South Sudan. Access the link while in class and allow the learners to deduct meaningful information from the content in the links.

<http://airlines.iata.org/reports/special-report-unlocking-africas-potential>

[https://au.int/sites/default/files/newsevents/workingdocuments/33100-wd-6a-brochure\\_on\\_single\\_african\\_air\\_transport\\_market\\_english.pdf](https://au.int/sites/default/files/newsevents/workingdocuments/33100-wd-6a-brochure_on_single_african_air_transport_market_english.pdf)

Allow learners to borrow from the links supportive evidence on top of what they will get from the passage to further enhance their understanding and knowledge in the learning area.

### **Assessment opportunity**

#### **Observation**

Observe and listen as the learners discuss on the methods of transport. Consider their ability to articulate ideas effectively and consider whether they demonstrate critical thinking skills.

#### **Activity 2: Building your vocabulary (*Learner's Book page 42*)**

#### **In pairs**

The learner is provided with a variety of vocabularies related to transport and economy. The objective of the activity is to help learners learn new vocabulary and their use. Encourage the learners to construct both simple and complex sentences using the new vocabularies. This will help accommodate all types of learners; fast, relatively fast and slow learners. Fast learners will find it easy to construct simple sentences and may also have the potential of constructing complex sentences. Relatively fast learners may also attempt constructing complex sentences but it is advisable to cross examine their sentences. Slow learners, on the other hand, should be encouraged to construct simple sentences, which should also be cross checked for grammatical errors.

Listen as the students explain the words they already are familiar with and the contexts in which they heard the words. Take note of their communication techniques.

### **Individually**

Allow the learners to write sentences depending on their abilities. Closely monitor slow learners to ensure that their sentences are grammatically correct.

### **Assessment opportunity**

#### **Product**

Consider the sentences constructed by the learners and determine whether they are grammatically correct.

### **Activity 3: Talking about transport in South Sudan (*Learner's Book page 42*)**

Guide the learners in studying the pictures in this unit as a way of monitoring and helping them develop reading skills and picture interpretation skills. The objective of this activity is to help develop learner's picture interpretation skills.

### **Individually**

Encourage the learners to carefully observe the images. Help slow learners in identifying the similarities and differences.

#### **In groups**

The group activity will help develop the learner's imagination. It provides you with a good opportunity to assess how well learners can work as a group. Observe also their communication skills to determine how well individual learners can describe what they would feel, see or hear.

#### **In pairs**

Allow peer assessment. This shall help you monitor the learners' strengths and weaknesses and help in creating a learning community within the classroom.

### **Assessment opportunity**

#### **Observation**

Observe as the pairs and groups conduct their discussions. Consider how organized the discussions are as well as how well the learners articulate their ideas. Challenge individual groups on their answers and consider how well they defend their ideas.

**Activity 4: Problems and challenges facing transport in South Sudan**  
(*Learner's Book page 44*)

**In pairs**

Help the learners study the pictures provided. The learners should be in a position to verbally say what they can see in both images without having to necessarily write down the conclusion. From the conclusion given, observe how critically the learners can think in answering the second question. This shall give you an opportunity to access how well the learners have understood the concept.

**In groups**

Group work shall give you an opportunity to access the learners' critical thinking and co-operation skills. It is also an opportunity for you as a teacher to gauge the ability of the learners and their progress. Give the groups an opportunity to give an account of their work in small presentations. 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.

**Assessment opportunities**

**Conversation**

Talk to different pairs and hear what they say about the advice they would give the government of South Sudan to construct a road similar to that in Picture 2 of the Learner's Book.

**Observation**

Observe as the groups conduct their discussion and determine how well they have understood the concept of transport.

**Activity 5: Reading about the challenges facing transport in South Sudan**  
(*Learner's Book page 45-47*)

**As a class**

The extract here is relatively long. It is therefore advisable to read it together with the learners. Pose regularly to ask them questions from the sections you will have read together with them. You can also choose to give individual learners an opportunity to read the text and help them pronounce the words correctly.

## Individually

As the learners write the key theme from the extract, you get an opportunity to access how well they have individually understood the content in the extract. Analyse individual answers and help the weak learners correctly identify the key theme.

## In pairs

The pair work will help learners develop their critical thinking skills. It shall also be a good opportunity for you as a teacher to access the level of understanding of the learners.

Allow the learners to individually write an essay on the challenges facing the transport sector in South Sudan and the impacts they have in the economy. Ask them to reflect on the previous questions and note down the points first before writing the essay. The essay shall give an opportunity for both the fast and slow learners to attempt self-expression in writing. Help the slow learners with their essays to ensure that the essays do not have grammatical errors.

## Assessment opportunities

### Observation

Observe as the pairs conduct their discussions. Take note of how they present their ideas on the effects of poor transport on the economy.

### Product

Consider the key themes presented by individual learners and determine how well they understood the extract. Consider also the essay written by the learners. Check on the grammar of the essays as a way of analysing their level of understanding.

### Activity 6: Listening activity (*Learner's Book page 47*)

This activity will help learners develop their communication skills by listening to a community leader talk about the remedies of the transport system in South Sudan. Give the learners an opportunity to ask questions on the issue at hand. Initiate a class discussion in which the learners openly discuss on the best plans for the country's transport system. This shall develop their **critical thinking** and **communication skills**.

## **Assessment opportunity**

### **Observation**

Take note of the learners that ask particularly well thought questions. Also, take note of the learners that actively participate on the discussion you initiate. This demonstrates their level of understating.

### **Activity 7: Conducting a research (*Learner's Book page 47*)**

#### **In groups**

This activity will give the learners an opportunity to carry out an outdoor activity by observing the community's means of transport as well as interviewing members of the community on the transport system of their area. In addition to this, the activity shall help learners work together in groups and at the same time help develop their co-operation skills. With your help, let the learners come up with possible questionnaires for the research.

## **Assessment opportunities**

### **Observation**

Observe as the groups conduct the research. Look at how organized the groups are. Observe as the pairs conduct their discussions and listen to how well they articulate their ideas.

### **Product**

Read the report from the various groups. Analyse also the recommendations given. Assess whether there is enough variety of content in the way that they have described this event.

### **Activity 8: Reading about transport (*Learner's Book page 48*)**

#### **As a class**

Help the learners read through the poem. Pose at intervals to elaborate on lines that may need elaboration for the learners to understand the poem. You can also choose to ask learners to alternately read through the poem. As they do this, correct any pronunciation errors and elaborate whenever necessary.

### **In pairs**

The activity gives the learners an opportunity to analyse the poem. Encourage the pairs to re-read the poem for further understanding before they can tackle the questions.

### **In groups**

This activity shall offer the learners with an opportunity to further research on poetry. It shall also help develop the learner's critical thinking. Allow each group to give an account of their work in form of presentations. Question their answers as a way of assessing them and determining their critical thinking skills.

### **Assessment opportunities**

#### **Observation**

Observe as the pairs and groups conduct their discussions. Determine how well they understand the concept of transport in the poem.

#### **Product**

Take note of the final answers presented to the class by the different groups. Determine how well the learners have understood the concept.

### **Activity 9: Language practice (*Learner's Book page 49*)**

### **Articles**

#### **Practice exercise**

Learners will be required to borrow heavily on the knowledge on articles they gained in class while doing the practice exercises in the unit.

#### **Answers**

1. I need to go to bed now. I've got **a** meeting at 8am tomorrow.
2. When I went to **the** University, I studied **a** course in psychology within my business degree.
3. During the school holidays in South Sudan, one day we had lunch in **a** really cool restaurant in Juba.
4. We try to go to **the** cinema at least once **a** month, but we hardly ever go to **the** theatre.

5. Adut: “Bol, if I get **the** parcel delivered here tomorrow, will you be at home?”  
Bol: “Well, I have to go to work in the morning, but I’ll be here after lunch in **the** afternoon.”
6. For my night time routine, I have **a** quick shower, then I read in bed before I go to sleep.
7. “Which is **the** highest mountain in South Sudan?” “Everyone knows that it’s Mount Kinyeti!”
8. Namibia is in southern Africa. Tunisia is in **the** north.
9. **The** Tower of London, **the** Buckingham Palace and **the** Big Ben are famous tourist attractions in London.
10. I’m really into heavy metal music and chess. When I leave school, I want to study physics, but you never know what will happen in life. I might become **a** rock star!
11. **The** computer has revolutionised **the** business world since **the** 1980s.
12. I normally take **the** bus to work, but when it is sunny, I go by bike.
13. Last night we went to **a** restaurant. There was **a** fat man singing **a** beautiful song and everyone in **the** restaurant was amazed. I think that **the** song was Italian and **the** man definitely looked like he was from Italy.

### Assessment opportunities

#### Observation

Check and ensure that the learners can explain their reasoning for answers to the practice exercises. Their reasoning should be based on the rules they learnt in class on both the definite article and the indefinite articles.

#### Conversation

At the end of the practice exercises, you can ask the learners to explain what they have learnt during all these exercises. This will help you make more arrangements for your learners. Check whether the learners can comfortably tell that when dealing with uncountable nouns (things can’t be counted), they should never use **a** or **an** with them. Remind the learners that the indefinite article is when they compare three or more things.

#### Product

Challenge your learners to see whether they can identify that an article is an adjective which is any word that modifies a noun but adjectives modify nouns through description. Articles are however used instead to point out or refer to nouns.

