**Holiday Tasks for Senior Two Class**

**Introduction**

During the holiday, you will have the opportunity to explore various topics related to personal life and family, finding information, food, children at work, environment and pollution, rural and urban life, and travel. Each topic will include tasks to help you improve your English skills, including vocabulary building, functional writing, creative writing, and grammar mastery. Let's make this holiday both fun and educational!

Use the following internet sources to make your work easy to do, by taping on the google chrome icon, go the search engine and type in your topic of interest then British council then press search, you will get multiple video zones watch them. To find vocabulary, and more as the questions demand you

 Visit **the British Council's Learn English website**: Learn English - British Council

 Search **for the specific topic**: Use the search bar or navigate through the categories to find videos related to your topics of interest.

 Explore **the Video Zone**: This section has a variety of videos on different topics, including personal life, family, food, and more.

**1. Personal Life and Family**

**Introductory Note:** Think about your own family and personal experiences. How do they shape who you are?

**Tasks:**

1. **Vocabulary:** Research and write sentences using 10 new vocabulary words related to family and personal life.
2. **Functional Writing:** Write a letter to a friend describing a memorable family event.
3. **Creative Writing:** Write a short story about a day in the life of a family member.
4. **Grammar Mastery:** Practice using past tense verbs in your writing.

**2. Finding Information**

**Introductory Note:** Information is everywhere! Learn how to find reliable sources and use them effectively.

**Tasks:**

1. **Vocabulary:** Research and write sentences using 10 new vocabulary words related to finding information.
2. **Functional Writing:** Write a summary of an article you found online about a topic you're interested in.
3. **Creative Writing:** Write a diary entry about a day spent researching something new.
4. **Grammar Mastery:** Practice using question words (who, what, where, when, why, how) in your writing.

**3. Food**

**Introductory Note:** Food is an essential part of our lives. Explore different cuisines and learn about healthy eating.

**Tasks:**

1. **Vocabulary:** Research and write sentences using 10 new vocabulary words related to food.
2. **Functional Writing:** Write a recipe for your favourite dish.
3. **Creative Writing:** Write a story about a cooking competition.
4. **Grammar Mastery:** Practice using adjectives to describe food.

**4. Children at Work**

**Introductory Note:** Many children around the world work to help their families. Learn about their lives and the challenges they face.

**Tasks:**

1. **Vocabulary:** Research and write sentences using 10 new vocabulary words related to children at work.
2. **Functional Writing:** Write a report on child labour in Uganda or another African country.
3. **Creative Writing:** Write a poem from the perspective of a child worker.
4. **Grammar Mastery:** Practice using comparative and superlative adjectives.

**5. Environment and Pollution**

**Introductory Note:** Our environment is precious, and pollution is a big problem. Learn about ways to protect our planet.

**Tasks:**

1. **Vocabulary:** Research and write sentences using 10 new vocabulary words related to the environment and pollution.
2. **Functional Writing:** Write a letter to a local government official suggesting ways to reduce pollution.
3. **Creative Writing:** Write a story about a superhero who fights pollution.
4. **Grammar Mastery:** Practice using modal verbs (can, could, should, must) in your writing.

**6. Rural and Urban Life**

**Introductory Note:** Life in rural areas is different from life in urban areas. Explore the differences and similarities.

**Tasks:**

1. **Vocabulary:** Research and write sentences using 10 new vocabulary words related to rural and urban life.
2. **Functional Writing:** Write a comparison essay about rural and urban life in Uganda.
3. **Creative Writing:** Write a story about a character who moves from a rural area to a city.
4. **Grammar Mastery:** Practice using conjunctions (and, but, or, so) in your writing.

**7. Travel**

**Introductory Note:** Traveling opens up new worlds and experiences. Learn about different places and cultures.

**Tasks:**

1. **Vocabulary:** Research and write sentences using 10 new vocabulary words related to travel.
2. **Functional Writing:** Write a travel itinerary for a trip to a place in Uganda or another African country.
3. **Creative Writing:** Write a travel diary entry about a memorable trip.
4. **Grammar Mastery:** Practice using prepositions of place (in, on, at, under, over) in your writing.

