



South Sudan

# Primary English

# 8

Primary English has been written and developed by Ministry of General Education and Instruction, Government of South Sudan in conjunction with Subjects experts. This course book provides a fun and practical approach to the subject of English, and at the same time imparting life long skills to the pupils.

The book comprehensively covers the Primary 8 syllabus as developed by Ministry of **General Education and Instruction**.

Each year comprises of a Pupil's Book and teacher's Guide.

The Teacher's Guide provide:

- Full coverage of the national syllabus.
- A strong grounding in the basics of English.
- Clear presentation and explanation of learning points.
- A wide variety of practice exercises, often showing how English can be applied to real-life situations.
- It provides opportunities for collaboration through group work activities.
- Stimulating illustrations.



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

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# Primary English 8

## Teacher's Guide

Primary English Teacher's Guide 8



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# English

## Teacher's Guide

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## FOREWORD

I am delighted to present to you this Teacher's Guide, which is developed by the Ministry of General Education and Instruction based on the new South Sudan National Curriculum. The National Curriculum is a learner-centered curriculum that aims to meet the needs and aspirations of the new nation. In particular, it aims to develop (a) Good citizens; (b) successful lifelong learners; (c) creative, active and productive individuals; and (d) Environmentally responsible members of our society. This textbook, like many others, has been designed to contribute to achievement of these noble aims. It has been revised thoroughly by our Subject Panels, is deemed to be fit for the purpose and has been recommended to me for approval. Therefore, I hereby grant my approval. This Teacher's Guide shall be used to facilitate learning for learners in all schools of the Republic of South Sudan, except international schools, with effect from 4th February, 2019.

I am deeply grateful to the staff of the Ministry of General Education and Instruction, especially Mr Michael Lopuke Lotyam Longolio, the Undersecretary of the Ministry, the staff of the Curriculum Development Centre, under the supervision of Mr Omot Okony Olok, the Director General for Quality Assurance and Standards, the Subject Panelists, the Curriculum Foundation (UK), under the able leadership of Dr Brian Male, for providing professional guidance throughout the process of the development of National Curriculum, school textbooks and Teachers' Guides for the Republic of South Sudan since 2013. I wish to thank UNICEF South Sudan for managing the project funded by the Global Partnership in Education so well and funding the development of the National Curriculum, the new textbooks and Teachers' Guides. I am equally grateful for the support provided by Mr Tony Calderbank, the former Country Director of the British Council, South Sudan; Sir Richard Arden, Senior Education Advisor of DfID, South Sudan. I thank Longhorn and Mountain Top publishers in Kenya for working closely with the Ministry, the Subject Panels, UNICEF and the Curriculum Foundation UK to write the new textbooks. Finally, I thank the former Ministers of Education, Hon. Joseph Ukel Abango and Hon. Dr John Gai Nyuot Yoh, for supporting me, in my role as the Undersecretary, to lead the Technical Committee to develop and complete the consultations on the new National Curriculum Framework by 29 November 2013.

The Ministry of General Education and Instruction, Republic of South Sudan, is most grateful to all these key stakeholders for their overwhelming support to the design and development of this historic South Sudan National Curriculum. This historic reform in South Sudan's education system is intended to benefit the people of South Sudan, especially the children and youth and the future generations. It shall enhance the quality of education in the country to promote peace, justice, liberty and prosperity for all. I urge all Teachers to put this textbook to good use.

May God bless South Sudan. May He help our Teachers to inspire, educate and transform the lives of all the children and youth of South Sudan.



Deng Deng Hoc Yai, (Hon.)  
Minister of General Education and Instruction, Republic of South Sudan

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The vision of the basic education curriculum reforms is to enable every South Sudanese to become **a good citizen of South Sudan, become successful, creative, productive and environmentally responsible**. This will be achieved by providing every South Sudanese learner with the right standards in the skills and knowledge that they deserve, and which they need in order to thrive in life. This shall be accomplished through the provision of excellent teaching, school environments, resources and a **sustainable visionary curriculum** that provides every learner with high quality learning.

In order to do this, teachers must engage the learners in exciting activities that allow them to use and progressively demonstrate the competences outlined in the curriculum.

This Teacher's Guide has been designed to do just that. It places the learner at the centre of learning. The Teacher's Guide provides pathways for identifying and nurturing the talents and interests of learners early enough to prepare them for the world of work, career progression and sustainability.

Based on a competence based curriculum; the guide, as well as the Learner's Book provides methods of **assessment, promoting national values and national cohesion and their integration into the curriculum**.

The teacher should nurture the learner's potential through the learning pathways that are provided in this book. This is for the recognition of the learner's potential, gifts and talents. At the end of the day, no child should be labelled a failure.

### **The Book Structure**

This Teacher's Guide is organised into two main sections. **Part 1** is the general introduction section detailing pedagogical issues. **Part 2** highlights the units as outlined in the Learner's Book. It gives in detail the expected learning **outcomes, interesting teaching and Learning activities, tips and informative notes to teachers**.

## **Organisation of the units**

Each unit consists of the following:

1. Unit heading
2. Learning outcomes
3. Contribution to the competences
4. Links to other subjects
5. Links to cross-cutting issues
6. Links to values and attitudes
7. Key inquiry questions
8. Suggested Assessment opportunities
9. Learning activities





## Unit 1

## DEMOCRACY

*Refer to Learner's Book pages 1-19*

## Learn about

Learners should develop the vocabulary of democracy through reading a range of fiction and non-fiction about democracy. They should listen to recorded speeches on the subject of democracy and, if possible, listen to a local community leader talking about how democracy operates in the local situation. They should work in groups to identify the main points from the speeches and talks and make an oral and written presentation about the importance of democracy to them, and how it benefits the people of South Sudan.

Learners should make a particular study of one work of fiction in which democracy is a theme. They should discuss how the story is structured and how the author achieves the literary effects. They should write a report of the book that includes some critical analysis.

Learners should write their own fiction and non-fiction about democracy, and use their imaginations to write about how a situation would be changed without democracy.

## Key inquiry questions

- Why should we practise democracy?
- How is democracy exercised?
- How does democracy benefit people of South Sudan?

Knowledge and understandings	Skills	Attitudes
<ul style="list-style-type: none"> <li>• Understand conversation spoken at near narrative speech concerning democracy</li> <li>• Understand complex language usage and critical application of the elements across subjects in both familiar contexts about democracy</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the key points of spoken English and infer meaning</li> <li>• Participate proficiently in discussions, taking the initiative where possible</li> <li>• Infer meaning from a range of texts</li> <li>• Write detailed reports covering essential points</li> <li>• Write extended texts using a wide variety of language</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate with confidence</li> <li>• Appreciate the importance of democracy</li> </ul>

**Contribution to the competences:**

**Critical thinking:** Analysing causes and possible effects

**Communication:** Reading, sharing ideas, opinions in the groups

**Co-operation:** Group work respecting and appreciating other’s ideas and views

**Links to other subjects:** Social Studies

**Peace education:** Democracy

**Environment and sustainability:** Impact of climate change

**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 democracy. The activities will help learners to understand the importance of democracy in their payam and other localities.

There are many opportunities within this unit for learners to practise and improve their speaking and listening skills. There are many discussions to be held about democracy and learners should be encouraged to communicate clearly and effectively in order to share their experiences and knowledge for the benefit of others.

The activities described in unit focus on democratic processes in South Sudan as well as 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 festivals and celebrations. You may choose to set this as a research project or a 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 more about democracy. This could be a local priest, or a politician.

## **Using the Learner's Book**

There are both words and pictures in the textbook. Your learners should be developing their confidence to read English competently, but it may still be necessary to support less able learners by reading passages aloud or by seating them next to a more able reader. This will ensure that reading is modelled and will help the development of English skills. Learners should be encouraged to read along with you or copy you where phrases are more complex. Passages in the Learner's Book are increasing in length and should be broken down into shorter phrases in most situations. This will enable you to check understanding as you progress through the text. Encourage learners to ask questions to clarify their understanding and enable more able learners to respond with further questions where appropriate. It is helpful to have increasingly complex key words on posters or boards around the learning space if possible so that learners become familiar with spellings and relevant vocabulary. Learners could develop this collection as they progress through this unit.

## The student competences

This unit presents many opportunities for communication and opportunities to think critically and creatively about different aspects of democracy. Learners are asked to work in pairs and groups, so there are continuous opportunities for co-operation and teamwork. This unit provides good opportunities to create roles in groups so that for example there is a writer, questioner, presenter and group leader. It is important in Primary 8 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 instill an appreciation and respect for democracy in South Sudan.

## Links to other subjects

This unit provides a good opportunity to link into Social Studies. Respect for equal rights for example can be explored in this unit. There is also an opportunity to learn about various democratic processes like voting to choose the leaders of one's choice.

## Cross-cutting issues

**Peace Education:** Through an exploration on democracy it is possible to promote peace as the people are treated equally and are given a chance to elect their own leaders. It gives them a sense of belonging and responsibility.

**Activity 1: Vocabulary on democracy (Refer to Learner's Book pages 2-4)**

## Learning activities

### In groups

- These pictures illustrate a range of democratic activities.
- It is important that the learners identify the activities being carried out in each pictures. It is also important for them to be able to explain the reasons for their answers for each picture.
- As learners describe their own experiences on democratic issues they should be encouraged to use the new words and phrases on democracy.

### Expected answers

- a. Laws of a country
- b. A person casting a vote
- c. Parliament making laws
- d. Politician addressing people about their concerns

### As a class

- Guide the learners to read the words on the Learner's Book and guide them to find their meaning.

### Individually

- Jumbled words are deliberate mistakes meant to promote critical thinking among learners as well as make learning more fun.
- The provided incomplete sentences should make it easier for them to figure out the correct words.
- You can still write the words on a flash card, select five pupils and ask them to mime each word on it before they attempt the questions.

### In pairs

- Ask the learners to correct the words in brackets and complete the sentences.
- Let the learners read their sentences to the class.

### Expected answers

1. president
2. election
3. candidate
4. constitution
5. dictatorship

### In groups

- Briefly, using your own words explain to the learners the meaning of the words provided.
- Then guide the learners on how the matching exercise should be done.
- Remind the learners to pay attention and not to rush in getting the answers. Let them match the words correctly.

### Expected answers

- a) **A citizen** - a person who has the legal rights to belong to a particular country.
- b) **Government** - the group of people responsible for controlling a country or state.

- c) **Patriot** - one who loves his country.
- d) **Referendum** - an occasion when all the people can vote on an important issue.
- e) **Democracy** - a system of government in which all the people of a country can vote to elect their representatives.
- f) **Politics** - activities involved in getting and using power in public life and being able to influence decisions that affect a country.
- g) **Parliament** - a group of people who are elected to make and change the laws of a country.

### **As a class**

- Let the groups present the answers to the class.
- Encourage all the learners to pay attention to the presentations.
- Select group members to give comments on each of the presentations.

### **Assessment opportunities**

#### **Conversation:**

Talk to groups of learners about the pictures, checking that they can describe the pictures correctly. Also talk to the learners about the jumbled words, ask them how they are able to form words from them or if they faced any challenge.

#### **Product:**

Read the answers provided by the learners. Assess whether there is evidence of an understanding of the new words described in the matching activity.

#### **Observation:**

Watch the groups of learners working together and consider how effectively they are working with each other in order to give the correct answers.

### **Activity 2: Role-playing (Refer to Learner's Book page 5)**

### **Learning activities**

#### **In groups**

- Introduce the learning activity by reviewing the previous activity on matching of words.
- Observe as they brainstorm the points their leader will present. Ensure everybody is actively participating.