## Unit 3

# Corruption

Learn about		Key inquiry questions
<p>Learners should read a range non-fiction about corruption and its effects on the 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 facing South Sudan and the measures that can be taken to eradicate it. They should write balanced pieces setting out the issues.</p> <p>Learners should listen (<i>either in person or recorded</i>) to a community leader talk about the issue of corruption. 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 the problem can be dealt with. Learners should read some extended fiction on the subject of corruption. 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"> <li>• What are the effects of corruption on social, political, and economic status of a nation?</li> <li>• In which ways can we eradicate corruption in our nation?</li> </ul>
Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> <li>• Understand a wide and specialised vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret spoken English in familiar specialised context and if required report back on what has been read.</li> <li>• Communicate with ease in both formal and informal situations using a wide range and variety of language appropriately.</li> <li>• Make comparisons between texts, including considerations of audience, purpose and form.</li> <li>• Communicate with ease producing text for a range of purposes using a sophisticated range and variety of structures.</li> </ul>	<ul style="list-style-type: none"> <li>• Be confident to communicate with ease.</li> </ul>

## Contribution to competences

1. **Critical thinking** – Developed through analysing the sophisticated legal measures against corruption.
2. **Communication** – Developed as learners give speeches criticising negative opinions on corruption.
3. **Co-operation** – Developed when learners are working in groups through group discussions and debates and arguments on corruption.

## Links to other subjects

This unit subject to other subjects such as:

- Citizenship
- Peace education

## Assessment opportunity

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

- Observation
- Conversation
- Product

## An outline of the learning

Corruption is one of the evils that has permeated each and every society and it is important that the learners get to learn about the evils that come with corruption. The activities within the Learner's Book will help learners to understand corruption and how it has affected the society in South Sudan. The unit has a range of activities that will help learners build their vocabulary on corruption in general while at the same time giving them the opportunity to come up with ways the corruption can be eradicated in the country through class activities as well as listening to people in places of power discuss how this can be done.

## The Learner's competencies

There are many opportunities in this unit to develop student competencies. Through the group and paired work as described above, learners should improve their abilities to communicate fluently and coherently. This will be supported by opportunities for critical inquiry and the chance to read and comprehend a variety of texts. Learners will be provided with activities that necessitate collaboration towards common goals. This will promote the need to tolerate and respect differing viewpoints. The unit provides learners with a variety of opportunities to **communicate effectively** especially when answering open questions and to develop **critical thinking skills** on the possible solutions to the challenges of corruption in South Sudan.

## **Cross-cutting issues**

Culture: through the appreciation of African traditional cultural values towards corruption.

## **Lesson development**

### **Introduction (*Learner's Book page 54*)**

This brief introduction introduces the learners to what corruption is and how widespread it is. You could have a class discussion where the different learners come up with a definition for corruption, then the class can agree on one that they feel best suits their knowledge. They can also give examples of instances of corruption that they may have come or heard about from the different media sources.

### **Activity 1: Reading about corruption and its effect on the society (*Learner's Book page 55-57*)**

#### **As a class**

Guide the learners to read the article given in their Learner's Book. They should look at how corruption has been highlighted and what it really entails. The learners should be able to read with accuracy, and in case of any pronunciation issues, correct them accordingly.

#### **In pairs**

Guide the pair work discussions on the results of corruption as from the passage. Ensure they have first understood the article so they can get to discuss the effects of corruption.

#### **In groups**

While the learners are doing the group activity, monitor their discussions. This will give you an opportunity to identify what issues they could be struggling with as well as their communication skills. Ensure they give the correct responses.

#### **Individually**

Encourage the learners to write an all-inclusive essay where they can also research from other sources such as forms of media to get the material they need. Encourage clarity of thought as they write.

## **Assessment opportunities**

### **Observation**

Observe and listen as the learners discuss on the methods of transport. Consider their ability to articulate ideas effectively and consider whether they demonstrate critical thinking skills.

## Product

Ensure the essay the learners write is conclusive and informative. Award extra effort by learners who researched from other sources.

### Activity 2: Reading about corruption and its effect on the economy (*Learner's Book page 59*)

#### As a class

Guide the learners to read the article given in their Learner's Book. The learners should be able to identify how the economy is impacted by corruption from the extract given. The learners should be able to read with accuracy, and in case of any pronunciation issues, correct them accordingly.

#### In groups

While the learners are doing the group activity, monitor their discussions. This will give you an opportunity to identify what issues they could be struggling with as well as their communication skills. Ensure they give the correct responses.

#### In pairs

Guide the pair work discussions on the effects of corruption as from the passage. They can also give personal experiences or experiences they have heard about corruption and the economy. Have as many people as possible respond. This will show their understanding of the topic.

#### Individually

Encourage a comprehensive composition. Ask the learners to also use terms they have learnt so far.

Use the information from the PDF links below to help the learners understand the efforts the governments of developing countries such as the government of South Sudan in the fight against corruption.

<http://gjournals.org/GJSC/GJSC%20PDF/2013/January/Oye.pdf>

[https://www.researchgate.net/publication/281005531\\_A\\_Proposal\\_for\\_Corruption\\_Reduction\\_in\\_Developing\\_Countries\\_Based\\_on\\_E-government](https://www.researchgate.net/publication/281005531_A_Proposal_for_Corruption_Reduction_in_Developing_Countries_Based_on_E-government)

2. Tackling this question requires a good background information about the body in charge of all corruption cases which is The South Sudan Anti-corruption Commission (SSACC). It's also important for learners to know that SSACC is an autonomous and impartial body corporate established under Section 147 of the Interim Constitution of Southern Sudan, 2005 as read with Section 6 of the Southern Sudan Anti-Corruption Act, 2009.

Assess the link below which have sufficient information on the measures the government is taking to curb the menace of corruption, make a copy of the document and pin it in the classroom's noticeboard before the lesson. The content in the document will help the learners familiarise themselves with the efforts of the government in the fight against corruption.

<http://www.icnl.org/research/library/files/South%20Sudan/AntiCorruptionAct2009.pdf>

## **Assessment opportunities**

### **Observation**

Observe and listen as the learners discuss how corruption affects the economy. Ensure the learners have grasped the concept of corruption and its effect on the economy.

### **Product**

Ensure the composition the learners write is conclusive and informative.

**Activity 3: Discussing about corruption in institutions in the society (*Learner's Book page 62*)**

### **As a class**

Find out if the learners know any institutions in the society by naming the ones they know. Guide accordingly. They can also get to learn more from the extract given.

### **In groups**

The group activity assesses the learners understanding of how corruption affects the institutions they discussed above. Ensure they understand the workings of the different institutions so they can understand how corruption can affect them.

### **In pairs**

This activity requires a lot of discussion. They can research from other sources to find answers.

### **Individually**

Encourage the learners to research and have a conclusive essay.

## Assessment opportunities

### Observation

Observe as the pairs and groups conduct their discussions. Consider how organised the discussions are as well as how well the learners articulate their ideas. Challenge individual groups on their answers and consider how well they defend their ideas.

### Product

Ensure the essay is conclusive and clear in its ideas. At this level, the learners should be clear in the way they present their essays.

### Activity 4: Comparing effects (*Learner's Book page 63*)

### In pairs

This discussion will help the learners find a correlation between the two, that is how corruption affects the society and how it affects the economy. Guide them to understand that the society is the overall force, and that the economy, if it is affected, has a direct impact on the society, and in effect, the institutions that make the society whole.

### Individually

The essay the learners come up with is from the discussions they had previously. As you mark the work, you will be able to see if they have understood the relation in the society and economy or not.

## Assessment opportunities

### Conversation

Talk to different pairs to find out if they have understood how the institutions in the society are interconnected, especially in the way they work.

### Observation

Observe as the groups conduct their discussion and do their research on the interconnection of the society and how the economy affects the running of the institutions in the society.

## **Product**

### **Activity 5: Building your vocabulary (*Learner's Book page 64*)**

#### **Individually**

The learners need to be able to use the words they have learnt so far to fill in the spaces in the words. You can have an exercise where learners compete on who finishes first and gets all the answers correct.

#### **In groups**

This should be a fun activity where the different groups compete on the acting. The blanks need to have been filled correctly for the play to make sense.

#### **Assessment opportunities**

##### **Observation**

Observe as the learners present the play. This will enhance their communication skills as well as their creativity.

## **Product**

Ensure the sentences are correct and that the sentences they make from the vocabulary actually show their understanding of the words.

### **Activity 6: Impacts of corruption in South Sudan (*Learner's Book page 65*)**

#### **In groups**

This activity will help learners develop their communication skills, their research and creativity skills as they need to find information to present to the class. Ensure the library has the necessary materials where there is one, or if there is no library or Internet access, ensure that you provide the necessary materials.

#### **Assessment opportunities**

##### **Observation**

The group presentation will help you identify if the learners have done their research or not.

### **Activity 7: Eradicating corruption (*Learner's Book page 66*)**

#### **In groups**

The learners need an element of critical thinking to be able to respond to these questions. Ensure they rise to the level that they need to.

#### **In pairs**

This activity requires that the learners think of reasons why corruption needs to be eradicated from the society. The discussion will help them put their minds together to achieve something good. Even as they discuss with a different group, ensure the learners are as open and as thorough about the reasons why corruption needs to be eliminated and what the leaders need to do about it.

#### **Individually**

The essay that the learners write will be a summary of all that has been discussed. It will also give you a chance to know if they truly participated in any of the discussions.

#### **Assessment opportunity**

##### **Observation**

Observe as the learners participate in the group and pair discussions. This will give you a sense of whether they have understood how corruption affects the society negatively and how it can be eradicated.

##### **Product**

Ensure the essay is comprehensive and acts as a summary of what they have discussed so far.

### **Activity 8: Listening activity (*Learner's Book page 59*)**

#### **As a class**

Prepare the learners to participate in the listening activity. They have already done a lot of their research on corruption in the previous activities, so this will be a good opportunity to interact with someone in a position of leadership who has some firsthand knowledge on how corruption has affected their institution. This activity will also help the learners float around ideas that they have discussed before of how corruption can be eliminated, and the leader will be able to tell them how viable the ideas are.

In the event that they cannot find someone to come talk to them, you can have them listen to a pre-recorded session by a leader in the country or any part of the world from the Internet.

### **In groups**

This discussion is an open forum where the learners decide if they agree with what was said or if they have their diverging opinions. Allow the learners to be as open as possible. They can also do some research on the issue such that when they present their points, they are legitimate.

### **Assessment opportunities**

#### **Observation**

Watch and listen to the learners as they listen to the community leader or the prerecorded session. Listen to their discussions to find out if they have understood what it was about and so you can find their opinion on the same issue.