**Video Resources**

Before starting your research, watch these helpful videos from the British Council to improve your English skills:

1. How to greet someone | Learn English | British Council
2. Learn British English in 90 Minutes - ALL the Basics You Need
3. Learn English Live Lessons: Free time and leisure

**Research Topic: Understanding COP29 and Its Impact on Climate Action**

**Introduction**

COP29 is the 29th session of the Conference of the Parties to the United Nations Framework Convention on Climate Change (UNFCCC). It brings together world leaders to discuss and negotiate actions to combat climate change. This research project aims to help students understand the goals, challenges, and outcomes of COP29, and how it impacts global climate action.

**N.B Write what you can.**

**Research Questions**

1. **What are the main goals of COP29?**
2. **How do countries' climate action plans (NDCs) contribute to global climate goals?**
3. **What are the key challenges faced by countries in implementing their climate action plans?**
4. **How does COP29 address issues of climate justice and equity?**
5. **What are the potential impacts of COP29 on future climate policies and actions?**

**Research Tasks**

1. **Summarize the aims of COP29:** Watch the following video to understand the goals and objectives of COP29:
	* COP29 Overview Video
2. **Analyse climate action plans:** Research and summarize the climate action plans (NDCs) of at least three different countries. Discuss how these plans align with global climate goals.
3. **Identify challenges:** Identify and discuss the main challenges faced by countries in implementing their climate action plans. Use examples from recent news articles or reports.
4. **Explore climate justice:** Investigate how COP29 addresses issues of climate justice and equity. Summarize your findings and provide examples.
5. **Predict future impacts:** Based on your research, predict the potential impacts of COP29 on future climate policies and actions. Discuss the importance of global cooperation in addressing climate change.

**Resources**

1. **Videos:**
	* COP29 Overview Video
2. **Podcast:**
	* BBC Radio Podcast: The Climate Question - Hurricane Fredy in Malawi presented by Graigh Jackson
3. **Articles:**
	* 10 Helpful Resources for COP29
	* COP29 Climate Conference Resources

USE THE ARTICLES BELOW TO HELP YOU DURING THE REESARCH

Here are some sources that discuss climate action plans, climate justice, and equity in Uganda, along with examples:

1. **COP29: Uganda calls for a just and gradual transition to clean energy** - This article discusses Uganda's strategic goals for clean energy and its participation in COP29.
2. **Beyond the global headlines: Why COP29 matters to you and your community** - This article highlights the importance of COP29 for Uganda and its focus on climate resilience.
3. **African Climate Activists Petition African Negotiators on Climate Action, Fossil Fuel Phase out** - This article covers the petitions by African climate activists at COP29.
4. **Uganda: When Climate Justice Becomes Climate, Justice Denied** - This article explores the challenges of climate justice in Uganda, including a case study of landslides in Bududa.
5. **No climate justice without gender equality: women leading climate action in Uganda** - This article discusses the role of women in climate action and the disproportionate impact of climate change on women in Uganda.
6. **Uganda Gender Analysis - Climate Promise** - This report provides a gender analysis of climate change policies and actions in Uganda.

These sources should provide a DETAILED overview of Uganda's climate action plans and the challenges faced in achieving climate justice and equity.

1(Daily Monitor)

 3{ugandaradionetwork}

 4{www.globalissues.org}

 5(spotlightinitiative.org}

 6{climatepromise.undp.org}

**Conclusion**

Summarize your research findings and reflect on the importance of global climate action. Discuss how the outcomes of COP29 might influence future climate policies and actions.

Did you find this research interesting or not?

**Understanding Project Work in a Competence-Based Curriculum**

**1. What is a Project?**

A project in a competence-based curriculum is a task that helps students apply the knowledge and skills they have learned in a practical way. It involves planning, researching, creating, and presenting a final product.

**2. What is a Simple Routine Project?**

A simple routine project is a basic task that students can complete regularly to practice their skills. It is not as complex as a major project but still helps in developing competence. For example, a routine project on the environment and pollution could involve creating a report on local pollution issues.