- Guide the learners on how to connect ideas when giving speeches so as to ensure a smooth flow. You can tell them to start by saying: To begin with.... secondly...in addition to, etc.

### **As a class**

- Let the class appreciate the appointed leaders for their effort.
- Encourage all the learners to be confident.
- When learners give a speech their communication skills are improved.

### **Expected answers**

This is an open-ended activity. Expect learner to give speeches on democracy based on their understanding. Correct them where necessary.

### **Assessment opportunities**

#### **Observation:**

Listen as the learners present their points. Consider whether they are able to articulate their ideas effectively and confidently, also assess whether they demonstrate creativity and imagination.

#### **Observation:**

Consider the speeches by the learners on democracy, do they cover all the relevant points?

### **Activity 3: Reading comprehension (Refer to Learner's Book pages 5-6)**

### **Learning activities**

#### **Before reading**

The before reading activity plays a major role in aiding the understanding of the story as it gives them an overview on what to expect from the story. Guide the discussion on the given questions.

#### **As a class**

- Help learners to read the passage by selecting able readers to begin reading the passage aloud.
- Select less able readers to read shorter sections.
- 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.

## Assessment opportunities

### Conversation:

Talk to groups of learners about the pictures, checking that they can describe the pictures correctly and relate the pictures to a story.

### Observation

Assess whether there is evidence of fluent pronunciation of words, observation of punctuations marks while reading and display of confidence while reading.

### Activity 4: New words and phrases (*Refer to Learner's Book page 7*)

## Learning activities

### In groups

- Introduce the activity by explaining the meaning of inference; a deduction or meaning drawn from another which is supposed to be true, in other words, it is the process of guessing the meaning of unfamiliar words using other words close to it or the context in which it is used.
- Use one example and take them through the process of inferring its meaning.
- Let them identify other familiar words and infer the meaning. You should discourage them from using the dictionaries though.
- Guide the learners to make a word bank book and then add the new words and phrases learnt. The table below is a sample of a word bank book.

## Example of a word bank book

### Topic : Animals habitats

Adjective	Nouns	Adverbs	Verbs
Characteristics	Home	Playfully	Live
Wild	Shelter	Comfortably	Survive
Exotic	Dwellings	Silently	Settle
Interesting	Cave	Quietly	Inhabit
Sturdy	Environment		
Gracefully			



## Expected answers

Accept any relevant words with the correct meaning.

## Assessment opportunities

### Product:

Read answers from learners that describe their understanding of the new words. Also check their word bank books to assess the progress.

### Activity 5: Oral discussion (*Refer to Learner's Book page 7*)

## Learning activities

### In groups

- This activity can be used to reinforce the importance and the need for democracy.
- In asking learners to retell the story you are asking them to summarise the content. This will help them to identify key features, themes and ideas of the passage.
- When they share their experiences, they learn the importance of treating others fairly.

## Assessment opportunities

### Observation

Listen as the pupils retell the story **A new dawn** and also narrate their own stories of unfair treatment. Empathise with them and guide them on how to react whenever they feel mistreated.

Consider whether they are able to articulate their ideas effectively and whether they demonstrate creativity and imagination.

## Activity 6: Answering comprehension questions (*Refer to Learner's Book page 7-8*)

### Learning activities

#### In pairs

- Let the learners discuss and answer the questions given.
- By discussing the questions, they improve their critical thinking, creativity and innovation skills.

#### Expected answers

1. The new dawn signifies new beginning.
2. It enables the people to do away with bad leaders and elect their own leaders who will treat them fairly.
3. Through voting.
4. They had been denied their democratic rights by not being allowed to vote for their leaders.
5. Accept any relevant answer.

#### Word attack

#### Expected answers

1. elected, leader
2. vote
3. government
4. independence
5. regime

Allow learners to share their answers in class.

#### Assessment opportunities

#### Observation

Observe pairs of learners working together and consider how effectively they are co-operating with each other in order to give the correct answers to the questions.

#### Product

Read answers provided by the learners and consider whether choices of answers are correct in the given contexts.

### **Activity 7: Read and act a conversation (Refer to Learner's Book pages 8-9)**

#### **Learning activities**

- This activity further exposes the pupils to the democratic process of voting.
- It makes them aware of the other things that candidates seeking to be elected have to do like campaigning.

#### **As a class**

Encourage the learners to act out the parts assigned to them. They effectively use facial expressions, tonal variation, intonation stress etc.

#### **Assessment opportunities**

##### **Observation**

- Listen as they act out the dialogue, assess whether they are able to properly connect what they are saying with the non-verbal aspects like gestures and facial expressions.

### **Activity 8: Writing a conversation (Refer to Learner's Book page 9)**

#### **Learning activities**

#### **As a class**

- Read through each of the example phrases to start writing a conversation.
- Discuss with the learners a range of aspects of democracy and the processes involved. It should be based on their own experiences.
- It is helpful for learners to consider their daily lives and how it is affected by democracy.
- Encourage learners to consider a natural conversation and borrow the same idea when writing their own conversations.

#### **Assessment opportunities**

##### **Observation**

Observe how groups begin the task of writing the dialogue. Consider how well they relate their ideas to what has been discussed as a whole class and how these ideas are translated into their own conversation.

## Conversation

Talk to learners about how they are composing their dialogue. What features of conversation already explored are they using for their own dialogues?

### Activity 9: A poem on democracy (*Refer to Learner's Book pages 10-11*)

## Learning activities

### As a class

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. The themes of the poem are equality and importance of democracy. The sentiment reflected in this poem is common to most, if not all the people who have lived in a dictatorial regime.

The poem suggest that everybody has a right to live and be free. That freedom only counts while we are alive and not dead as seen in the line; 'I do not need my freedom when I am dead.' Encourage the learners to read the poem severally so us to enhance deeper understanding.

### Expected answers:

#### In pairs

1. Democracy might not come soon because people keep on compromising because of fear.
2. Everybody is given freedom and is treated fairly.
3. Open question; accept any relevant answers, however discourage those that portray vengeance.

## Assessment opportunities

### Conversation

Talk to the learners and assess whether learners understand how democracy influences their lives.

### Product

Consider answers and assess whether they answer effectively the questions asked.

## **Activity 10: Creating a poem on democracy (*Refer to Learner's Book pages 11-12*)**

### **Learning activities**

#### **As a class**

Read through each of the example phrases to start the poem. Discuss with learners a range of aspects of democracy on their own experiences.

Encourage learners to be 'free' with their ideas and poetry writing here. The purpose of this activity is not to compose a structurally perfect poem, but instead to use poetry a way of describing their experiences.

### **Assessment opportunities**

#### **Observation**

Observe how the groups begin the task of writing the poem. Consider how well they relate their ideas to what has been discussed as a whole class and how these ideas are translated into their own poem.

#### **Conversation**

Talk to learners about how they are composing their poem. What features of the poetry already explored are they using for their own poems here?

## **Activity 11: Reading comprehension (*Refer to Learner's Book pages 13-14*)**

### **Learning activities**

#### **Before reading**

The before reading activity plays a major role in aiding the understanding of the story as it gives them an overview on what to expect from the story. Guide the discussion on the given questions.

#### **As a class**

- Help learners to read the passage by selecting able readers to begin reading the passage aloud.
- Select less able readers to read shorter sections.
- 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.

## Assessment opportunities

### Conversation

Talk to groups of learners about the pictures, checking that they can describe the pictures correctly and relate the pictures to the story.

### Observation

Assess whether there is evidence of fluent pronunciation of words, observation of punctuation marks and display of confidence while reading.

## Activity 12: New words and phrases (*Refer to Learner's Book page 14*)

### Learning activities

#### In pairs

- Guide the learners to infer the meaning of all the unfamiliar words in the story. They can later use the dictionary to confirm if their inference was correct.
- Guide the learner to make a word bank entry and add the new words and phrases learnt.

## Assessment opportunities

### Product

Read the answers provided by the learners. Assess whether there is an understanding of the new words.

## Activity 13: Oral discussion (*Refer to Learner's Book page 14*)

### Learning activities

#### In groups

- This activity can be used to reinforce the importance of determination as it eventually yield success and victory.
- In asking learners to retell the story you are asking them to summarise the content. This will help them to identify key features, themes and ideas of the story.
- This activity prepares learners for the future and consider what they may do if found on a dangerous situation on their own.
- In addition to that when they share what they have learnt, their speaking skills is enhanced.

## Assessment opportunities

### Observation

- Listen as the pupils retell the story ‘**Light at the end of the tunnel**’ and also talk about the lessons they have learnt from the story.
- Consider whether they are able to articulate their ideas effectively and whether they demonstrate creativity and imagination.

**Activity 14: Answering comprehension questions** (*Refer to Learner’s Book page 15*)

### Learning activities

#### In pairs

- Let the learners discuss and answer the questions given.
- By discussing the questions, they improve their critical thinking, creativity and innovation skills.

#### Expected answers

1. They got tired of being mistreated by the greedy leaders.
2. A patriotic citizen
3. After so much suffering and struggles something good always comes about.
4. Open-ended. (Accept any relevant answer.)

#### Individually

This activity is meant to promote critical thinking among the learners. Give necessary guidance on how to go about it.

## Assessment opportunities

### Observation

Observe pairs of learners working together and consider how effectively they are co-operating with each other in order to give the correct answers to the questions.

### Product

Read answers provided by the pupils and consider whether choices of answers are correct in the given contexts.

## Activity 15: Summary writing (*Refer to Learner's Book pages 15-16*)

### Learning activities

#### In pairs

- During initial discussions about leadership help learners to consider the significance of good leadership. Help them to also consider the importance of good leadership within communities, explore the effects of bad and good leadership.
- Help learners to read the passage and in selecting key points in it.
- In asking learners to write this passage in 30 words or less, you are asking them to summarise the content. Help them to identify key features of the passage.

#### Individually

At this point the learners are well informed about good leadership. Ask them to write a summary of what they would do if they were in a leadership position.

### Assessment opportunities

#### Conversation

Talk to pairs of learners about the passage, checking that they can describe the main points of the text. Ask them what they find difficult to understand in the passage.

#### Product

Consider the sentence structures in the summaries. Is there evidence of accurate spelling of key words? Are all the key points accurately covered?

## Activity 16: Creative writing (*Refer to Learner's Book page 17*)

### Learning activities

#### In groups

The activity requires the learners to brainstorm on the importance of democracy. Guide the learners by asking them leading questions that will promote critical thinking **for example**: do you think we live in a democratic country? Give reasons for your answers.



## Individually

- Creative writing tends to magnify writing skills that one never knew they have. The writing process will make the learners be well balanced humans in terms of working both sprees of the brain.
- Encourage the learners to follow the rules of **“show, don’t tell”** and **“all adverbs must die”**. For **“show, don’t tell”**, display a selection of sentences that tell the reader something and ask the pupils to rewrite them in a way that shows the same information. For example, “the man was angry” could become, “the man clenched his fists and hissed beneath his breath”. It is about unpacking the emotions and finding ways to let the reader see the story for themselves.
- When teaching **“all adverbs must die”**, concentrate on the importance of giving the power to the verb. “I ran quickly” becomes “I sprinted”. “I shouted loudly” becomes “I screamed”. Once pupils realise the potential in this, they quickly kill adverbs and load the power of the action onto the verb, this way their writing becomes much more powerful.

## Assessment opportunities

### Conversation

Talk to groups of learners about the topic of discussion, ask them leading questions for example: would you describe our country as a democratic country? Check if they can relate what they have learnt to their own situation, and then use the information to creatively write a story.