#### **Conversation**

Have a discussion with the learners on whether corruption can truly be eliminated from the institutions as the listening activity tried to put forward. This will help enhance their **creativity** skills as well as their **communication skills**.

### **Activity 9: Learning on the anti-corruption laws in the country** (*Learner's Book page 67*)

### **In groups**

This activity will give the learners an opportunity to listen to an expert (Commissioner from SSACC) on how they implement anti-corruption laws. Ensure they know what is expected from them in their groups, and have the groups make their presentations in the class. This activity shall help learners work together in groups and at the same time help develop their **co-operation skills**. With your help, let the learners come up with possible questionnaires for the research.

### **Assessment opportunities**

#### **Observation**

Observe as the groups conduct the research. Look at how organised the groups are. Observe as the pairs conduct their discussions and listen to how well they articulate their ideas.

## Product

Read the report from the various groups. Analyse also the recommendations given.

### Activity 10: Poem relating to corruption (*Learner's Book page 67*)

#### As a class

Help the learners read through the poem. Pose at intervals to elaborate on lines that may need elaboration for the learners to understand the poem. You can also choose to ask learners to alternately read through the poem. As they do this, correct any pronunciation errors and elaborate whenever necessary. Introduce the concept of moral corruption and guide learners to understand that, if someone or something is **corrupt**, they're broken **morally** or in some other way. **Corrupt** people perform immoral or illegal acts for personal gain, without apology. **Corrupt** politicians take bribes and deny it. When you **corrupt** someone, you convince them to do something wrong or even illegal. Help the learners read through the poem. Engage learners in extracting evidence from the poem to support these major themes in the poem:

- (a) Moral decadence
- (b) Greed
- (c) Inflation

Pose at intervals to elaborate on lines that may need elaboration for the learners to understand the poem. You can also choose to ask learners to alternately read through the poem. As they do this, correct any pronunciation errors and elaborate whenever necessary.

#### In groups

This activity shall offer the learners with an opportunity to further research on poetry. It shall also help develop the learner's **critical thinking**. Allow each group to give an account of their work in form of presentations. Question their answers as a way of assessing them and determining their **critical thinking skills**.

#### In pairs

The activity gives the learners an opportunity to analyse the poem. Encourage the pairs to re-read the poem for further understanding before they can tackle the questions.

#### Individually

Ensure the poem tackles the issues as highlighted. The learners should also be able to justify their responses from material used in the poem.

## Assessment opportunities

### Observation

Observe as the pairs and groups conduct their discussions. Determine how well they understand the poem and what it discusses.

### Product

The essay will help you determine how well the learners have understood the poem and how they are able to relate the different elements of the poem to put their points across.

### Activity 11: Speech (*Learner's Book page 69*)

#### Individually

A speech is an important communication skill that the learners need to have. This activity will help you understand if they have any such skills and if they need teaching on the basics for making a persuasive speech. The speech should cover the four major points highlighted, and be presented using simple basic English. It needs to communicate and be presented in a way that is flowing. If there is time, you can have some learners present their speech to the class.

## Assessment opportunities

### Product

Ensure the essay presented is a speech, where there is an introduction of the speaker and what the topic is about. It should therefore be in present tense. There should be a conclusion to the speech.

### Observation

Listen as the learners present their speech. Correct any communication errors they may be having as they stand to present such as wrong posture, voice projection among others.

### Activity 12: Language practice (*Learner's Book page 70*)

#### Auxiliary verbs

After guiding the learners through auxiliary verbs in the Learner's Book, always remind them to never forget that the three most common auxiliary verbs are; **be**, **do** and **have** while revising the practice exercises with them.

## Practice exercise 1

### Answers

1. I **will** call you tonight.
2. I **shall** give you a laptop for your birthday.
3. What time **should** I come and see you?
4. What on earth **shall** we do?
5. **Can** I get something to eat?
6. Make me a cup of tea, **will** you?
7. I promise I **won't** tell lies again.
8. I **will** punish you if you do that again.
9. **Can** I carry your bag?
10. 'Can somebody help me?' I **will**.
11. **Will** the train be on time?
12. The contractor **should/will** be responsible for the maintenance of the building and its premises.

## Practice exercise 2

1. Tell me, **will** you come to the party?
2. They **should have** finished the job.
3. What **do** you do every Saturday?
4. I **would** like to watch TV. There is a good movie on.
5. She **would** not want to stay at home. She wants to go out with her friends.
6. He **should have** called me twice this morning.
7. What **does** she do in her free time?
8. Where **did** they go yesterday?
9. She **has** always wanted to meet him.
10. What **were** they doing when you came in?

## NOTE

Insist to learners that the practice exercises should be done individually.

## **Assessment opportunities**

### **Conversation**

Talk to learners by questioning the reasoning behind some of the answers they gave on the practice exercises which are not necessarily correct. This will help you in correcting such learners appropriately and to also teach those learners that have difficulties in using modal auxiliary verbs correctly.

### **Observation**

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

### **Product**

Read answers from the learners that describe their understanding of the language practices in the unit. Check that they are using the relevant modal auxiliary verbs correctly. Encourage pair work among learners to help enhance the understanding of the language practice in the unit.

# Unit 4

# Communication Technology

Learn about		Key inquiry questions
<p>Learners should listen to some presentations by community and religious leaders (<i>either in person or recorded</i>) about communication technology.</p> <p>They should ask relevant questions and discuss the issues raised. They should carry out some research (<i>using the internet if possible</i>) on the effects of communication technology on the society and economy.</p> <p>Learners should read a range non-fiction about communication technology. This should include extracts and whole pieces (<i>e.g. from other text books, technical journals, newspapers and government publications</i>). They should work in small groups to discuss their views on the current use of communication technology and write an extended piece setting out their views on the impacts that this has had on the society and economy. Learners should read some extended fiction on the subject of communication technology. 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"> <li>• What are the economic, social and technological advantages of computer?</li> <li>• Do you think that computer innovation has more advantages and disadvantages and why?</li> </ul>
Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> <li>• Understand a wide and specialized vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret spoken English in familiar specialised context and if required report back on what has been read.</li> <li>• Communicate with ease in both formal and informal situations using a wide range and variety of language appropriately.</li> <li>• Make comparisons between texts, including considerations of audience, purpose and form.</li> <li>• Communicate with ease producing text for a range of purposes using a sophisticated range and variety of structures.</li> </ul>	<ul style="list-style-type: none"> <li>• Be confident to communicate with ease.</li> </ul>

## **Contribution to competences**

- 1. Critical thinking-** Developed through reading about author's effects in fiction
- 2. Communication-** Developed learners are communicating in groups, pairs and during class activities.
- 3. Co-operation-** Developed when learners are working in groups.

## **Links to other subjects**

This unit subject to other subjects such as Citizenship.

## **Assessment opportunities**

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

- Observation
- Conversation
- Product

## **An outline of the learning**

Communication technology is a unit that is intended to help learners develop awareness on technological advancements as well as the impacts that this has had on the society and economy. The activities provided in the learners' book will help learners appreciate technological advancements in all the spheres of human life.

The unit offers a wide range of learning activities that shall help the learners build their vocabulary on communication technology in general. They shall also learn and appreciate the impacts of technology in communication in relation to the society and the economy.

The activities given in the unit include written texts, speaking and listening exercises and activities. Most of these will require the learners to find journals and books from all over the world on communication technology.

## **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 giving recommendations or solutions to certain issues on communication technology. These competencies are good tools for growing the learners while at the same time giving them an opportunity to appreciate the role of communication technology in their lives.

## Lesson development

### Activity 1: Reading about 'The Machine That Won The War' (*Learner's Book page 75*)

#### Introduction

Ask some learners to alternate in reading the introduction. This shall help them develop their reading skills. Give an opportunity to fast learners who can pronounce word correctly to read through the larger portions. As a way of helping the slower learners with their reading skills, give them smaller portions to read and help them pronounce the words correctly. Alternatively, you can encourage learners to read individually and silently.

#### In groups and as a class

The class discussion is a good opportunity for you to listen and observe how well the students can air their views. Initiate a class discussion and allow the learners to give their opinions on the issue of communication technology and economy.

#### In pairs

The activity should be open for discussion with no restriction to the suggestions the learners will give that have enough supportive facts. However challenge learners to explain how technology has aided their learning through the following points:

##### a. **Introducing interactivity**

While text books still have a place in the classroom, the reality is that students are much more likely to be found using a laptop or tablet or even a smartphone to support their studies by researching on the Internet. Powered by software and apps and presented on the latest touchscreen displays, lessons are delivered in a much more engaging manner. Homework and assignments are also readily available as downloadable material, meaning that the whole education experience from classwork through to homework is much more interactive than the classroom of ten years ago.

##### b. **Encouraging collaboration**

Technology allows for such flexibility in learning that it will enable your learners to work in a more collaborative manner. Technology is a key building block in facilitating collaborative learning. IFPDs allow learners to contribute to lesson content from the front of the class, engage with their peers in problem solving activities and create a more collective approach to lesson time. Whereas laptops and mobile devices are key for remote collaboration and online learning outside of the classroom. Supported by technology, learners are generating new approaches to problem solving and learning how to work alongside their peers, a great attribute for their future careers.

c. **Breaking down boundaries**

The most notable use of technology is that it no longer limits lesson time to the traditional four walls of the classroom, creating a true learning continuum between home and school. Schools are empowering teachers and learners to take more control over their learning and harness the potential of new learning experiences, encouraging learning to take place in other venues such as libraries. Learners can use technology to meet, collaborate and create content virtually. Technology helps learners to research subjects, share ideas and learn specific skills.

d. **Aiding assessment**

Using technology for assessment can take on many forms, but overall technology can enhance assessment by providing your school with the means to design flexible assessment criteria that supports a wide range of learner's skills and competences. In this instance Class Flow provides you with the means to use real-time feedback, which allows you to determine how well a class is understanding a lesson and even drill down to individual learner's comprehension, meaning certain topics can be covered and explained again if required. For the school this should mean an overall improvement in reporting and potentially grades.