**3. How to Conduct a Project**

To conduct a project, follow these steps:

1. **Choose a Topic:** Select a theme, like environment and pollution.
2. **Plan:** Decide what you want to learn and how you will gather information.
3. **Research:** Find information from books, articles, videos, and other sources.
4. **Create:** Make a product, such as a report, poster, or presentation.
5. **Present:** Share your findings with the class.

**4. Possible Project Products**

Students can create various products based on their research, such as:

* **Reports:** Written summaries of their findings.
* **Posters:** Visual displays with information and pictures.
* **Presentations:** Oral reports using slides.
* **Models:** Physical representations of concepts, like a model of a polluted river.
* **Videos:** Short films explaining their research.

**5. Qualities of a Good Project**

A good project should have the following qualities:

* **Clear Objectives:** Know what you want to achieve.
* **Thorough Research:** Gather detailed and accurate information.
* **Creativity:** Present your findings in an interesting and original way.
* **Teamwork:** Work well with others if it is a group project.
* **Presentation:** Share your findings clearly and confidently.

**6. Steps Taken to Conduct a Project**

1. **Planning Stage:**
	* **Set Goals:** Decide what you want to learn.
	* **Make a Plan:** Outline how you will achieve your goals.
2. **Research Stage:**
	* **Gather Information:** Use books, articles, interviews, and the internet.
	* **Organize Data:** Sort your information into categories.
3. **Creation Stage:**
	* **Develop Your Product:** Create your report, poster, podcast, graffiti, pictorials, plastic trash cans presentation, etc.
	* **Review:** Check your work for accuracy and completeness.
4. **Presentation Stage:**
	* **Prepare to Present:** Practice explaining your findings.
	* **Share:** Present your project to the class.

**7. Stages of a Project**

1. **Initiation:** Choose a topic and set objectives.
2. **Planning:** Plan your research and decide on your final product.
3. **Execution:** Conduct your research and create your product.
4. **Monitoring:** Check your progress and make necessary adjustments.
5. **Completion:** Finish your product and prepare your presentation.
6. **Evaluation:** Reflect on your work and receive feedback.

**8. Expected Outcomes at Each Stage**

* **Initiation:** Clear topic and objectives.
* **Planning:** Detailed plan and research outline.
* **Execution:** Completed research and product.
* **Monitoring:** Ongoing progress and adjustments.
* **Completion:** Final product ready for presentation.
* **Evaluation:** Feedback received and lessons learned.

**9. Generic Skills in Project Work**

* **Critical Thinking:** Analysing and evaluating information.
* **Problem-Solving:** Finding solutions to challenges.
* **Creativity:** Coming up with original ideas.
* **Collaboration:** Working effectively with others.
* **Communication:** Sharing information clearly and effectively.
* **Self-Management:** Organizing and managing your own work.

These skills are essential for success in both ***school*** and ***life***.

What do you have to say about the floods in Malawi due to hurricane Freddy?

 Air **Pollution 101 - Breathing Deadly Air**:

* Watch on YouTube
* This video explains what air pollution is, its effects on health and the environment, and ways to reduce it.

 Air **Pollution 101 | National Geographic**:

* Watch on YouTube
* This video covers the causes of air pollution, its impact on climate change, and how it can be reduced.

 Plastic **Pollution: How Humans are Turning the World into Plastic**:

* Watch on YouTube
* This video discusses the impact of plastic pollution on the environment and marine life, and the need for global cooperation to reduce plastic waste.

 One **Earth - Environmental Short Film**:

* Watch on YouTube
* This short film raises awareness about the global impact of human activities on the environment, including pollution and climate change.

 Learn **about Pollution | Environment Defilement | Cartoon**:

* Watch on YouTube
* This cartoon video explains different types of pollution, such as air, water, and soil pollution, in a kid-friendly manner.

 What **is POLLUTION? | Types of POLLUTION - Air | Water | Soil - YouTube**:

* Watch on YouTube
* This video covers various types of pollution and their effects on the environment.

***Have a fruitful Christmas break and a remarkable new year***

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