### Product

Consider the sentence structure in the stories. Assess whether the learners have creatively written the story and made use of the two rules ; **“show, don’t tell”** and **“all adverbs must die.”**

Engage the learners in peer marking in which they exchange books and give commands on the stories. For instance they can say what they liked in the words or ideas or how the story could be improved in terms of addition or clarification.

### Activity 17: Solving a puzzle (*Refer to Learner’s Book pages 17-18*)

- This is a problem solving learning technique which is the ability to identify and solve problems by applying appropriate skills systematically.
- It presupposes that learners can take on some of the responsibility for their

own learning and can take personal action to solve problems, resolve conflicts, discuss alternatives, and focus on thinking as a vital element of the learning.

- It provides students with opportunities to use their newly acquired knowledge in meaningful, real-life activities.
- Guide the learners on how to carry out the activity on the Learner's Book.

### Expected answers

In bold

G	A	B	<b>V</b>	C	D	E	F	G	<b>B</b>
H	O	S	<b>O</b>	V	E	R	E	I	<b>A</b>
I	J	V	<b>T</b>	K	L	M	N	O	<b>L</b>
P	Q	R	<b>E</b>	S	<b>C</b>	T	<b>S</b>	U	<b>L</b>
R	W	X	<b>R</b>	R	<b>A</b>	<b>D</b>	<b>T</b>	Y	<b>O</b>
E	P	A	<b>I</b>	G	N	<b>E</b>	<b>A</b>	D	<b>T</b>
<b>S</b>	A	B	<b>G</b>	C	<b>D</b>	<b>M</b>	<b>T</b>	D	E
<b>I</b>	G	H	<b>H</b>	I	<b>I</b>	<b>O</b>	<b>E</b>	J	K
<b>D</b>	M	N	<b>T</b>	O	<b>D</b>	<b>C</b>	P	N	Q
<b>E</b>	S	T	U	V	<b>A</b>	<b>R</b>	W	X	T
N	R	E	S	D	<b>T</b>	<b>A</b>	Y	Z	A
T	T	C	E	L	<b>E</b>	<b>C</b>	C	D	E
F	G	H	I	J	K	<b>Y</b>	M	N	O
P	Q	N	G	I	<b>A</b>	P	M	A	C

### Assessment opportunities

#### Product

Assess whether the learners can easily identify the words from the puzzle and whether they understand the meaning of these words. Explain to them the meanings if it happens that they do not know.

### Activity 18: Further learning (Refer to Learner's Book pages 18-19)

#### Learning activities

##### In groups

- In this group activity, encourage learners to focus on the topic as it will contribute to the free flow of ideas. Begin a brainstorming session by posing the questions about democracy in the country and the neighbouring countries.

- By expressing ideas and listening to what others say, students adjust their previous knowledge or understanding, accommodate new information and increase their levels of awareness.
- Encourage the learners to do some research when they go back home and then write the points down.
- Guide the learners to carefully study the sample report in the learner's book.
- Ask them to use the sample to write their own reports about democracy in different countries, you may suggest three or so countries of your choice.

### **Expected answers**

Open activity (accept relevant points and ideas.)

### **Assessment opportunities**

#### **Product:**

Read sentences and consider how well the report reflects on the topic of discussion as well as how much variety there is across sentences.

#### **Observation**

Observe as the learners begin their tests of report writing. Consider how well they present the points already discussed in their own reports.

## Unit 2

# CLIMATE CHANGE

Refer to Learner's Book pages 20-35

Learn about	Key inquiry questions
<p>Learners should read a range of non-fiction (including extracts from books and articles from journals and newspapers) about climate change. They should work in small groups to discuss what they have read, list the evidence for climate change and the reasons why it might be changing. They should consider the language people use in putting forward their arguments, and make their own oral and written presentations of the causes and effects of climate change.</p> <p>They should be able to write a balanced report that sums up several points of view about climate change and its likely impact.</p> <p>They should listen (by recording or live) to someone talking about climate change or to people debating the subject. They should summarise the key points made and discuss the meaning of the complex language used. They should take part in their own debates in the issue and argue their own case.</p> <p>They should read some fiction on the subject that imagines what the future might be like after climate change, and should write their own piece imagining the effects on their own area, family and friends.</p>	<ul style="list-style-type: none"><li>• What evidence is there for climate change?</li><li>• How does climate change affect people?</li><li>• How can people prevent climate change?</li></ul>

Knowledge and understandings	Skills	Attitudes
<ul style="list-style-type: none"> <li>• Understand and be able to infer the meaning of range of more complex texts and produce a detailed report covering all essential points about climatic change.</li> <li>• Understand complex language usage and critical application of the elements across subjects in both familiar contexts about climate change.</li> </ul>	<ul style="list-style-type: none"> <li>• Write extended text using a wide range of language and variety of register covering more specialized context (e.g. work related or in specialized area of study) about climatic change.</li> <li>• Participate proficiently in discussing relating to a variety of situations and topics about climatic change.</li> </ul>	<ul style="list-style-type: none"> <li>• Show confidence in discussing issues relating to climatic change.</li> </ul>

**Contribution to the competences:**

**Critical thinking:** Analysing causes and possible effects

**Communication:** Reading, sharing ideas, opinions in the groups

**Co-operation:** Group work respecting and appreciating other’s ideas and views.

**Links to other subjects:**

1. Social Studies
2. Science

**Environment and sustainability:** Impact of climate change

**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 climate change. The activities will help learners to understand the importance of climate change in their payam and other localities.

There are many opportunities within this unit for learners to practise and improve their speaking and listening skills. There are many discussions to be held about climate change and learners should be encouraged to communicate clearly and effectively in order to share their experiences and knowledge for the benefit of others.

The activities described in unit focus on climate change in South Sudan as well as 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 climate. You may choose to set this as a research project or a 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 more about democracy. This could be a local priest, or a politician.

## **Using the Learner's Book**

There are both words and pictures in the textbook. Your learners should be developing their confidence to read English competently, but it may still be necessary to support less able learners by reading passages aloud or by seating them next to a more able reader. This will ensure that reading is modelled and will help the development of English skills. Learners should be encouraged to read along with you or copy you where phrases are more complex. Passages in the Learner's Book are increasing in length and should be broken down into shorter phrases in most situations. This will enable you to check understanding as you progress through the text. Encourage learners to ask questions to clarify their understanding and enable more able learners to respond with further questions where appropriate. It is helpful to have increasingly complex key words on posters or boards around the learning space if possible so that learners become familiar with spellings and relevant vocabulary. Learners could develop this collection as they progress through this unit.

## The student competences

This unit presents many opportunities for communication and opportunities to think critically and creatively about different aspects of climate change. 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

group leader. It is important in Primary 8 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 understand climate change matters.

## Links to other subjects

This unit has a link to Social Studies. It helps students learn about climate changes caused by human activity. It is done in such a way that engages and inspires them to protect the environment.

## Cross-cutting issues

**Environment and sustainability:** The issue of impact of climate change has been explored in this unit. In addition to that, there is also the issue of how sustainability can be achieved through the conservation of the environment.

**Activity 1: Vocabulary on climate change (Refer to Learner's Book pages 21-23)**

## Learning activities

### In groups

- These pictures illustrate a range of activities that contribute to pollution of the environment while others highlight the indication of climate change.
- It is important that the learners identify the activities being carried out in each picture, and also explain the reasons for their answers for each picture.
- As learners describe their own experiences on the above activities they should be encouraged to use the new words and phrases on climate change.

### **Expected answers**

- a. Trees being cut down
- b. A factory emitting harmful gases into the air
- c. A forest on fire
- d. A flooded residential area

*(Give the learners time to share their answers and views with the class.)*

### **Individually**

This activity is meant to contextualise new words and phrases on climate change. This will go a long way in familiarising the learners with the words.

### **Expected answers**

1. Weather
2. Drought
3. Habitat
4. Atmosphere
5. Place

### **In groups**

- Briefly, using your own words, explain to the learners the meaning of the words provided in the Learner's Book.
- Guide them on how the matching exercise is to be done.
- Remind the learners to pay attention and not to rush in getting the answers. Let them match the words correctly.



## Expected answers

A	B
weather	The current conditions of the atmosphere at a particular place and time
climate	The average weather pattern over a long period of time
pollutant	A substance that contaminates the atmosphere
drought	A period of unusually dry weather that causes significant shortage of water for ecosystems and humans
atmosphere	A mixture of gases such as nitrogen, oxygen and carbon dioxide that surrounds the earth

*(Answers vary depending on the dictionary used)*

## Assessment opportunities

### Conversation

Talk to groups of learners about the pictures, checking that they can describe the pictures correctly. Ask them how the pictures make them feel. Let them give reasons for their answers.

### Product

Read the answers provided by the learners. Assess whether there is evidence of an understanding of the new words they have described.

**Activity 2: A debate on climate change (Refer to Learner's Book page 23)**

## Learning activities

### As a class

- Start this activity by ensuring the learners understand the issue to be debated upon and any specialised vocabulary that goes with it.
- There are two sides to any debate. Naturally, one will argue for and another against the motion. It is best to group your students into teams to research

and argue the issue rather than expecting one student to do all the work. This way one student does not have all the pressure to perform, and the other members of the group can help with comprehension and strategy.

- Ideally, break your class into four groups (you will want at least three students in each group) and assign two groups to each of two resolutions. Then assign one of each pair of student groups to the affirmative. This group will argue for the issues being presented. The other two groups will be the negative and will argue against the resolutions.
- During the debate, the other groups will serve as the judges and decide which side presented a stronger case voting for the winners of the debate at its conclusion.
- However, the overall purpose of speaking is more important than the specific outcome of a debate. Still, your students will probably want to know who won. To determine the winner, have the audience vote on which team they thought made the most convincing argument. With this, weigh your own opinion as to who communicated clearly and refuted the opponent's arguments best. This combination will identify your winners.
- Remember also to observe time.

## **Assessment opportunities**

### **Observation**

Observe as the learners present their points, check and correct their pronunciation where necessary, assess whether they are able to confidently articulate their opinions and use correct grammar, without being emotional. Guide on emotional control where necessary.

### **Conversation**

Talk to the learners about how to present points in a persuasive manner.

Remind them to use words like; because, however, as a result, consequently, nevertheless among others. This will make their points more convincing.

## **Activity 3: Reading comprehension (Refer to Learner's Book pages 24-26)**

### **Learning activities**

#### **Before reading**

The before reading activity plays a major role in aiding the understanding of the story as it gives them an overview on what to expect from the story. Guide the

discussion on the given questions.

### **As a class**

- Help learners to read the passage by selecting able readers to begin reading the passage aloud.
- Select less able readers to read shorter sections.
- 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.

### **Assessment opportunities**

#### **Conversation**

Talk to groups of learners about the pictures, checking if they can describe the pictures correctly and relate the pictures to the story.

#### **Observation**

Assess whether there is evidence of fluent pronunciation of words, observation of punctuation marks while reading and display of confidence while reading.

### **Activity 4: New words and phrases (Refer to Learner's Book page 26)**

### **Learning activities**

#### **In groups**

- Introduce the activity by asking the learners how they would understand the meaning of an unfamiliar word used in a story without using a dictionary. This is basically to assess if they still remember how to infer meanings as taught in the previous unit.
- Let them identify other unfamiliar words and infer the meaning. You should discourage them from using the dictionaries though.
- Guide the learners to make a word bank book and then add the new words and phrases learnt.