(Adopted from: <https://edtechnology.co.uk/Article/five-ways-technology-has-changed-teaching-and-learning>)

**Individually**

This is an activity which will require learners to identify the technological devices available in the school and also highlight how well they are conversant with their operations in order to help enhance learning in the classroom.

Learners should be able to show how well the technological devices aid in learning as well as in promoting the mission and the vision in the school.

**In pairs**

Guide learners in identifying and understanding that the technology in school is preparing them for the modern world through the following ways:

1. **Disappearance of the chalk board**

Much attention has been placed on interactive gaming as a powerful platform for student learning. Every day, new programs and web-based tools are teaching our students content that was once paper or chalkboard based.

2. **Assistive tech for better communication**

Voice recognition software has improved greatly in the past few years and is more accessible. Children with special needs and limited English proficiency are able to more effectively communicate in language based contexts.

### 3. **A tablet: The game changer**

Tablets are such adaptable and powerful tools for teaching and learning. There are so many applications but I think the most powerful and exciting aspect is the enhancement of learning experiences for students with special needs, particularly those on the autism spectrum.

### 4. **Extended classroom communities**

Technology facilitates our ability to extend classroom community by using web-based platforms like Edmodo. Teachers and students can use this platform to discuss homework, post assignments, and interact with peers as they work on projects.

### 5. **Rise of web-based research**

We still use libraries, but so much of our research and learning is now more web-based. What used to take hours in the library to find, we find instantaneously. As a result, we need to sort through huge amounts of information efficiently. We know how to get and use information. I would argue that because it takes less time to find information, we spend more time digesting, thinking, and learning about new information.

### 6. **Meeting the needs of all learners**

As educators, we know the power of Howard Gardner's *Theory of Multiple Intelligences*. Technology will facilitate your ability to meet the needs of all kinds of learners.

Learners should try explain how they can deal with the following technological hitches when using technology in the classrooms:

- a. internet access slow down;
- b. computers on carts not charged;
- c. missing adapters;
- d. *Anti-virus, Adobe Flash* or *Java* not installed;
- e. forgotten access passwords;
- f. missing cables;
- g. blocked websites;
- h. distorted sound;
- i. faded projection.

This activity shall give the learners an opportunity to share their personal experiences as well as listen to other learners. It shall also give them an opportunity to appreciate the positive impacts that communication technology has had on their individual lives.

## Assessment opportunities

### Observation

Listen and observe as the students conduct their discussion in class and in pairs. Take note of learners that are confident and that can articulate their ideas effectively.

**Activity 2: Impacts of communication technology on the society** (*Learner's Book page 80*)

### In groups

This activity gives the learners an opportunity to develop their reading skills by carrying out an extensive reading on the impacts of communication technology on the society. You can provide the suggested materials if they are not available although giving the learners an opportunity to search for the reference material in the library would be an effective way of assessing how well the groups can organise themselves.

The activity shall give learners an opportunity to express themselves in writing. Encourage the learners to list down the impacts first in point forms before writing their essays for better organisation of the essay. Help the slow learners by guiding them on grammar and any other issues that they may have as they write the essays.

## Assessment opportunities

### Observation

Monitor and assess how well the learners organise themselves in their groups. Take note of the most active members of the group as well as those that may seem to have challenges expressing themselves. As they make their group presentations, test their ability to defend their points by questioning their answers.

### Product

Consider the points that individual students list down and assess how well they write their essays from the points. Consider the level of understanding of the learners as well as their grammar by going through their essays.

**Activity 3: Building your vocabulary** (*Learner's Book page 81*)

### In pairs

The Learner's Book provides a variety of vocabularies related to communication technology. The activity gives learners an opportunity to learn new vocabularies as

well as their use. Help the learners read and correctly pronounce the vocabulary. Ensure that the slow learners are not left behind. Observe and listen to the students as they discuss on the contexts they might have heard the words. This shall help develop their **communication skills**.

### **Individually**

Individually, let the students do the next exercise. The close test gives the learners an opportunity to use some vocabulary they will have studied in the pair work activity. Let them fill in the gaps and re-read the passage to confirm that they have filled in with the most appropriate vocabularies.

### **Assessment opportunity**

#### **Product**

Assess the discussion of the pair work as well as the answers that the individual students will have given for the close test. This shall help you determine their level of understanding.

### **Activity 4: Listening to an IT expert (Learner's Book page 82)**

#### **As a class**

This activity shall help instill an appreciation for communication technology in the learners, which shall further help develop their **culture**. Introduce the lesson by reviewing on Activity 2 where you discussed on the effects of communication technology on the society. Initiate a discussion where students shall do a recap of the effects of communication technology on the society and the economy. Prepare the learners to listen to the resource person. After the presentation, initiate a class discussion on the topic to help develop learner's **critical thinking skills**.

### **Assessment opportunity**

#### **Observation**

Take note of the attention with which every individual learner is listening to the resource person. Also, of importance, is to note the learners that ask relevant and well-thought questions. You should also pay attention as the learners air their opinions so that you can assess how well they can communicate and defend their views.

**Activity 5: Conducting a research on the effects of communication technology**  
(Learner's Book page 82)

**In groups**

This is an outdoor activity that shall give learners an opportunity to carry out a research from the community. It shall also give you an opportunity to monitor how organised the groups can work to come up with a quality research on the effects of communication technology. As they work together, they shall develop **co-operation skills**. Every group should have a group leader and a secretary. These two should harmonise the group work as well as choose a representative to present their findings.

**In pairs**

The pair work shall be based on the findings and the report from the group work. The pair work shall help learners develop their **critical thinking skills** as they give recommendation on how South Sudan can best make use of communication technology to improve the society and the economy. Allow the pairs to present their recommendations to the class.

**Assessment opportunity**

**Discussion**

Initiate discussions using open ended questions as a way of assessing the learners' critical and creative thinking skills. Presentations shall also be an effective way of monitoring the strengths and weaknesses of the learners.

**Activity 6: Reading on communication technology** (Learner's Book page 83)

**As a class**

This activity shall help the learners develop **critical thinking skills** as they try to figure out the disadvantages that have come with communication technology as well as the solutions to the disadvantages. Learners should silently read through the passage. Encourage them to re-read it in pairs so that they can begin working together.

**Individually**

Individually, ask the learners to write a short story from a personal experience with the current communication technology devices. Encourage the learners to be as creative as possible. Help the slow learners with their grammar and vocabulary.

## Assessment opportunities

### Product

Consider how the pairs are discussing and arriving at their answers. Consider also how best they relate to the issue of communication technology. Analyse also individual short story. Consider how well they have used vocabulary to communicate their experience.

#### Activity 7: Debate (*Learner's Book page 86*)

### As a class

This activity shall help learners develop **communication** and **critical thinking skills**. It shall also give you as a teacher an opportunity to assess how well the learners have understood the unit as well as how good they can communicate. Ask the learners to group themselves in two groups. One group shall propose the motion given in the Learner's Book while the other group shall oppose it. Allow the learners to relocate and join the side they feel comfortable. However, ensure that the two groups are academically balanced. Give the students 5 minutes to prepare individual points for presentation. Let the class to choose one of them to act as the speaker and chairperson of the debate. They should also choose secretaries for each side to write down the points for the opposite group. The number of points shall determine the winning team. Let the learners interact freely with the acting speaker maintaining control over them. After the debate, allow the students to determine the winning team depending on the number of points each group has. Point on the issues that you noted as the students aired their views.

### Assessment opportunity

#### Conversation

As the learners air their points, let them explain their reasoning behind their views. Check that they use relevant and increasingly accurate vocabulary.

#### Activity 8: Language practice (*Learner's Book page 87*)

### Subject-verb agreement

Use the link below to access the PDF document with useful information on the language practice in the unit which will help your learners to enhance their own understanding of the language practice.

<https://valenciacollege.edu/osceola/mainlab/documents/13RulesofSubject-VerbAgreement.pdf>

### Practice exercise 1

#### Answers

1. Your friend **talks** too much.
2. The man with the roses **looks** like your father.
3. The children in the pool **swim** well.
4. Kiden **drives** a cab.
5. The rugby players **run** five miles every day.
6. That red-haired lady in the fur coat **lives** across the street.
7. Riya **cooks** dinner for her family.
8. The boys **walk** to school every day.
9. The weather on the coast **appears** to be good this weekend.
10. The center on the basketball team **bounces** the ball too high.

### Practice exercise 2

#### Answers

The sentences the learners will construct should strictly follow **rule 1 and 2 for subject-verb agreement**. Accept all grammatically correct sentences from the learners which are in line with the first two rules as the correct answers.

### Practice exercise 3

#### Answers

1. Each of the girls **looks** good on skis.
2. Everybody **was** asked to remain quiet.
3. Neither of the boys **is** here yet.
4. **Is** each of the girls ready to leave?
5. Several of the sheep **are** sick.
6. Some members of the faculty **are** present.
7. Nobody in the class **has** the answer.
8. Each of the girls **observes** all the regulations.
9. All the milk **is** gone.
10. Most of the seats **were** taken.

#### Practice exercise 4

##### Answers

1. Kenyi and his parents **visit** each other often.
2. Either the cups or the glasses **are** in the dishwasher.
3. Wani and Odong **need** a ride to work.
4. There **is** a dog, a cat, and a bird in the garage.
5. Neither Deng nor his brothers **were** at the party.
6. Here into the main ring of the circus **comes** the trained elephants.
7. Either the workers or the boss **delivers** the merchandise.
8. The committee **works** hard for better schools.
9. There **are** many things to do before the holidays.
10. The jury **was** polled for their verdicts.
11. Here **are** the nails you need for the projects.
12. Either Joyce or Ellen **was** here.
13. The United States **is** a country of contrast.
14. A magazine and a book **were** lying on the floor.
15. The family **is** occupied with their individual problems.