#### **Expected answers**

(Accept any relevant words and corresponding meaning.)

### **Assessment opportunities**

#### **Product**

Read answers from learners that portray their understanding of the new words. Also check their word bank books to assess the progress made so far.

## Activity 5: Oral discussion (*Refer to Learner's Book page 26*)

### Learning activities

#### In groups

- This activity can be used to reinforce the importance of environmental sustainability and the effects of climate change on people and other living things at large.
- In asking learners to summarise the content, you are helping them to identify the key features, themes and ideas of the passage.
- When they share their experiences, they learn the importance of conserving the environment.

### Assessment opportunities

#### Observation

Listen as the pupils narrate their experiences with regard to climate change.

Consider whether they are able to articulate their ideas effectively and whether they demonstrate creativity and imagination.

## Activity 6: Answering comprehension questions (*Refer to Learner's Book page 27*)

### Learning activities

#### In pairs

- Let the learners discuss and answer the questions given.
- By discussing the questions, they improve their critical thinking, creativity and innovation skills.

### Expected answers

1. Causes and effects of climate change
2. The water levels may change in rivers, sea, long spells of drought(Accept any relevant answers)
3. Rise of greenhouse gases such as methane and nitrous oxide in the atmosphere, human activities, etc.
4. It may affect human health and the other living things like plants and animals.
5. Stop the cutting of trees without replacing them(Accept any other reasonable answer)

## Word attack

### Expected answers

A	B
atmosphere	A mixture of gases such as nitrogen, oxygen and carbon dioxide that surrounds the earth
environment	The totality of surrounding conditions
climate	Average weather conditions of a place over a long period of time
weather	Atmospheric condition of a place at a specific time
vegetation	The plant cover on the earth's surface

*(Allow learners to share their answers in class.)*

### Assessment opportunities

#### Observation

Observe pairs of learners working together and consider how effectively they are co-operating with each other in order to give the correct answers to the questions.

#### Product

Read answers provided by the pupils and consider whether choices of answers are correct in the given contexts.

### **Activity 7: Read and act conversation (Refer to Learner's Book pages 28-29)**

#### **Learning activities**

- This activity exposes the pupils to the signs of climate change. It also promotes their speaking skills.
- Encourage the learners to act out the parts assigned to them, they should effectively use facial expressions, tonal variation, intonation stress etc.

#### **Assessment opportunities**

##### **Observation**

- Listen as the learners act out the conversation. Assess whether they are able to properly connect what they are saying with the non-verbal aspects like gestures and facial expressions.

##### **Conservation**

- Talk to the learners. Assess whether they understand what climate change is all about.

### **Activity 8: Summarising a conversation (Refer to Learner's Book page 29)**

#### **Learning activities**

##### **As a class**

- A summary is a long text distilled to its essentials, the key points worth noting, without examples and details. The specific form, the sentence structure and the vocabulary, has been changed, but the main ideas remain.
- Writing a summary is an important skill that learners will use throughout their academic careers. In addition, summarising improves reading skills as learners pick out the main ideas of a reading. It also helps with vocabulary skills as students paraphrase a reading, altering the vocabulary and grammar as they do so. In addition, critical thinking skills are improved as students decide on the main ideas of the reading to include in the summary. Finally, writing and editing skills are improved as students draft and edit the summary.
- It is helpful to guide the learners on how to identify key points in written texts. You may consider handing out an example of a summary of something the learners have recently read as a model of a summary.

*(Let the learners read their summaries in class.)*

## Assessment opportunities

### Observation

Observe how groups begin the task of writing the summary. Consider how well they relate their ideas to what is in the dialogue they have read and how these ideas are translated into their own summary.

### Conversation

Talk to learners about how to write a summary. What features of a summary have they used?

**Activity 9: Reading an extract on climate change (*Refer to Learner's Book page 29*)**

## Learning activities

### In groups

This extract has a lot of statistics. It helps to show, rather than tell the extent of global warming which is a key element of climate change, making the extract more compelling and interestingly different. Take advantage of this to further hammer the effects of climate change and specifically global warming.

### Expected answers:

The extract is about global warming and this is an open-ended activity. Expect learners to write varied answers. Correct them where necessary.

## Assessment opportunities

### Conversation

Talk to the groups of learners assessing if they understand what global warming is and its effects on their own lives.

### Product

Consider answers and assess whether they effectively answer the questions asked.

**Activity10: Talking about climate change** (*Refer to Learner's Book pages 30-31*)

**Learning activities**

**In groups**

This activity is aimed at using contrasts as a learning strategy, to compare and contrast the different elements. This strategy helps in classification and enabling the learners to distinguish between various ideas.

**Assessment opportunities**

**Observation**

Observe how groups begin the task of comparing what is being said. Guide them on how to use contrasting words such as while, on the other hand, but, etc.

**Conversation**

Talk to the learners about climate change. Ask them; do you think that the climate has changed? Why do you think so?

**Activity 11: Reading fiction on climate change** (*Refer to Learner's Book pages 31-32*)

**Learning activities**

**Before reading**

The before reading activity plays a major role in aiding the understanding of the story as it gives them an overview on what to expect from the story. Guide the discussion on the given questions. You could ask them what would they do if they found a very small fish on the shore of a lake. Give the learners an opportunity to share their views in class as this enhances their communication skills.

**As a class**

- Help learners to read the passage by selecting able readers to begin reading the passage aloud.
- Select less able readers to read shorter sections.
- 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.



## Assessment opportunities

### Conversation

Talk to groups of learners about the pictures, checking that they can describe the pictures correctly and relate the pictures to a story.

### Observation

Assess whether there is evidence of fluent pronunciation of words, observation of punctuation marks while reading and display of confidence while the learners are reading.

**Activity 12: New words and phrases** (*Refer to Learner's Book page 33*)

## Learning activities

### In groups

- Guide the learners to infer the meaning of all the unfamiliar words in the story. They can later use the dictionary to confirm if their inference was correct.
- Guide the learners to update their word bank by adding the new words and phrases learnt.

## Assessment opportunities

### Observation

Observe how learners are co-operating in their groups to come up with the correct meanings of the new words they have learnt.

**Activity 13: Oral discussion** (*Refer to Learner's Book pages 33-34*)

## Learning activities

### In groups

- This activity can be used to reinforce the importance of conserving the environment and protecting the animals and plants for a sustainable future.
- In asking learners to retell the story you are asking them to summarise the content. This will help them to identify key features, themes and ideas of the story.
- This activity prepares learners for the future and helps them consider what they may do if found on a dangerous situation on their own.

- In addition to that when they share what they have learnt, their speaking skills are enhanced.

## **Word attack**

### **Expected answers**

1. Climate
2. Environment
3. Atmosphere
4. Drought
5. Habitat

### **Assessment opportunities**

#### **Observation**

- Listen as the pupils retell the story “It makes a difference” and also talk about the lessons they have learnt from the story.
- Consider whether they are able to articulate their ideas effectively and whether they demonstrate creativity and imagination.
- By discussing the questions, they improve their critical thinking, creativity and innovation skills.

#### **Conversation**

Talk to the learners about starfish, ask them if they have ever seen one and what they would do if they found one at the seashore.

**Activity 14: Writing a balanced report on climate change** (*Refer to Learner’s Book page 34*)

### **Learning activities**

#### **In groups**

- During initial discussions about causes and effects of climate change help learners to consider the importance of environmental conservation. Help them to also consider both human activities and natural causes of climate change.
- Help learners to read the passages and in selecting the key points on the topic.
- Explain to them how to write the report by discussing the structure outlined in the Learner’s Book.

## **Assessment opportunities**

### **Conversation**

Talk to pairs of learners about the earlier passages on climate change, checking if they can describe the main points of the texts.

### **Product**

Read the reports written by the pupils. Consider if the sentence structures and the vocabulary used are proper.

### **Activity 15: A puzzle on climate (Refer to Learner's Book page 35)**

## **Learning activities**

### **In pairs**

- This is a problem solving learning technique which is the ability to identify and solve problems by applying appropriate skills systematically.
- It presupposes that learners can take on some of the responsibility for their own learning and can take personal action to solve problems, resolve conflicts, discuss alternatives and focus on thinking as a vital element of the learning.
- It provides students with opportunities to use their newly acquired knowledge in meaningful, real-life activities.
- Guide the learners on how to carry out the activity in the Learner's Book.

### **Expected answers**

Open activity (Accept relevant points and ideas.)

## **Assessment opportunities**

### **Observation**

Observe pairs of learners working together and consider how effectively they are co-operating with each other in order to compose an accurate puzzle.

### **Product**

Read the words and consider whether choice of vocabulary is effective in this context. Assess whether the learners can easily identify the words from the puzzle created and whether they understand the meaning of these words. Explain to them the meanings if it happens that they do not know.

## Activity 16: Further learning (*Refer to Learner's Book page 35*)

### Learning activities

- This task requires the learners to think outside the box. To promote this remind the learners of the words related to the topic climate change.
- Help the learners form mental images on what is likely to happen if people do not change. Verbal recall and visual images do appear to be separate but are actually related, and while the ability to use imagery is not directly related to measures of intelligence, vocabulary, and reading comprehension, the spontaneous use of imagination helps pupils to learn and understand prose and also to grasp abstract concepts.

### In groups

- Guide them on how to write an essay, for example: it is important to structure the essay in a way that it makes logical sense. Whatever the subject is, they should make sure that there is a good introduction and conclusion. The body should discuss the subject and make some references and examples if required.

### Assessment opportunities

#### Product

Read the essays written by the pupils, assess whether it is clearly written, and comprehensive. Choose the most creatively written essay, read it to the class and have it displayed on the noticeboard.

## Unit 3

# A SUSTAINABLE ECONOMY

*Refer to Learner's Book pages 36-47*

### Learn about

Learners should read a range of non-fiction (including extracts from books, and articles from journals and newspapers) about the issues facing the world in terms of sustainability and the future. They should work in small groups to discuss what they have read, list the issues about sustainability and the ways in which people are attempting to resolve them. They should consider the language people use in explaining the issues, and should make their own oral and written presentations of ways of achieving sustainability.

They should write a balanced report that sums up several points of view about sustainability and ways of achieving it.

They should listen (by recording or live) to someone talking about sustainability, or to people debating the subject. They should summarise the key points made and discuss the meaning of the complex language used. They should take part in their own debates in the issue and argue their own case. They should read some fiction on the subject that deals with visions of the future, and should write their own piece imagining the effects on their own area, family and friends.

### Key inquiry questions

- What are the issues of sustainability?
- How can we develop our economy in a sustainable way?
- What are the threats to our future?

Knowledge and understandings	Skills	Attitudes
<ul style="list-style-type: none"> <li>Understand extended speech of some degree of complexity and abstraction involving a number of speakers.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the key points of spoken English and infer meaning.</li> <li>Participate proficiently in discussions about sustainability, taking the initiative where possible.</li> <li>Understand and infer meaning from a range of texts.</li> <li>Write detailed reports covering essential points.</li> <li>Write extended texts using a wide variety of language.</li> <li>Understand complex language usage.</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate the importance of sustainability.</li> <li>Show confidence in discussing issues related to a sustainable future.</li> </ul>

**Contribution to the competences:**

**Critical thinking:** Analysing the need for sustainable development

**Communication:** Reading, sharing ideas, opinions in the groups

**Co-operation:** Group work respecting and appreciating other’s ideas and views

**Links to other subjects:**

1. Social Studies
2. Science

**Environment and sustainability:** Sustainable development

## **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 a sustainable economy. The activities will help learners to understand the importance of a sustainable economy.

There are many opportunities within this unit for learners to practise and improve their speaking and listening skills. There are many discussions to be held about a sustainable economy and learners should be encouraged to communicate clearly and effectively in order to share their experiences and knowledge for the benefit of others.

The activities listed here for this unit includes some written texts, but the focus is on speaking and listening skills. It is possible however to find alternative and additional texts that describe a sustainable economy. You may choose to set this as a research project or a 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 more about a sustainable economy. This could be a local priest or a politician.

## **Using the Learner's Book**

There are both words and pictures in the textbook. Your learners should be developing their confidence to read English competently, but it may still be necessary to support less able learners by reading passages aloud or by seating them next to a more able reader. This will ensure that reading is modelled and will help the development of English skills. Learners should be encouraged to read along with you or copy you where phrases are more complex. Passages in the Learner's Book are increasing in length and should be broken down into shorter phrases in most situations. This will enable you to check understanding as you progress through the text. Encourage learners to ask questions to clarify their understanding and enable more able learners to respond with further questions where appropriate. It is helpful to have

increasingly complex key words on posters or boards around the learning space if possible so that learners become familiar with spellings and relevant vocabulary. Learners could develop this collection as they progress through this unit.

### **The student competences**

This unit presents many opportunities for communication and opportunities to think critically and creatively about different aspects of a sustainable economy. 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 group leader. It is important in Primary 8 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.

### **Cross-cutting issues**

#### **Environment and sustainability**

This unit explains different issues on sustainability and the ways in which people are trying to achieve it. For example how the different population groups, through their consumption patterns, contribute to environmental pollution and consumption of environmental resources is a major issue when it comes to matters that deal with sustainability matters. This has been dealt with here considerably.

**Activity 1: Vocabulary on a sustainable economy** (*Refer to Learner's Book pages 37-38*)

#### **Learning activities**

Introduce the activity by asking the learners to say what they would like to change in their country when they grow up. They should give the reasons why they feel such change is necessary. Give the learners a chance to give as many ideas as they can.

#### **For example they could say:**

I would like to ensure that all roads are tarmacked, build more schools, etc.

#### **In pairs**

- Let them look at the pictures and interpret them. Let them talk about what is happening in the pictures.
- Remember by interpreting the pictures the learners improve their communication skills.



- Let the learners discuss what they think the future of South Sudan will be in terms of economy, infrastructure, etc.
- Give the learners a chance to share what they have discussed with the class.

### **Expected answers**

- a) Road construction
- b) People connecting electricity
- c) People tending to harvested maize
- d) A patient being attended to by a doctor

### **Individually**

- Briefly explain the words provided in the Learners Book using your own words.
- Guide the learners in filling in the blanks with the correct answers.
- Give the learners a chance to present their answers to the class.
- Remember by learners working in pairs their co-operation skills are improved.

### **Expected answers**

1. Economy
2. Literacy
3. Infrastructure
4. Industry
5. Developed

### **In groups**

- Read the words loudly and clearly.
- Let the learners repeat after you.
- Ask them to read the words in turns.
- Guide the learners on how to do the questions in groups.
- By constructing sentences, their critical thinking and communication skills are improved.
- Give the learners a chance to share their answers and give comments on the presentations. Ensure all the learners participate in the activity.

### **In pairs**

- Explore the words together as you assess which words the learners are already familiar with.
- Explain to them how the matching exercise should be done.
- Remind the learners to pay attention and not to rush in getting the answers. Let them match the words correctly.

- Give the learners a chance to share their answers.
- Remember working in groups promotes co-operation among the learners.

### Expected answers

1. **Economy:** The system of production and distribution and consumption
2. **Education:** Knowledge acquired by learning and instruction
3. **Industry:** The organised action of making goods and services for sale
4. **Infrastructure:** The stock of basic facilities and capital equipment needed for the functioning of a country or area

### Assessment opportunities

#### Conversation

Talk to pairs of learners about new words, check that they can use these words accurately and independently in different contexts.

#### Product

Consider the answers given. Is there evidence of accurate spelling of key words? Do the learners show an evidence of having understood the new words?

### Activity 2: Giving a speech on a sustainable future (*Refer to Learner's Book pages 38-39*)

### Learning activities

#### As a class

- Make the process of giving a speech much more enjoyable by letting the learners have a vision of how they want the end product to be. One way to find inspiration might be to see examples of what a good speech is. Some great sources for examples of good speeches are TED Talks, specifically ones by kids who have been trained in the art of giving speeches.
- Ask the learners to imagine they are in charge of all the agricultural resources in their country and let them discuss the plans for the future.
- Guide them in appointing a leader among them to deliver the speech. Encourage them to be confident and be patient with the shy ones.
- Let other members from other groups give their views on the presentations.
- Appreciate the learners for their effort.
- By learners giving a speech and discussing, they improve their communication skills.
- Conclude the activity by giving your own views regarding the presentation and give recommendations on how to make them better.

## **Expected answers**

This is an open question. Expect varied answers (speeches). Guide the learners accordingly.

## **Assessment opportunities**

### **Observation**

Observe as the learners give the speeches. Are they confident? Can they speak fluently and audibly? Were they able to involve the audience?

### **Product**

Consider the speech given by the learners, are all the key points captured? Are the sentences correct and clear?

## **Activity 3: Reading on sustainable future (Refer to Learner's Book pages 39-40)**

### **Learning activities**

Introduce the activity by asking the learners to say what was in the speeches that were given in the previous learning activity.

#### **As a class**

- Remind the learners that you are going to read a story as they listen attentively.
- Teach them on good listening skills-stay focused and avoid doing other activities while reading.
- Ask the learners to read the story in the Learner's Book in turns.
- Ensure they pronounce the words correctly.

## **Assessment opportunities**

### **Observation**

Listen as the learners read and check whether there is fluent pronunciation of words and confidence while they are reading.

## **Activity 4: New words and phrases (Refer to Learner's Book page 40)**

### **Learning activities**

#### **In groups**

- This activity is basically aimed to promote acquisition of new words through an understanding of their contextual usage.

- Guide the learners in identifying and explaining the new words and phrases in the stories.
- If possible they should not use a dictionary at first.

### **Expected answers**

Accept any relevant words and corresponding meaning.

### **Assessment opportunities**

#### **Product**

Read answers from learners that describe their understanding of the new words. Assess the extent to which learners can use a range of vocabulary with precision and understanding.

#### **Conversation**

Talk to the groups of learners, ask them questions about the new words they have identified, **for example** why do you think this word means so? They should be able to give reasons to support their answers.

### **Activity 5: Oral discussion (Refer to Learner's Book page 41)**

#### **In groups**

- In asking learners to retell the story you are asking them to summarise the content. This will help them to identify key features, themes and ideas of the passage.
- When they share their experiences, they learn and understand better the effects of floods to people.

### **Assessment opportunities**

#### **Observation**

Listen as the pupils retell the story and also narrate their own stories of how they were affected by the floods. Empathise with them and give them tips on what to do if they ever found themselves in such situations.

#### **Conversation**

Talk to the learners and consider whether they are able to articulate their ideas effectively and whether they demonstrate creativity and imagination.

## Activity 6: Answering comprehension questions (*Refer to Learner's Book pages 41-42*)

### In pairs

- Introduce by reviewing the previous activity on reading a story.
- Ask the learners re-read the story and mention some of the issues mentioned in the story “**A sustainable future**”.
- Answering comprehension questions is important as it provides students with a meaningful scaffold to better understand written language. It is also able to extract interesting and thoughtful responses from students as well as cultivate new ideas and new insights in students’ minds.
- Guide the learners to answer the questions in groups. Remind them to use the story to support their answers.
- Let the learners discuss as they answer the questions given.
- By discussing the questions, they improve their critical thinking and communication competences.
- Ask the learners to make an oral and written presentation of what they have discussed.
- Give each group a chance to present their answers to the class.
- Remember by learners working in groups, competence of co-operation is promoted since the learners are able to appreciate other people’s ideas or views.

### Expected answers

1. The story is about a dedicated worker who was determined to have a sustainable future.
2. Health care, water and sanitation
3. Lack of peace
4. Accept any relevant answers.

### Individually

- Guide them in finding the meaning of the above words before the construction of sentences.
- Guide learners to construct sentences using the words given. This activity promotes problem solving skills as well as creativity.

## **Presentation**

- Give the learners a chance to share their answers with the class.
- Remember by sharing answers with the class, they improve their communication skills.

## **Expected answers**

This is an Open-ended activity. Expect learners to write varied answers. Provide the necessary guidance.

## **Word attack**

### **In pairs**

(Open-ended)

### **(b) Individually**

1. Infrastructure
2. Conserve
3. Economy
4. Employed
5. Education

## **Assessment opportunities**

### **Observation**

Observe as the learners engage in discussion. Identify learners who may be having difficulties in understanding and offer the necessary assistance.

### **Product**

Consider the answers given by the learners and confirm if they are right and relevant.

**Activity 7: A debate on a sustainable future (Refer to Learner's Book pages 42-43)**

## **Learning activities**

### **As a class**

Debate sharpens a student's ability to think and listen critically, as well as articulate their thoughts confidently and persuasively. The ability to think critically is essential for children and it cannot be over emphasised.

- Let them divide themselves into two groups.
- Remind them that they are going to hold a debate.

- Introduce the motion of the day: ‘It is the responsibility of the government for a country to have a sustainable economic future’.
- One group should oppose the group and another one propose the motion.
- Help the learners in appointing the leaders-speaker, time keeper, etc.
- Observe as they begin the motion. Ensure the debate rules are observed to the letter.
- Marks to be awarded by the secretary.
- Appreciate the winning team.
- Correct where necessary.
- Conclude the lesson by summarising the key points for and against the motion.

### **Assessment opportunities**

#### **Observation**

Watch as the pupils argue out their points. Pay particular attention to how they pronounce words and correct where necessary. Encourage the shy ones and the ones experiencing difficulties.

#### **Product**

Read the answers provided for the questions and check for evidence of clear understanding of the words.

**Activity 8: Act a dialogue on a sustainable economy (*Refer to Learner’s Book page 43*)**

### **Learning activities**

Introduce the activity by asking learners why it is important to take care of the environment and what they can do to take care of the environment.

#### **In pairs**

- Tell the learners that you are going to read the dialogue as they listen.
- Be loud enough and pronounce the words correctly.
- You can show them how to dramatise, use facial expressions, tonal variations among others when reading the dialogue.
- Give the learners a chance to role-play the dialogue in class and give comments on the presentations.

### **In groups**

- Let the learners read the dialogue again.
- Let the learners summarise the points made about a sustainable future in the dialogue.
- Give the learners a chance to present their summary.

### **As a class**

1. Let the learners discuss other issues that need attention for a sustainable future that Achol and Ladu did not highlight in the dialogue.
2. Give the learners a chance to share their answers to the class.

### **Answers**

This is an Open-ended activity. Expect learners to give varied answers. Correct them where necessary.

### **Assessment opportunities**

#### **Observation**

Observe as the learners act out the dialogue. Are they able to incorporate other non-verbal aspects of communication such as intonation, facial expressions dramatic pauses, gestures to mention but a few in their acting ?

### **Activity 9: A poem on a sustainable economy (Refer to Learner's Book pages 44-45)**

#### **Learning activities**

Introduce the activity by reviewing the previous activity on a dialogue on a sustainable economy by asking any pair of learners to role-play a conversation on a sustainable future.