#### Practice exercise 5

##### Answers

1. Mumps **is** one of the most uncomfortable diseases.
2. One hundred South Sudanese pound **is** not a lot of money to some people.
3. Kiden **doesn't** look very well today.
4. Twenty minutes **is** the amount of time it takes me to get home from work.
5. It **doesn't** seem so cold today.
6. Gymnastics **is** easy for Angela.
7. Interesting news **is** what sells our paper.
8. A pound of cookies **costs** about a dollar.
9. They **don't** think they'll win the game tonight.
10. He **doesn't** speak very well.

## **Assessment opportunities**

### **Conversation**

Talk to different learners about the range of answers they provided for different questions in the practice exercises in the unit. Check to confirm that they can recall and follow the rules on subject, verb agreement to the letter. Encourage them to try go an extra mile and construct more sentences to further enhance their understanding of subject-verb agreement.

### **Observation**

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

## Unit 5

## Culture and Society

Learn about		Key inquiry questions
<p>Learners should listen to some presentations by community and religious leaders (<i>either in person or recorded</i>) about culture and society.</p> <p>They should ask relevant questions and discuss the issues raised. They should carry out some research (<i>using the Internet if possible</i>) on the effects culture on the society and economy.</p> <p>Learners should read a range of non-fiction about culture and society. This should include extracts and whole pieces (<i>e.g. from other text books, technical journals, newspapers and government publications</i>). They should work in small groups to discuss their views on the cultural preservation methods as well as the effects of culture on society and economy. They should also write an extended piece setting out ways through which culture develops over time and its impact on society and economy. Learners should read some extended fiction on the subject of communication technology. 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"> <li>• What are the important aspects of culture in the society?</li> <li>• How can we keep our cultural heritage intact in our society?</li> <li>• Why are some cultures becoming extinct or disappearing?</li> <li>• Is culture liable to change/transformation?</li> <li>• What is the consistence of society distinct entity?</li> </ul>
Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> <li>• Understand a wide and specialized vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret spoken English in familiar specialised context and if required report back on what has been read.</li> <li>• Communicate with ease in both formal and informal situations using a wide range and variety of language appropriately.</li> <li>• Make comparisons between texts, including considerations of audience, purpose and form.</li> <li>• Communicate with ease producing text for a range of purposes using a sophisticated range and variety of structures.</li> </ul>	<ul style="list-style-type: none"> <li>• Be confident to communicate with ease.</li> </ul>

## Contribution to competences

1. **Critical thinking** - Developed through reading about author's effects in fiction
2. **Communication** - Developed learners are communicating in groups, pairs and during class activities.
3. **Co-operation** - Developed when learners are working in groups.

## Links to other subjects

This unit subject to other subjects such as Citizenship.

## Assessment opportunities

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

- Observation
- Conversation
- Product

## An outline of the learning

Culture and society is a unit that is intended to help learners develop awareness of their culture, its effects on the economy and society, as well as the cultural preservation methods. The activities provided in the Learner's Book will help learners develop their culture.

The unit offers a wide range of learning activities that shall help the learners build their vocabulary on culture and society. They shall also learn and appreciate the impacts of culture on the society and economy. In addition to this, they shall appreciate the available cultural preservation methods.

The activities given in the unit include written texts, speaking and listening exercises. Most of these will require the learners to find journals and books from all over Africa on culture and society.

## 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 giving recommendations on the best cultural preservation methods. These competencies are good tools for growing the learners while at the same time giving them an opportunity to appreciate the role of culture on the society and economy.

## Cross-cutting issues

Education on cultural values, norms and practices: through an exploration of culture and society, learners have an opportunity to understand and appreciate the cultural values, norms and practices of their community.

## Lesson development

**Pre-reading activity: Reading and acting a play** (*Learner's Book page 93*)

### In pairs

The pre-reading activity gives learners an opportunity to role play while at the same time developing their **communication** and **co-operation skills**. The learners will also get a chance to appreciate and identify themselves with certain cultural activities from the short play. The activity should be made as interesting as possible.

- a. The summaries from learners can vary but the bottom line is that each summary the learners will come up with should be in line with the play. Any summary, with good grammatically correct sentences should be accepted.
- b. Accept different definitions from learners as a way of encouraging their attempts to answer questions in class.
- c. The challenges the learners will write will differ depending on the understanding of each learner.

### Individually

Check the responses from learners to ascertain that they understood the play.

## Assessment opportunity

### Observation

Take note of the students that can best bring out the play. Assess their communication skills and pronunciation.

**Activity 1: Preserving culture in the changing world** (*Learner's Book page 97*)

Select some learners to alternate in reading the introduction. This shall help develop the learners' reading skills. Make sure that you give equal opportunities to both fast and slow learners to read. Help the slow learners with their pronunciation. Learners are expected to study the images provided. Initiate a class discussion in which the learners give the various uses of the devices shown in the Learner's Book.

### As a class

This activity shall help learners develop reading and communication skills. Group the learners around fast and fluent learners who can read and pronounce the words correctly. They shall help slow learners learn the right pronunciation as well as the right pace to read. As they read through, pause at certain intervals to clarify on the use of vocabulary, as well as meaning. You can also choose to have key words on flashcards for this activity so that you can help learners familiarise themselves with the words and their spellings. As the learners discuss the questions under this activity, they develop **communication skills** as well as **critical thinking skills**.

### In pairs

This part of the activity shall help the learners develop **co-operation skills** as they work together and **critical thinking skills** as they imagine how different the situation would have been had the device not been available. The pairs should challenge each other to add ideas on the matter. Monitor progress around the class. Give each pair an opportunity to do a class presentation as a way of developing their **communication skills**.

### Individually

The individual activity should be discussed in class. All the questions should be debated on in class. This will help you assess how well your learners understood the story. There should be no fixed answers for any of the questions. This will help learners appreciate their answers and you will be able to guide and correct the learners accordingly.

### Assessment opportunities

#### Observation

Take note of the learners that frequently respond to questions. Observe their discussion groups and take note of those that are active participants.

**Activity 2: Effects of culture on society and the economy (*Learner's Book page 103*)**

### As a class

Help the learners read the passage by selecting able readers to begin reading the passage aloud. You can select less able readers to read shorter sections. As you read the passage with the learners, pause regularly to question key ideas and principles as well as identify key pieces of vocabulary and phrasing. Initiate a class discussion in which you discuss on the effects of culture on society. Let students air their opinions

and ask questions if they have any. Elaborate on each of the views and respond to the questions. Discuss on the most common cultural practices of the society and how they have significantly impacted the society. This shall help them learn on the values and norms of the society, hence developing **culture**.

### **In pairs**

Allow the students to work in pairs. This activity shall help them develop **co-operation skills**. In addition to this, as they respond to the questions, they develop critical thinking skills. Let each pair do a class presentation of their answers.

### **Assessment opportunity**

#### **Conversation**

Listen to the pairs present their answers. Challenge their answers and listen to the justification they give for their opinions as well as their vocabulary use.

### **Activity 3: Building your vocabulary (*Learner's Book page 107*)**

### **In pairs**

The Learner's Book provides a variety of vocabulary related to culture and society. Help the learners pronounce the vocabulary well. This shall help develop their **communication skills**.

In pairs, let the students look up the meaning of the words from dictionaries. This activity shall help them understand the meaning of words as well as their spelling.

### **Individually**

Individually, let the learners create sentences using the words to show their meaning. This activity shall help them further understand the meaning of the words as the learners get an opportunity of using the words in sentences. Help slow learners construct simple and grammatically correct sentences.

### **Individually**

The individual activity should be discussed in class. All the questions should be debated on in class. This will help you assess how well your learners understood the story. There should be no fixed answers for any of the question. This will help learners appreciate their answers and you will be able to guide and correct the learners accordingly.

## Assessment opportunity

### Product

Consider the sentences constructed by individual students. Check whether the sentences are grammatically and semantically meaningful.

### Activity 4: Cultural development (*Learner's Book page 108*)

#### As a class

This activity will help develop learners' picture interpretation skills. Initiate a class discussion in which the learners discuss what is happening in the pictures. Help the slow learners interpret the pictures correctly.

#### In pairs

The pair work will help develop **co-operation** and **critical thinking skills**. Let the pairs challenge each other to identify all the cultural aspects shown in the images. Observe the discussions and help whenever necessary.

#### In groups

This activity is intended to help learners do an extensive reading on the issue of culture on the society and the economy. It shall also help the learners develop **co-operation** and **critical thinking skills**. Provide the groups with the required reference material if they are not available. Alternatively, you can allow the learners find the reference material from the library. This shall help you assess how organised the groups are. Each group should have a secretary who shall write down the points for presentation.

The individual activity gives learners an opportunity to develop their writing skills. As a teacher, it will give you an opportunity to determine how well the students can express themselves in writing and how well they have understood the concept. Help the slow learners correct their own grammar errors and spelling mistakes. Encourage them to construct simple sentences before they can attempt constructing more complex ones.

## Assessment opportunities

### Observation

Consider how organised the students are as they carry out their group work. From their presentation, determine how well they can articulate their ideas and defend their

points. Consider also the pair work and see how the pairs conduct the discussions. This shall help determine their communication and critical thinking skills. It shall also help you assess how well the concept has been understood.

### **Product**

Read the individual pieces of writing from the learners. Assess whether there is adequate coverage of the content. Look at the findings of the different groups and listen to their presentations. This shall help you determine their level of understanding.

### **Activity 5: Listening to a community leader (*Learner's Book page 109*)**

#### **As a class**

This is expected to be an interactive session whereby learners participate. In conversations about the similarities and differences among different cultures. They are encouraged to talk about their own personal experiences about traditional cultures, ask and answer questions from the community leader.

#### **Assessment opportunity**

##### **Conversation**

Evaluate how well learners are able to express their opinions. Consider their ability to respectfully present their arguments without any forms of abusive, discriminatory or subjective remarks.

### **Activity 6: Conducting a research on cultural preservation (*Learner's Book page 109*)**

#### **In groups**

This activity shall give learners an opportunity to conduct an outdoor activity. It shall also help learners work in groups therefore developing **co-operation skills**. Help the students come with a possible questionnaire which shall help them carry out the research. Each group should have the chair person and a secretary who shall help in organising and coordinating the activities of the group. A representative from each groups should present the group's report.