Poetry allows learners to paint sketches of their lives, using metaphors, imagery and symbolic language to describe painful experiences, or parts of themselves that they are not ready to share. Poetry also allows learners to put language to use to make it serve a deep internal purpose. Encourage the learners to appreciate poetry.

#### **As a class**

- Remind the learners to be attentive as you read the poem to them.
- Ensure you articulate the words poetically in correct tone and pronunciation.
- Explain to them what the poem is about using your own words.
- Point out some lines from the stanza as you explain to them what each means.



- Help the slow learners pronounce the words properly as they check on their intonation.
- Discuss the message in the poem.
- Remember working in groups improves their co-operation skills.

### **In groups**

Guide the learners in discussing the oral questions. The oral questions are important as they aid a better understanding of the poem.

### **Presentation**

- Give learners a chance to recite their poems to class.
- By reciting the poem to the class, their communication skills are promoted.

### **Assessment opportunities**

#### **Observation**

Observe as the learners recite the poem. Are they able to incorporate other non-verbal aspects of communication such as intonation, facial expressions, dramatic pauses, and others while reciting the poem? Do they seem to enjoy and appreciate poetry?

**Activity 10: Answer comprehension questions** (*Refer to Learner's Book page 45*)

### **Learning activities**

Introduce the activity by asking the learners to read the poem 'In Service of the Earth' again.

#### **In pairs**

1. Guide the learners in discussing the questions with reference to the poem.
2. Encourage all the learners to participate in the discussion.
3. Offer assistance where necessary.

#### **In groups**

1. In small groups, let the learners talk about how the future would be in terms of crime rate, corruption levels, social amenities, the economy, etc.
2. Let the learners come up with a poem highlighting some of the things that will happen in the future.
3. Ask the learners to write the poem. It would be better if you brought sample poems on the same subject to model to the learners.
4. Let the learners read it and recite to the class.

## Assessment opportunities

### Conversation

Talk to the groups of learners and ask them relevant questions to assess whether they have an understanding of consequences of human activities in future.

### Product

Consider the poem written by the learners. Is there any sound pattern in the poem? Did the learner add any imagery or a simile ?

### Activity 11: Talking about a sustainable economy (*Refer to Learner's Book page 46*)

## Learning activities

### In groups

- Introduce the activity by promoting an understanding of sustainability among the learners. Sustainable development aims to address all the environmental, economic, and socio-political problems, without compromising either one and without jeopardising human capability and development in future.
- There are different ways of achieving this, for example by advancing education including secondary and vocational education, and building skills to help ensure that all of society can contribute to solutions that address today's challenges and capitalise on opportunities. Creating employment opportunities, especially for women and youth, to drive green and sustainable growth among others.
- Guide and observe them as they discuss.
- Let each group present their answers to the class and give comments on the presentations.

### Answers

This is an Open-ended question. Expect varied answers. Guide the learners accordingly.

## Assessment opportunities

### Observation

Watch the groups of learners discussing the topic, note the relevance of their points as well as their understanding on sustainability.

## **Product**

Read the pieces of writing from learners about matters of sustainability. Assess whether there is enough variety of content, whether the sentences are grammatical and whether there is a smooth transition in the writing.

### **Activity 12: Writing a report on a sustainable economy (Refer to Learner's Book page 48)**

## **Learning activities**

Introduce by reviewing the previous activity on **Talking about a sustainable future**.

Let a few learners talk about a sustainable future, for example: The future will be free from crime, good schools, no corruption, etc.

## **In groups**

1. Let the learners in small groups; come up with a report based on the information on a sustainable future with reference to what is in this unit.
2. Let the learners write the report. Remind them to check the structure of the report discussed earlier.
3. By learners coming up with a report, their creativity is enhanced.

## **Presentation**

Give the learners a chance to present their report to the class. Remember by presenting the report to the class, their communication skills are promoted.

## **Expected answers**

This is an open exercise. Guide the learners appropriately.

## **Product**

Read the reports from learners about a sustainability economy. Assess whether there is enough variety of content and all the sub-topics mentioned in the Learner's Book have been covered adequately.

### **Activity 13: Writing about occupations (*Refer to Learner's Book pages 46-47*)**

#### **Learning activities**

Review the previous activity on report writing. Let a few learners present their reports as others give their comments on the presentations. Remind them a good report should have a title, relevant sub-topics and points to support them.

#### **As a class**

Let them read the extract. Remind them about the good reading skills for example one should not point at the book while reading or regress.

Remember by giving the learners a chance to present their answers to the class you will promote their communication skills.

#### **In pairs**

- Guide the discussion on how the future might be. A good way to do this is by asking relevant questions for instance; why do you think the water levels would be lower in the near future? Would there be enough food for everyone? Why do you think so? Why are the visions good?
- Give learners your own imagination on how you think the future would be like for instance when it comes to education, health services, infrastructure, mortality rate.
- Let the learners write their own visions about the future. This is particularly important as it creates awareness among the learners.

#### **Answers**

Expect varied answers since it is an Open-ended activity. Provide the relevant guidance.

#### **Assessment opportunities**

#### **Product**

Read the writings from learners about their visions of the future. Check if there is enough content, grammatical construction of sentences and correct spelling.

## Activity 14: Further Learning (*Refer to Learner's Book page 47*)

### Learning activities

- Provide the learners with stories from newspapers books, journals, magazines, etc, that talk about a sustainable economy.
- Guide them in reading and summarizing the key points.
- Let them add the information in their facts book.

### Assessment opportunities

#### Product

Read the parts written by the learners about a sustainable economy. Check whether they are relevant and clear.

## Activity 15: In summary (*Refer to Learner's Book page 47*)

### Learning activities

#### Individually

- Poster making and poster presentation is an activity that is common in many classrooms. It is effective in facilitating learning as it helps to stimulate the flow of ideas and encourages students to think out of the box. Presenting the posters in front of the class also opens up a forum of discussion for the learners.
- Poster presentation of the topics is always more visually appealing and interesting instead of listing or writing down the same on the black board.
- In this task give words related to the topic democracy and ask the students to form a poster.

#### In groups

- Ask them to list down all the ways of achieving a sustainable future as highlighted in this unit.

## **Expected answers**

- a) Improving infrastructure
- b) Building of schools
- c) Improving the economy
- d) Stopping corruption
- e) Living in a clean environment

*(Accept any correct way of achieving a sustainable future.)*

- Give the learners sample posters to help them design their own posters.
- Guide the learners in selecting the most creatively written poster which can then be hung on the noticeboard.

## **Assessment opportunities**

### **Product**

Observe the posters made by each learner, assess whether it is clearly written, eye catching, and also comprehensive. Choose the most presentable poster and let it be hung in class. Better still allow the learners to vote for the best poster.

## Unit 4

# CONFLICT RESOLUTION

(Refer to Learner's Book pages 48-61 )

### Learn about

Learners should read a range of non-fiction (including extracts from books and articles from journals and newspapers) about contemporary conflicts and the efforts being made to resolve them. They should work in small groups to discuss what they have read, list the causes of conflict and the ways in which people are attempting to resolve it. They should consider the language people use in explaining the issues, and should make their own oral and written presentations of the causes of conflict and the ways of achieving reconciliation.

They should write a balanced report that sums up several points of view about conflicts and ways of resolving them.

They should listen (by recording or live) to someone talking about conflict resolution or to people debating the subject. They should summarise the key points made and discuss the meaning of the complex language used. They should take part in their own debates in the issue and argue their own case.

### Key inquiry questions

- Why do people engage in conflict?
- How do you avoid conflicts?
- How can we resolve conflicts?

Knowledge and understandings	Skills	Attitudes
<ul style="list-style-type: none"> <li>Understand extended speech of some degree of complexity and abstraction involving a number of speakers.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the key points of spoken English and infer meaning.</li> <li>Participate proficiently in discussions, taking the initiative where possible.</li> <li>Understand and infer meaning from a range of texts.</li> <li>Write detailed reports covering essential points.</li> <li>Write extended texts using a wide variety of language</li> <li>Understand complex language usage.</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate the importance of conflict resolution.</li> <li>Show confidence in discussing issues related to conflicts resolutions.</li> </ul>

**Contribution to the competences:**

**Critical thinking:** Analysing reasons for conflicts and ways of resolving them.

**Communication:** Reading, sharing ideas, opinions in the groups

**Co-operation:** Group work respecting and appreciating other’s ideas and views.

**Links to other subjects:**

Social Studies

**Peace Education:** Conflict resolution

**Assessment opportunities**

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

- Observation
- Conversation
- Product



## **An outline of the learning**

This unit will help learners develop their vocabulary in relation to conflict resolution. The activities will help learners to understand why it is important to resolve conflicts peacefully.

There are many opportunities within this unit for learners to practise and improve their speaking and listening skills. There are many discussions to be held about conflict resolution and learners should be encouraged to communicate clearly and effectively in order to share their experiences and knowledge for the benefit of others.

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 conflict resolution. You may choose to set this as a research project or a 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 talk more about conflict resolution. This could be a local priest or a politician.

## **Using the Learner's Book**

There are both words and pictures in the textbook. Your learners should be developing their confidence to read English competently, but it may still be necessary to support less able learners by reading passages aloud or by seating them next to a more able reader. This will ensure that reading is modelled and will help the development of English skills. Learners should be encouraged to read along with you or copy you where phrases are more complex. Passages in the Learner's Book are increasing in length and should be broken down into shorter phrases in most situations. This will enable you to check understanding as you progress through the text. Encourage learners to ask questions to clarify their understanding and enable more able learners to respond with further questions where appropriate. It is helpful to have increasingly complex key words on posters or boards around the learning space if possible so that learners become familiar with spellings and relevant vocabulary. Learners could develop this collection as they progress through this unit.

## **The student competences**

This unit presents many opportunities for communication and opportunities to think critically and creatively about different aspects of conflict resolution. 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 group leader. It is important in Primary 8 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 instill an appreciation and respect for conflict resolution in South Sudan.

### **Links to other subjects**

This unit provides a good opportunity to link into Social Studies. Conflicts if not handled carefully can result to a lot of social issues such as war, loss of lives and property.

### **Cross-cutting issues**

**Peace Education:** Through discussion of conflict resolution, it is possible to promote peace as awareness on how to resolve various conflicts peacefully using the laid down procedures is created.

**Activity 1: Vocabulary on conflict resolution (Refer to Learner's Book pages 49-50)**

### **Learning activities**

- Introduce this activity by asking the learners their understanding of the terms conflict and resolution. Based on the answers you get from the learners clearly define conflict and resolution. **Conflict** can be defined as a clash or a disagreement, often violent while **Resolution** is the moment in which a conflict ends and the way forward is clear.
- Encourage all the learners to take part in the question and answer exercise.

### **In pairs**

- Let the learners look at the pictures and discuss the content.
- Give the learners a chance to share what they have discussed to the class.
- Give the learners a chance to present their answers and give comments on the presentation.

### **In groups**

- Let the learners list down at least five causes of conflicts in the society.
- In groups, let the learners share their answers to the class.
- Remember working in pairs will promote co-operation and the discussion will enhance their communication skills. Interpreting the pictures improves

their critical thinking and creativity skills.

### **Expected answers**

Being an open-ended question, expect varied answers. Guide the learners accordingly.

### **Individually**

- Explain to the learners how filling in blank spaces should be done.
- Let the learners be accurate as they fill in the blank spaces.
- Give the learners a chance to share their answers to the class.
- Remember by the learners working in groups, co-operation is promoted.

### **Expected answers**

1. honest, peacefully
2. revenge, disagreement
3. hurt, forgive

### **As a class**

- Divide the learners into two groups. Since the learners have an idea of how a debate should be done, let them carry out the exercise as you observe.
- Ask them to debate on the motion: ‘There can never be peace without justice.’
- Remember by participating in a debate, their critical thinking, communication and co-operation competences are promoted.

### **Assessment opportunities**

#### **Conversation**

Talk to groups of learners about the pictures, checking that they can describe the pictures correctly.

#### **Product**

Read the answers provided by the learners. Assess whether there is evidence of an understanding of the new words they have described. Also look at the answers provided on the word attack. Is there an evidence of using an increasing range of vocabulary?

#### **Observation**

Watch the learners as they debate. Are they confident while talking? Can they maintain eye contact? Are they pronouncing their words correctly? Can they clearly argue out their points persuasively using words like, **nevertheless**, **therefore** among others?

## **Activity 2: Role-play on conflict resolution (Refer to Learner's Book page 51 )**

### **Learning activities**

This is a good opportunity to teach learners how to resolve conflicts that arises during day to day interaction. Guide them on the correct way of resolving the conflicts suggested in the Learner's Book.

### **In groups**

- Divide them in groups of six.
- Ask them to come up with any conflict like quarrelling over ownership of a book or pen etc.
- One of them should act as a mediator.
- Explain to them the meaning of a mediator.
- A mediator is a person who attempts to make people involved in a conflict come to an agreement; he or she is a go-between.
- The mediator should help bring the conflict to an end.
- Let the mediator talk to both parties until they reconcile.
- Observe the act in all groups.
- Give a chance to all the groups to present before the class in turns.

### **Assessment opportunities**

#### **Conversation**

Talk to groups of learners about the pictures, ask them questions on conflict resolution, for example; what would you do if someone took your pen and insisted it was theirs? Do you think it is good to fight people who offend you? They should give reasons for their answers.

#### **Product**

Read the answers provided by the learners. Guide them on the correct thing to do.

### **Activity 3: Reading about conflict resolution (*Refer to Learner's Book pages 51-52*)**

#### **Learning activities**

##### **Before reading**

Introduce the activity by discussing the before-reading questions. By asking the learners to talk about what they think the story is about or just by looking at the title you are creating interest and making learning more exciting.

##### **As a class**

- Help learners to read the passage by selecting able readers to begin reading the passage aloud.
- Select less able readers to read shorter sections.
- 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.
- Let them read the story in turns.
- Remind them to check on their intonation and pronunciation.

#### **Assessment opportunities**

##### **Observation**

Assess whether there is evidence of fluent pronunciation of words, observation of punctuation marks while reading and display of confidence while reading.

### **Activity 4: New words and phrases (*Refer to Learner's Book page 52*)**

#### **Learning activities**

##### **As a class**

- Let them identify other unfamiliar words and infer the meaning, you should discourage them from using the dictionaries though.
- Use one example of a word and take them through the process of inferring its meaning as used in the passage.
- Guide the learner to update the word bank by adding the new words and phrases learnt.

#### **Assessment opportunities**

##### **Observation**

Observe the way the learners are inferring the meanings of words as they are used in the context. Are they able to come up with correct meanings?

## Activity 5: Oral discussion (*Refer to Learner's Book page 53*)

### Learning activities

#### In groups

- This activity can be used to show the importance of resolving conflicts peacefully.
- In asking learners to retell the story you are asking them to summarise the content. This will help them to identify key features, themes and ideas of the passage.

### Assessment opportunities

#### Observation

Listen as the pupils retell the story and also narrate their own experiences of violence. Empathise with them and guide them how to react whenever they feel mistreated.

Consider whether they are able to articulate their ideas effectively and whether they demonstrate creativity and imagination.

## Activity 6: Answering comprehension questions (*Refer to Learner's Book page 53*)

### Learning activities

#### In groups

- Let the learners discuss and answer the questions given.
- Guide them on how to answer the comprehension questions.
- By discussing the questions, they improve their critical thinking, creativity and innovation skills.

### Expected answers

1. How women are still healing from post-election violence
  2. Disputed election results
  3. By women starting a group to promote peace in the slums
- (Accept any relevant answer)

### Assessment opportunities

#### Product

Read the answers provided by the learners. Did the learners use the story to support their answers?

## Activity 7: Making oral and written presentations (*Refer to Learner's Book pages 53-54*)

### Learning activities

#### As a class

- Make this activity fun. Introduce it by reviewing the previous activity on reading a story.
- Select a few volunteers to act as journalists. They should then interview their classmates on the causes of conflicts and how to resolve them.
- Let the learners make written and oral presentations of conflicts and reconciliation as they give comments on the presentations.
- Appreciate the learners for the effort.

#### Individually

1. Guide the learners to match the words in A with their meaning in B in the Learner's Book.
2. Give the learners a chance to present their answers to the class.
3. Remember by sharing answers to the class, they improve their communication skills.

#### Expected answers

1. **Resolution:** finding a solution to a problem
2. **Reconcile:** to recreate friendly relationships
3. **Peace:** the state prevailing during the absence of war
4. **Mediate:** act between parties with a view to reconciling differences
5. **Conflict:** a state of opposition between persons, ideas or interest

#### Assessment opportunities

##### Product

Read answers from learners and check if the answers are correct. Guide where necessary.

##### Observation

Look at the learners working together and consider how well they are working together as they interview and get interviewed by others.

## **Activity 8: Acting about conflict resolution** (*Refer to Learner's Book pages 54-55*)

### **Learning activities**

Introduce the activity by reviewing the previous learning Activity 5. Let the learners make oral presentations on conflict resolution.

### **In pairs**

- Remind the learners about good listening skills since you are going to read a dialogue as they listen.
- Pay attention to your intonation and pronunciation.

### **In groups**

- Refer the learners to the group activity.
- Let the learners read the dialogue.
- Ask the learners to role-play the dialogue in groups. This will promote co-operation and their communication skills.
- Give the learners a chance to role-play the dialogue to the class.

### **As a class**

Guide the learners to summarise the key points in the dialogue on conflict and reconciliation. This will promote their creativity skills.

### **Answers**

This is an Open-ended activity. Expect learners to write different summary points on conflicts and reconciliation based on the dialogue. Correct them where necessary.

### **Assesment opportunities**

#### **Observation**

Watch as the learners role-play the dialogue. Check on correct pronunciation of words.

#### **Product**

Read the summary written by the learners. Check whether the content is enough and relevant.



### **Activity 9: Reading an extract on conflict resolution (*Refer to Learner's Book page 55*)**

Introduce the activity by asking the learners to act out the conversation in the previous learning activity on pages 54-55 the Learner's Book. Guide the before reading discussion which is basically meant to expose learners to ways on how to forgive others.

#### **As a class**

Let the learners read the extract after you have read.

#### **In groups**

1. Let the learners get into their different groups and ask them to discuss what they have read in the extract.
2. Give the learners a chance to present their answers.
3. Remember by engaging in group work the competence of co-operation is promoted.

#### **Answers**

This is an Open-ended activity. Expect learners to write varied answers. Correct them where necessary.

#### **Assesment opportunities**

##### **Observation**

Assess whether there is evidence of fluent pronunciation of words, observation of punctuation marks while reading and display of confidence while reading

##### **Conversation**

As you talk to the learners about those who have wronged them, check if they are capable of forgiving. Give necessary guidance.

### **Activity 10: Oral discussion (*Refer to Learner's Book page 56*)**

#### **Learning activities**

- Introduce the activity by asking learners to read again the story in the previous activity.

## **In groups**

- Guide the learners to discuss the questions in this Learner's Book. They should use the story to support their answer.

## **Assessment opportunities**

### **Observation**

Watch as the learners discuss the questions and assess how well they are able to articulate their answers.

## **Activity 11: Writing a balanced report on conflicts and reconciliation** *(Refer to Learner's Book page 56)*

### **Learning activities**

- Introduce the activity by reviewing the previous activity lesson on reading an extract.
- Let the learners read the extract in Activity 9 Learner's Book page 50.
- Remind the learners about the structure of a report previously covered earlier.
- Remind them that the writing should be grammatical and they should use a sentence structures.
- Tell the learners to present their writing appropriately using the laid down structure already discussed. The report should talk about causes of conflicts, how to resolve and avoid conflicts.
- By learners coming up with a report, their creativity and critical thinking is enhanced.

### **Presentation**

Give the learners a chance to present their report to the class. Remember by presenting the report to the class, their communication skills is promoted.

### **Answers**

This is an open exercise. Guide the learners appropriately.

## **Assessment opportunities**

### **Products**

Read the reports written by the students. Check for the content and structure of the report as well as the spelling of the words.

## **Activity 12: Talking about conflict resolution (*Refer to Learner's Book pages 57-58*)**

### **Learning activities**

Introduce the activity by reviewing the previous activity on writing a balanced report on conflict resolution and reconciliation in the Learner's Book. This activity is aimed at showing the inevitability of conflict and how to handle conflicts.

### **In groups**

- Ask the learners to read what the different speakers are talking about climate change in the story.
- Let them discuss the questions. Encourage all of them to participate in the discussion.

Remember through discussion, the learners improve their communication skills.

### **Word attack**

### **Individually**

- Guide the learners to write correct sentences that are well-punctuated using the given words.
- Give the learners a chance to present their answers to the class.

### **Answers**

This is an Open-ended question. Expect varied answers. Guide the learners accordingly.

### **Assessment opportunities**

#### **Product**

Read the sentences written by the learners. Is there correct punctuation? Are the sentences grammatically correct? Do they make sense?

## **Activity 13: Reading a story on conflict resolution (*Refer to Learner's Book pages 58-60*)**

### **Learning activities**

Review the previous activity on talking about conflicts and reconciliation by asking the learners oral questions. Then engage the learners in the before reading activity. This will help gauge their maturity when provoked. Advise the learners accordingly.

### **In pairs**

- Let them read the extract.
- Check on correct pronunciation of words.

### **In groups**

Let the learners answer the questions using the story.

### **Expected answers**

1. Loss of property, insecurity,
2. Open-ended( accept any relevant answers)

### **Individually**

- Let the learners write their own piece on conflicts and reconciliation.
- Guide them to be as imaginative as possible.
- Give the learners a chance to present the story to the class. Remember this will promote their communication skills.

### **Answers**

Being an open question, expect different essays from learners. Guide them appropriately.

### **Observation**

Assess whether there is evidence of fluent pronunciation of words, observation of punctuations marks while reading and display of confidence while reading.

### **Conversation**

Talk to learners on the writing activity. Identify what they might have and give the necessary assistance.

**Activity 14: A puzzle on conflict resolution (*Refer to Learner's Book page 60*)**

### **Learning activities**

Introduce the activity by reviewing the previous activity on conflicts resolution.

### **In pairs**

- Ask them to create a puzzle on conflict resolution .
- This is a problem solving learning technique which is the ability to identify and solve problems by applying appropriate skills systematically.

- It presupposes that learners can take on some of the responsibility for their own learning and can take personal action to solve problems, resolve conflicts, discuss alternatives, and focus on thinking as a vital element of the learning.
- It provides students with opportunities to use their newly acquired knowledge in meaningful, real-life activities.
- Let them exchange their puzzles.
- Ask the learners to circle the words they have learnt in this unit.
- Give the learners a chance to read the words to the class.
- By looking for the words in the puzzle, their creativity and thinking skills are enhanced.

### **Expected Answers**

This is an open exercise. Guide the learners appropriately.