#### **In pairs**

The pair work shall be based on the report from the group activity. Let each pair

come up with recommendations on how South Sudan can best preserve and develop her traditional culture. This activity shall help learners develop **critical thinking skills**. Let each pair present their recommendations to the class.

### **Assessment opportunity**

#### **Observation**

Observe the learners work in groups and in pairs. Consider how effectively they co-operate with each other in order to come up with the findings and the recommendations. From the presentations, determine how applicable the recommendations are. Determine also the learners' ability to express themselves.

#### **Activity 7: Reading about culture (*Learner's Book page 110*)**

#### **As a class**

This activity shall help develop the learners' reading skills. Ask random learners to read through the passage. For the slow learners, give them shorter portions and help them with their pronunciation. Ensure that both the slow and fast learners get equal opportunities for developing their reading skills. As they read, pause at intervals to elaborate on new vocabulary or complex phrases.

#### **In groups**

The group work shall give the learners an opportunity to carry out a critical review of the passage while at the same time developing their **communication, critical thinking** and **corporation skills**. Help the students come up with the correct terms that are used to describe attitude. Allow each group to present their answers to the class through a representative. Correct pronunciation errors whenever necessary. After the presentations, elaborate further on the questions so that the students can capture the details effectively.

#### **In pairs**

The pair work shall help learners develop co-operation skills. The pairs should write the critical review of the passage based on the group work discussion. Help pairs that are slower in coming up with a correct critical review. Assess the themes, characters and features that the pairs will give and how well they will have supported them with evidence from the passage.

## Individually

The individual work shall help you determine how well individual learners understood the passage. Help slow learners write grammatically correct sentences.

## Assessment opportunities

### Observation

Listen as the learners read. Give the less able learners an opportunity to read. Observe as the learners work in groups and pairs. Take note of the manner in which they air their views. Take note also of the most active learners.

### Product

Mark individual work. Take note of the manner in which individual students express themselves in their answers.

## Activity 8: Language practice (*Learner's Book page 111*)

It is important for learners to understand that when more than one adjective comes before a noun, the adjectives are normally in a particular order. Adjectives which describe opinions or attitudes (e.g. amazing) usually come first, before more neutral, factual ones (e.g. green)

### Practice exercise 1

#### Answers

1. Erick bought a new, blue, Rwandan shirt.
2. They looked like beautiful, young, Italian, girls.
3. I like long, yellow, silk, clothes.
4. They sang melodious, old, Congolese, songs.
5. The magnificent, tall, volcanoes hills.

### Practice exercise 2

#### Answers

South Sudan is a **beautiful** country. It has a **mountainous** landscape. It is also blessed with a variety of animals. One of the most popular animals in South Sudan are different types of antelopes. Tracking antelopes offers a very **exciting** experience.

There are also other **various** activities that one can engage in. One can visit any of the **unique** national parks in the country. One such park is Boma National Park. It has a **vast** savannah grazing land and a big **swampy** area.

### Practice exercise 3

1. The words in bold in the sentences below are the adjectives which the learners should comfortably identify. Assist learners having difficulties in identifying the adjectives.
  - a. Samson is a **tall** boy.
  - b. Their songs are **melodious**.
  - c. The baby is **sleepy**.
  - d. She wore a **long** skirt.
  - e. They have **expensive** watches.
2. Accept all attempts from the learners who use the adjectives provided in the Learner's Book. Check for the correct use of grammar in the range of sentences the learners will come up with.

### Assessment opportunities

#### Conversation

Talk to different learners about the sentences they failed to get right and try to identify the challenges they are having. Check whether learners can recall the right order of adjectives.

#### Observation

Check whether learners, through the sentences they constructed can tell the right order of adjectives and that when there are two or more adjectives that are from the same group, the word and is placed between the two adjectives.

#### Product

The learners should be reminded that when there are three or more adjectives from the same adjective group, place a comma between each of the coordinate adjectives.

# Unit 6

# Democracy

Learn about		Key inquiry questions
<p>Learners should read a range non-fiction about democracy and how it works in the context of other political systems. 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 talk about how democracy works in South Sudan at a local and national level. They should work in groups to pool their research into the origins of democracy and the different democratic institutions 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 democracy. 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"> <li>• What is democracy and how does it work?</li> <li>• How can democracy be practiced in your country?</li> <li>• How many countries practise democracy?</li> <li>• Do they all do it in the same way?</li> <li>• Where did democracy originate from?</li> </ul>
Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> <li>• Understand a wide and specialised vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret spoken English in familiar specialised context and if required report back on what has been read.</li> <li>• Communicate with ease in both formal and informal situations using a wide range and variety of language appropriately.</li> <li>• Make comparisons between texts, including considerations of audience, purpose and form.</li> <li>• Communicate with ease producing text for a range of purposes using a sophisticated range and variety of structures.</li> </ul>	<ul style="list-style-type: none"> <li>• Be confident to communicate with ease.</li> </ul>

## Contribution to competences

1. **Critical thinking** – Developed through analysing different democratic systems.
2. **Communication** – Developed through propagating for democracy.
3. **Co-operation** – Developed through promoting human rights and equality among the people.
4. **Culture and identity** – Developed through relating democracy to South Sudanese society.

## Links to other subjects

This unit subject to other subjects such as:

- Citizenship
- Peace education

## Assessment opportunities

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

- Observation
- Conversation
- Product

## An outline of the learning

Democracy is an important aspect to a society functioning and growing with all members on board. When people feel like they belong to a place and that their opinion counts and is sought after, they will in effect give more of themselves to see the institution grow. Through the activities within this unit, the learners will get to find out more about democracy; where it originated from and what entails a democracy. They will be able to use language to define terms, and through reading different articles and stories, be able to see the benefits and repercussions, if any, of a democratic institution.

## The Learner's competencies

There are many opportunities in this unit to develop student competencies. Through the group and paired work as described above, learners should improve their abilities to communicate fluently and coherently. This will be supported by opportunities for critical inquiry and the chance to read and comprehend a variety of texts. Learners will be provided with activities that necessitate collaboration towards common goals. This will promote the need to tolerate and respect differing viewpoints. The unit provides learners with a variety of opportunities to **communicate effectively**

especially when answering open questions and to develop **critical thinking skills** on how democracy works in South Sudan.

## Lesson development

### Pre-reading activity (*Learner's Book page 114-115*)

#### In groups

The learners have to discuss the pictures of the leaders shown to find their names and where they have been leaders. You can also find out from the learners what makes the leaders so important. There are different reasons, such as Ellen Sirleaf being the first female president in Africa, and Koffi Annan having being a black leader of the UN. The key point will be that the leaders all led democratic institutions.

#### Answers

1. Dilma Rousseff, former president of Brazil
2. Ellen Sirleaf, former Liberian president
3. Koffi Annan, former Secretary-General of the United Nations
4. Nelson Mandela, former president of South Africa
5. Angela Merkel, Chancellor of Germany
6. Barack Obama, former US president

#### In pairs

This activity requires the learners to be creative in coming up with an interview that does not give away the identity of the person they are interviewing, and their partners to be in a position to discover who the interview is with. This will further enhance the learners' **communication skills** and **creativity and imagination skills**.

#### Individually

This exercise also calls upon the creativity of the learners to make up an interview with one of the leaders in the pictures. The interview needs to reflect a certain knowledge that the learners have of the leader they are interviewing. This information will be collected after researching about the leader. Their research needs to be clearly visible from the interview.

## Assessment opportunities

### Observation

Observe as the learners work in pairs to come up with an interview where the partner needs to figure out which leader is being talked about. Check that their communication is correct.

## **Product**

Ensure the essay reflects a conversation that the learner has had with one of the leaders. There should be direct speech within the essay. Give more marks for learners who demonstrate this in their essays as they understand the essence of being creative.

### **Introduction (*Learner's Book page 116*)**

This brief introduction introduces the learners to what democracy entails. Guide the learners to read through what has been given as the introduction as well as the vocabulary words given. Ensure you also have the Learners look at the quotes. They can discuss if they agree with what is given or not. They should also give the reasons of why they agree or don't agree with what is given.

### **Activity 1: Reading about democracy (*Learner's Book page 117*)**

#### **As a class**

Guide the learners to read the article given in their Learner's Book. They should look at how democracy has been highlighted and what it really entails. The learners should be able to read with accuracy, and in case of any pronunciation issues, correct them accordingly.

#### **Individually**

Encourage the learners to write correct answers from the passage they just read. They should also give their opinions as asked. Encourage clarity of thought as they write.

#### **In groups**

This is an open conversation where the learners are free to give their own points on whether they think true democracy is truly achievable. Give them time to discuss as well as time to do their presentations before the class. Encourage open discussions.

#### **Individually**

This essay is a summary of the group work done. It will help you identify members who may have had a dissenting voice in the group but could not air them, as well as members who were the main contributors as their essays will be more detailed.

## Assessment opportunities

### Observation

Observe and listen as the learners discuss in the groups and as they present their findings to the class. Consider their ability to articulate ideas effectively and consider whether they demonstrate critical thinking skills.

### Product

Ensure the essay the learners write is conclusive and informative. This will also help you gauge the ability of your learners to express their points on a given topic.

### Activity 2: Reading about how democracy works (*Learner's Book page 122*)

#### As a class

Guide the learners to read the article given in their Learner's Book. They should be able to, at the end of reading, identify the difference between the two articles, where one deals with defining democracy and the other with how democracy works. Understanding this concept will reveal that they have developed **critical thinking** as well as enhanced their **communication skills**.

#### In groups

While the learners are doing the group activity, monitor their discussions. This will give you an opportunity to identify what issues they could be struggling with as well as their **communication skills**. There could be varying responses in this discussion, so create an atmosphere where the learners are free to give their points without fear.

#### Individually

The essay requires that the learners to come up with their own view on why democracy is important. They are allowed to look into any of the other topics they have dealt with before to realise the importance of democracy. In the event that any of your learners do this, acknowledge their ability to make the connections and point out this important point to the rest.

## Assessment opportunities

### Observation

Observe and listen as the learners discuss about democracy. Be cautious of any abusive remarks and deal with such immediately.

## Product

Ensure the essay the learners write is conclusive and informative.

### Activity 3: Discussion on political systems (*Learner's Book page 126*)

#### In groups

Through this activity a lot of group work and leadership skills can be enhanced. The learners can agree, in their groups still, to split and each to look at a different political system, then they can all come together and share what they found, and put it all together as a group presentation. This activity will also enhance **communication skills** among the learners, as well as their research skills. Ensure they take it seriously and participate fully.

#### Individually

This activity will require the learners to research thoroughly on one political system and write as much as they can on it. You can choose a few learners who have properly researched to read their essays to the class, each on a given political system.

## Assessment opportunities

### Observation

Observe as the groups conduct their discussions. Consider how organised the discussions are as well as how well the learners articulate their ideas. Challenge individual groups on their answers and consider how well they defend their ideas.

### Product

Ensure the essay is conclusive and clear in its ideas. At this level, the learners should be clear in the way they present their essays.

### Activity 4: Building your vocabulary (*Learner's Book page 127*)

#### In pairs

The learners should be able to read the words given and show their understanding of the meaning. You can have different learners say where they first encountered the word.

## **Individually**

The learners need to be able to make correct sentences with the words and present their sentences. This will help them develop their **communication skills** as well as their **imagination** and **creativity skills**.

## **Assessment opportunity**

### **Observation**

Observe as the learners present the sentences.

**Activity 5: Discussing the complexity of democracy (*Learner's Book page 128*)**

## **In groups**

The learners need an element of critical thinking to be able to respond to these questions. They also need to do their research, especially in places where democracy is practiced, and the issues such countries have had to go through. They can then compare that to the experiences of their own country, South Sudan, and the issues the country is going through as they transition to a democratic state.

## **In pairs**

Ensure the learners carry out this discussion. Also be sure that the learners who stand to present are different every time.

## **Individually**

The essay that the learners write will be a summary of all that has been discussed. It will also give you a chance to know if they truly participated in any of the discussions.

## **Assessment opportunities**

### **Observation**

Observe as the learners participate in the group and pair discussions. The research they are doing will help them have more discussions with others beyond the class, as well as have a better understanding of how the government works.

### **Product**

Ensure the essay is comprehensive and acts as a summary of what they have discussed so far.

## Activity 6: Listening to community leaders (*Learner's Book page 129-130*)

### **Individually**

The learners are presented with two African leaders, both of whom have been very democratic leaders. They should be able to identify them, especially from the research they have done on democratic states in Africa. They can then state if they agree with the quotes or not. Give a chance to as many learners to stand and present their responses.

### **As a class**

Prepare the learners to participate in the listening activity. They have already done a lot of their research on democracy in the previous activities, so this will be a good opportunity to interact with someone in a position of leadership who has first hand knowledge on the complexities of democracy. In the event that they cannot find someone to come talk to them, you can have them listen to a pre-recorded session by a leader in the country or any part of the world from the Internet who discusses democracy at length.

### **In groups**

This discussion is an open forum where the learners decide if they agree with what was said or if they have their diverging opinions. Allow the learners to be as open as possible. They can also do some research on the issue such that when they present their points, they are legitimate.

### **Assessment opportunities**

#### **Observation**

Watch and listen to the learners as they listen to the community leader or the pre-recorded session. Listen to their discussions to find out if they have understood what it was about so that you can find their opinion on the same issue.

#### **Conversation**

Have a discussion with the learners on whether democracy can truly be achieved in a country as the listening activity tried to put forward. This will help enhance their **creativity** skills as well as their **communication skills**.

### Activity 7: Researching on the origin of democracy (*Learner's Book page 114*)

#### **In groups**

This activity will give the learners an opportunity to carry out a research on democracy, both from books and other sources such as parents. Ensure they know what is expected from them in their groups, and have the groups make their presentations in the class. This activity shall help learners work together in groups and at the same time help develop their **co-operation skills**. With your help, let the learners come up with possible questionnaires for the research.

#### **In pairs**

The learners have already interacted with institutions before. Let them list down those ones involved with democracy.

#### **Assessment opportunities**

##### **Observation**

Observe as the groups conduct the research. Look at how organised the groups are. Observe as the pairs conduct their discussions and listen to how well they articulate their ideas.

##### **Product**

Read the report from the various groups. Ensure the institutions given are correct.

### Activity 8: Reading fiction on democracy (*Learner's Book page 131-132*)

#### **As a class**

Help the learners read through the poem. Pose at intervals to elaborate on lines that may need elaboration for the learners to understand the poem. You can also choose to ask learners to read through the poem. As they do this, correct any pronunciation errors and elaborate whenever necessary. Use the notes below to assist learners in their analysis of the poem.

#### **Analysis of the poem Democracy by Langston Hughes**

##### **Theme**

The main theme of the poem is democracy. The poet explores this theme through various tenets that elaborate on his idea of democracy. There are various minor

themes including: Freedom and confinement, Society and class, and courage which contribute to the main theme of democracy. Use the questions below to encourage learners to critically evaluate the poem and talk about the explicit and implicit meaning of the poem as they discuss the themes.

### **Questions about the theme of Freedom and Confinement**

From the poem it is evident that democracy comes at a cost and as a result people have lost their lives, rights and livelihood as they fight for democracy.

1. How does procrastination relate to the poem's theme of freedom and confinement?
2. Why does the poet refer to freedom as a seed planted in a "great need"? Discuss the main point of this metaphor?
3. How does the poem's form and rhyme scheme contribute to its tone?
4. How does the speaker's use of ambiguity contribute to the poem's theme of freedom?

### **Questions about the theme of Courage**

The fight for freedom requires people to be brave and overcome the adversity they face. Courage is a major characteristic for individuals who speak up and advocate for democracy. In this poem Hughes shows courage by standing tall and speaking up on the need to have freedom. From his words the reader understands that he stands for what he believes in and is not afraid.

1. Which lines from the poem show you that the speaker is brave?
2. From the poem why is "tomorrow's bread" and the poem's theme of courage important?
3. Discuss the relationship between courage and freedom's "strong seed"?
4. Do you think freedom is really just about having the courage to stand up for what's right? Is it possible to have freedom without courage? Why or why not?

## Questions about the theme of Society and Class

Social class play a significant role in the fight for democracy. Democracy means that each individual has an opportunity to access equal rights and services. When social class dictates which people have more freedom or rights then a nation lacks democracy. Hughes speaks on this in this poem and is quick to point out the need to have equal rights

1. From the poem do you get a clear sense of what sort of society or class the speaker is speaking from? If not, how does this ambiguity contribute to the poem's themes?
2. Do you think there would have been any difference in the tone of the poem if the speaker mentioned his social class? Why or why not?
3. Is it possible for a society that is separated by class, cultural boundaries or tribe to ever be truly free? Why or why not?
4. If everyone in the world had equal rights, opportunities and freedom, do you think there would be any issues of discrimination, prejudice or racism? Why or why not? In what way does the speaker answer that question?

### In groups

This activity shall offer the learners with an opportunity to further research on poetry. It shall also help develop the learner's **critical thinking**. Allow each group to give an account of their work in form of presentations. Question their answers as a way of assessing them and determining their critical thinking skills.

### In pairs

The activity gives the learners an opportunity to analyse the poem. Encourage the pairs to re-read the poem for further understanding before they can tackle the questions.

### Individually

Ensure the essay by the learners is presented in a comprehensive manner and that they use examples from the essay to justify their answers.

## Assessment opportunities

### Observation

Observe as the pairs and groups conduct their discussions. This will help you determine how well they understand the poem and what it discusses.

### Product

The essay will help you determine how well the learners have understood the poem and how they are able to relate the different elements of the poem to put their points across.

### Activity 9: Writing (*Learner's Book page 132*)

#### In pairs

This activity tests the ability of the learners to come up with a creative piece on their own. They have learnt different poetic devices in the past years in high school, so ask that they use some of these in the poem.

#### Individually

The learners here only need to write the poem they came up with. You can also ask that they memorise the poem to present it before the class. Memorising and presenting helps the learners develop their communication skills as well as their critical thinking and creativity skills.

### Assessment opportunity

#### Product

The poem they present needs to have correct words, and should have a theme of democracy as has been running all through this unit.

### Activity 10: language practice (*Learner's Book page 133*)

#### Practice exercise 1

#### Answers

1. When Akot became sick, she lost her appetite.
2. The teacher was sad when pupils misbehaved.
3. My sister complained when my mother scolded her.

4. The children were happy when the visitors brought them gifts.
5. She lost her keys when they were playing.
6. Buwa was unhappy when she failed her exams.
7. My brother was excited when my mother took him out for dinner.
8. They were disappointed when the business failed.
9. They fell asleep when the lights went off.
10. Awi was happy when he completed the homework.

## **Practice exercise 2**

### **Answers**

1. The pastor was preaching while the children sang.
2. Bol slept as the teacher was teaching.
3. The naughty boys sneaked out of school while 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 while her brother was doing cleaning.
9. Adut watched over the children as their mothers were weeding at the farm.
10. My father watched the television while my mother was cooking dinner.

## **Assessment opportunities**

### **Conversation**

After you finish revising the practice exercises on connectors and clauses and phrases with 'in order to' ask learners to orally construct sentences and read them out to their friends while in pairs. Listen to how well learners have understood the two language practices. This will also help you identify learners having difficulties in either of the language practice or both and thus help you make arrangements on how to assist such learners.

## **Observation**

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

## **Product**

The learners should at least show some understanding of the language practices in the unit. Learners with difficulties in understanding the language practices should be assisted accordingly.

# Unit 7

## Justice

Learn about		Key inquiry questions
<p>Learners should listen to some presentations by community and religious leaders (<i>either in person or recorded</i>) about justice.</p> <p>They should ask relevant questions and discuss the issues raised. They should carry out some research (<i>using the internet if possible</i>) on different views of justice in the world and the different institutions that promote justice.</p> <p>Learners should read a range of non-fiction about justice and how it works. This should include extracts and whole pieces (<i>e.g. from other text books, technical journals, newspapers and government publications</i>). They should work in small groups to discuss their views on how African norms help carry out justice. They should also write an extended piece setting out their views on the justice system of South Sudan. Learners should read some extended fiction on the subject of Justice. They should work in groups to discuss the quality of the work and how the techniques the writer uses help 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"> <li>• How is justice practiced in our country?</li> <li>• How do African norms help in carrying out justice?</li> </ul>
Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> <li>• Understand a wide and specialized vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret spoken English in familiar specialised context and if required report back on what has been read.</li> <li>• Communicate with ease in both formal and informal situations using a wide range and variety of language appropriately.</li> <li>• Make comparisons between texts, including considerations of audience, purpose and form.</li> <li>• Communicate with ease producing text for a range of purposes using a sophisticated range and variety of structures.</li> </ul>	<ul style="list-style-type: none"> <li>• Be confident to communicate with ease.</li> </ul>

## Contribution to competences

1. **Critical thinking**- Developed through reading about author's effects in fiction
2. **Communication**- Developed learners are communicating in groups, pairs and during class activities.
3. **Co-operation**- Developed when learners are working in groups.

## Links to other subjects

This unit links to other subjects such as

- Citizenship,
- Peace Education.

## Assessment opportunities

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

- Observation,
- Conversation,
- Product.

## An outline of the learning

Justice is a unit that is intended to help learners familiarise themselves with both the justice systems of South Sudan as well as that of other African countries. The activities within the Learner's Book will help them appreciate the role of justice in a country. The activities will also enable learners appreciate the role of the African traditional norms in administering justice.

The unit has a range of activities that will help learners build their vocabulary in justice in general. They will also have an opportunity to compare the local and national level of justice in South Sudan.

## The Learner's competencies

The unit offers continuous opportunities for learners to develop their **co-operation** and **team work competencies** by working out activities in groups and in pairs. The unit provides learners with a variety of opportunities to **communicate effectively** especially when answering open questions and to develop **critical thinking skills** on the effectiveness of the Justice system of South Sudan.

## Link to other subjects

This unit effectively links to other subjects such as Citizenship and Peace Education. This can be achieved through learning about and appreciating peace that prevails with justice.

## Cross-cutting issues

Peace education: through the exploration of the country's justice system, the learners shall appreciate the role of justice in creating peace within a country.

## Lesson development

**Activity 1: Reading about Justice and how it works in South Sudan (*Learner's Book page 136*)**

### As a class

The Learner's Book provides learners with the new vocabularies relating to justice that they shall come across as they read the unit. Help the learners pronounce the words correctly as a way of helping develop their reading skills. Guide the learners to read through the introduction by picking on some of them to read. For the slow learners, give them time to read at their own pace and help them pronounce the difficult words and complex phrases correctly. Elaborate on areas where you think the learners need elaboration and explanation.

Take the learners through the extract provided on justice and how it works in South Sudan. You should pause at intervals to explain certain concepts to the learners. Alternatively, ask the learners to alternate in reading through the extract. Give fast learners longer portions to read and give smaller portions to the less fast learners. This way, the slow learners get a chance to develop their reading skills as well as know the right reading pace. Help them in pronouncing the difficult words correctly.

### In groups

This group activity shall give you an opportunity to assess the critical thinking and co-operation skills of your learners. Gauge the ability of the learners and their progress throughout the discussions. The activity shall also give the learners an opportunity to do extensive reading as they find out the complexity of the justice system of South Sudan. Give the groups an opportunity to give an account of their work in small presentations. You can question the answers presented by the various groups as a means of assessing them and testing their critical thinking skills.

### In pairs

The pair work shall give the learners an opportunity to develop their **critical thinking skills** and **co-operation skills**. It shall also offer an opportunity for peer assessment as the pairs exchange their findings. Monitor the discussions to determine how well the students have understood the concept.

### **Individually**

This individual activity shall give you an opportunity to assess how well learners can express themselves in writing. It shall also help you determine how well individual learners have understood the concept of the South Sudanese justice system.

### **Assessment opportunities**

#### **Observation**

Listen as the pairs and groups conduct their discussions. Consider whether they articulate their ideas effectively and whether they demonstrate knowledge of their country's justice system.

#### **Product**

Read the individual essays on the South Sudanese Justice System. Consider whether the learners convey meaning as required and whether the range of their vocabulary is suitable for the task.

### **Activity 2: Building your vocabulary (*Learner's Book page 138*)**

#### **In pairs**

The activity provides learners with a variety of vocabulary related to justice. It shall help learners familiarise themselves with vocabularies, their meaning, pronunciation and spelling. It also helps the learners develop their **co-operation skills**.

#### **Individually**

Encourage the learners to construct both simple and complex sentences using the new vocabulary. This shall help accommodate all types of learners; fast, relatively fast and slow learners. Fast and relatively fast learners will find it easy to construct simple sentences and may also have a potential of constructing complex sentences. Slow learners should be encouraged to construct simple sentences, which should also be cross checked for grammatical errors. The activity shall also help in peer assessment as the learners exchange their books.

### **Assessment opportunity**

#### **Product**

Consider the manner in which the pairs conduct their discussions. Consider also the sentences constructed by the learners and determine whether they are grammatically correct and analyse whether they successfully portray the meanings of the various words.

### **Activity 3: Listening to a community leader** (*Learner's Book page 138*)

#### **As a class**

This activity will help learners develop their **communication skills** by listening to a community leader talk about how justice works in South Sudan at both the local and national level. Give the students an opportunity to ask questions on the issue at hand. Initiate a class discussion in which the learners openly discuss on the justice system of South Sudan. This shall develop their **critical thinking** and **communication skills**.

#### **Individually**

The individual activity gives you an opportunity to determine how well the learners understood the talk from the community leader. It shall also give them the opportunity to demonstrate their critical thinking skills.

#### **Assessment opportunities**

##### **Observation**

Observe the attention with which the learners listen to the resource person. Take note of the learners that are actively participating in the activity.

##### **Product**

Read the individual answers from the individual questions. Consider how well the learners have articulated the responses to determine how well they understood the concept.

### **Activity 4: Conducting a research on Justice and the different institutions** (*Learner's Book page 139*)

#### **In groups**

Introduce the lesson by informing the class that justice is viewed differently in different parts of the world. This is because laws differ from one country to another. Remember also to elaborate that there are a variety of institutions that promote justice around the world. Guide the learners on how to research on the issues. The activity shall give the learners an opportunity to develop their co-operation and communication skills. It shall also give you an opportunity as a teacher to examine how well the learners can organise themselves and work as a group. Exploring on the justice system of different countries helps the learners develop culture and identity. Every group should come up with a representative that shall give a class presentation on their findings.

## Assessment opportunity

### Observation

Consider the findings from the various groups. Listen as the group representatives make the presentation and determine how well the groups understood the concept. Challenge the presentations to ascertain how well the presenters can communicate to defend their points.

### Activity 5: Watching/Listening about Justice (*Learner's Book page 139*)

#### As a class

Introduce the lesson by having a recap of the previous activities. Initiate a class discussion in which the students elaborate on instances where justice is needed for fairness to prevail. The discussion helps develop their **critical thinking skills**. Assess the link provided in the Learner's Book and play it to the learners. Ensure that the video clip is audible enough and that all learners in the class can view it properly.

#### In groups

The group activity gives you an opportunity to determine how well the learners can relate to the video clip. It gives the learners an opportunity to learn more about customs and traditions of their tribes. This helps the learners develop a **sense of belonging**. Observe the group activities to determine how organised the learners can be.

#### In pairs

The pair work shall give the learners an opportunity to identify the main features, themes and characters in the video clip. It shall also help you determine how well learners can relate the knowledge gained in Secondary 2 Unit 7 on TV programme production. Provide an opportunity for the pairs to present their answers. It would be advisable to challenge their answers as a way of determining how well they can communicate in support to their points.

#### Individually

The individual activity gives the learners an opportunity to develop their **critical thinking skills**. It shall help you gauge the ability of your learners to critically think and analyse issues.

## Assessment opportunities

### Conversation

Listen as the groups and pairs air their views. Consider how well they support their ideas.

### Product

Consider the answers from the individual task. Analyse how well the learners have written their essays.

### Activity 6: Language practice (*Learner's Book page 140*)

#### Practice exercise 1

#### Answers

The learners should construct sentences with the instructions in the Learner's Book. Check for grammar and guide the learners where necessary especially those learners having difficulties using the suggested connectors appropriately.

#### Practice exercise 2

This should be a challenge exercise for you to assess whether the learners can tell the difference between a phrase and a clause. From this, the learners should use that knowledge to differentiate phrases and clauses from the sentences provided.

#### Practice exercise 3

#### Answers

1. Ladu is going to get a raise when they move to a large apartment.
2. They're going to move to a large apartment when they have a baby.
3. They'll have their first child when Juan gets a part-time job.
4. When their children will be two, Buwa will go back to work full-time.
5. Opi will work full-time when Akello go to school.
6. When Akello will graduate, he'll find another job.

## **Assessment opportunities**

### **Conversation**

At the end of the practice exercises, you can ask the learners to explain what they have learnt during all these exercises. This will help you make more arrangements for your learners. Check whether the learners can tell that 'When' is a time clause used in English to demonstrate a period of time based on an action or event, similar to dependent clauses in conditional sentences.

### **Observation**

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

### **Product**

Check to confirm that the learners are in a position to explain that, 'When' is a time clause used in English to demonstrate a period of time based on an action or event, similar to dependent clauses in conditional sentences.



South Sudan

# Secondary English 4

## Teacher's Guide

Secondary English Student's Book 4 has been written and developed by the Ministry of General Education and Instruction, Government of South Sudan in conjunction with subject experts. This course book provides a fun and practical approach to the subject of English, and at the same time imparts life long skills to the students.

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