### **Observation**

Watch as the learners work together, see if they are co-operating well with each on the task at hand.

### **Product**

Read answers provided by the pupils and consider whether choices of words are correct in the given contexts.

## **Activity 15: Further Learning (Refer to Learner's Book page 60)**

### **Learning activities**

Introduce the activity by reviewing previous activity by asking learners to say the words learnt in the unit of conflicts and reconciliation.

### **In groups**

- Let the learners find out other causes of conflicts and ways of finding reconciliation.
- Guide them in reading from magazines, journals, etc.
- Let them have ample time to research before they present what they have found.
- Give the learners a chance to present what they have written to the class.
- Appreciate the learners for their effort.

## **Expected answers**

Expect varied answers since it is an Open-ended activity. Provide the relevant guidance.

## **Product**

Read the points raised by learners. Check for relevancy of the content.

### **Activity 16: In summary (Refer to Learner's Book page 61)**

## **Learning activities**

Introduce the activity by reviewing the previous activity on further learning on Learner's Book. Ask them oral questions like; what did you find about conflict resolution in your research? How can we resolve conflict?

## **Individually**

- Let the learners summarise the key points about conflict resolution.
- Give the learners a chance to present their summary.
- Remember by presenting the answers the learners improve their communication skills.

## **Answers**

Expect varied essays since it is an Open-ended question. Provide the relevant guidance where necessary.

## **Assessment opportunities**

### **Conversation**

Talk to groups of learners about conflict resolution, ask them prompting questions to assess whether they grasped and understood the importance of conflict resolution learnt in this unit.

## Unit 5

# SHORT STORIES

Refer to Learner's Book pages 62-74

Learn about	Key inquiry questions
<p>Learners should read and listen to a sample of short stories from Africa and around the world. They should work in small groups to identify what they contain and the different ways in which they have been structured, how characters have been created and the key themes they contain. Learners should work in groups to make a presentation (using ICT where possible) to the class, summarising one short story or author and explaining its importance and its themes and structure.</p> <p>They should make a particular study of passages from two different authors, ideally from different countries, and make a comparison of their styles and the way they approach their themes.</p> <p>They should write a short story of their own using their own themes and plots.</p>	<ul style="list-style-type: none"><li>• What is the form a short story?</li><li>• How do authors achieve their effects?</li><li>• How can we write a short story ourselves?</li></ul>

Knowledge and understandings	Skills	Attitudes
<ul style="list-style-type: none"> <li>• Know the vocabulary and form associated with short stories.</li> <li>• Understand a range of short stories.</li> <li>• Understand complex language usage and critical application of the elements across subjects in both familiar and unfamiliar contexts.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the majority of points and infer the meaning of a range of authentic passages and conversation spoken at near native speed.</li> <li>• Participate proficiently in discussions relating to a variety of situations and topics, taking the initiative where possible.</li> <li>• Identify how character and setting are created in literature, and how plot is developed in literature.</li> <li>• Write extended texts using a wide range of language in a variety of register.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate with confidence.</li> <li>• Appreciate the meaning of important plays.</li> </ul>

**Contribution to the competences:**

**Critical thinking:** Analysing the form and structure of different authors' writing

**Communication:** Presentations

**Co-operation:** Group works

**Links to other subjects:** ICT

**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 short stories. There are many opportunities within this unit for learners to practise and improve their speaking and listening skills. There are many discussions to be held about short stories and learners should be encouraged to communicate clearly and effectively in order to share their experiences and knowledge for the benefit of others.

The activities listed here for this unit includes some written texts, but the focus is on speaking and listening skills. It is possible however to find alternative and additional texts that describe short stories. You may choose to set this as a research project or a 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 talk more about conflict resolution.

## **Using the Learner's Book**

There are both words and pictures in the textbook. Your learners should be developing their confidence to read English competently, but it may still be necessary to support less able learners by reading passages aloud or by seating them next to a more able reader. This will ensure that reading is modelled and will help the development of English skills. Learners should be encouraged to read along with you or copy you where phrases are more complex. Passages in the Learner's Book are increasing in length and should be broken down into shorter phrases in most situations. This will enable you to check understanding as you progress through the text. Encourage learners to ask questions to clarify their understanding and enable more able learners to respond with further questions where appropriate. It is helpful to have increasingly complex key words on posters or boards around the learning space if possible so that learners become familiar with spellings and relevant vocabulary. Learners could develop this collection as they progress through this unit.

## **The student competences**

This unit presents many opportunities for communication and opportunities to think critically and creatively about different aspects of short stories. 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 group leader. It is important in Primary 8 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 and correct grammar. The activities provide a variety of ways to instill an appreciation and respect for short stories in South Sudan.

## **Cross cutting issues**

### **Life skills**

Important core values can be imparted among the learners through storytelling. These core values will be important in future interactions with others.

### **Activity 1: Vocabulary on short stories (Refer to Learner's Book pages 63-64)**

### **Learning activities**

- Introduce by asking the learners to narrate a short story. Give as many learners as possible a chance to narrate a story.
- Give the learners a chance to give as many ideas as they can.
- Remind the learners about the qualities of a good narrator: audible, humorous, good intonation, interacting with the audience, confidence, etc.

### **In pairs**

- Let the learners look at the pictures and interpret them. Let them talk about what is happening in the pictures.
- Remember by interpreting the pictures the learners improve their **communication skills**.
- Ask the learners to discuss the questions in the Learner's Book.
- Let the learners narrate their stories.
- Give them a chance to narrate short stories before the class.
- Listen attentively and be keen on the pronunciation of the words and the sentence structures.

### **Additional notes for the teacher**

#### **Definition of a short story**

A narration written in prose form but shorter than a novel. It is normally read in one sitting.

## Major themes in short stories

- Marriage
- Poverty
- Politics
- Bad governance
- Corruption
- Love
- Nepotism
- War and peace

### How to write short stories

The first step to writing a short story is to, write the basic story in one sitting. This is basically just telling the story and not thinking about it too much.

Next, identify the protagonist, the main character in a story. The protagonist isn't necessarily the narrator, nor is she or he necessarily the "good guy" in the story. Instead, the protagonist is the person who makes the decisions that drive the story forward. Protagonist centres the story, drives the plot, and his or her fate gives the story its meaning. As you move forward in the writing process, it's important to choose the right protagonist.

Great first lines have the power to entice your reader enough that it would be unthinkable to set your story down. If you want to hook your reader, it starts with writing the perfect first line. See if you can tell the entirety of the story in a single sentence.

Decide on the setting of the story. This is basically where the events described in the story takes place.

Then write and edit. Different people write differently. Some write fast in multiple drafts, others write slow and edit as they go. Remember to thoroughly edit your story.

Finally share the story with others, for instance classmates, friends, family or the entire school.

### In groups

- Guide the learners on how to match the words in column A with their meaning in the Learner's Book.
- Give the learners a chance to share their answers.
- Remember by constructing sentences, their critical thinking and communication skills are improved.

## Expected answers

A	B
Theme	The main subject of a given story.
Story	A message that tells the particulars of an act or occurrence or course of events; presented in writing or drama or cinema.
Setting	Place and time in a story
Plot	The flow of ideas in a story)
Narrate	To give a detailed account of something.
Character	An imaginary person represented in a work of fiction (play, film or story).

## Assessment opportunities

### Product

- Check the learners writings and assess whether they are captivating and creative.
- Check for spelling mistakes. Encourage learners to improve their handwritings and make them neat.
- Encourage peer marking; ask learners to exchange their books and give comments on the stories about:
  - (a) **The things they like**
    - I liked the bit where...
    - I like these words...
    - You have a good...
    - I thought this was...
  - (b) **The things they would improve**
    - You were not clear about...
    - You have not told me...

- Have you thought about...
- Could you have left out...?

### Activity 2: Reading an extract (*Refer to Learner's Book page 64*)

#### As a class

- Help learners to read the extract by selecting able readers to begin reading the extract aloud.
- 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.
- Ask the learners to discuss and answer the questions in pairs.

#### Assessment opportunities

##### Conversation

Talk to groups of learners about the pictures, checking that they can describe the pictures correctly and relate the pictures to a story.

##### Observation

Assess whether there is evidence of fluent pronunciation of words, observation of punctuation marks while reading and display of confidence while reading.

### Activity 3: New words and phrases (*Refer to Learner's Book page 64*)

#### In groups

- Let them identify other unfamiliar words and infer the meaning. You should discourage them from using the dictionaries though.
- Use one example of a word and take them through the process of inferring its meaning as used in the passage.
- Guide the learners to add the words to the a **word bank book** .

#### Assessment opportunities

##### Observation

Observe how learners work in their groups to come up with the correct meaning of the new words. Is their pronunciation correct?

##### Product

Consider the answers provided by the learners and check if they are correct in the given context.

### **Activity 4: Oral discussion** (*Refer to Learner's Book page 65*)

#### **In groups**

- This activity can be used to highlight the key elements of short stories such as themes, setting and characters.
- Guide the learners to discuss the questions orally.

#### **Expected answers**

1. Msitu forest
2. Christine and Peter
3. Theme of loss Christine is troubled at the thought of losing Peter. ( Accept any other relevant answer.)
4. Fiction. Because it seems it is a work of imagination, there is no evidence that the characters and the place mentioned in the story actually exist in reality.
5. Accept any relevant answer.

#### **Assessment opportunities**

##### **Observation**

Listen as the learners discuss the questions. Consider whether they are able to articulate their ideas effectively and whether they demonstrate creativity and imagination.

##### **Conversation**

Talk to the learners about the various elements of short stories such as characters, themes among others.

### **Activity 5: Role-playing short stories** (*Refer to Learner's Book page 65*)

#### **Learning activities**

Introduce the activity by reviewing the previous activity on. Let the learners share their answers with the class. Narrate a short story of your own to the class then ask the learners to identify the setting, characters and the message or basically what they have learnt from the story.

##### **Individually**

- Let the learners in small groups, narrate short stories they have ever read or heard.

- Give the learners a chance to narrate the stories to the class.
- Appreciate the learners for their effort.

### **As a class**

Let the learners explain the importance of each story shared in class and its main theme.

Give the learners a chance to present and comment on their answers.

### **Expected answers**

This is an open question. Expect varied answers.

Guide the learners accordingly.

### **Assessment opportunities**

#### **Observation**

Listen as the pupils tell their stories. Correct on pronunciation and where necessary encourage the shy ones to participate.

#### **Conversation**

Talk to the learners and ask them questions on the setting, characters and the themes portrayed in the stories. For example what kind of a person was character 'x'? Do you think that was the right thing to do? Among others.

### **Activity 6: Reading short stories (Refer to Learner's Book pages 65-67)**

### **Learning activities**

Introduce the activity by asking a few learners to narrate the stories they narrated in the previous activity.

### **As a class**

- Remind the learners that they are going to read a story in turns.
- Teach them on good listening skills for example stay focused and avoid doing other activities while reading.
- Guide the learners to check on good intonation, punctuations and pronunciation.

## Assessment opportunities

### Observation

Listen as the learners narrate their own stories. Do they show the qualities of a good storyteller that is confidence, sense of human creativity among others?

**Activity 7: New words and phrases (Refer to Learner's Book pages 67-68)**

### Learning activities

#### As a class

- Let them identify other unfamiliar words and infer the meaning.
- Using an example of a word and take them through the process of inferring its meaning as used in the passage.
- Remind the learners to add the new words and phrases in their word bank.

## Assessment opportunities

### Product

Read the meaning as provided by the learners. Assess to what extent the learners can describe the new words with precision and understanding.

**Activity 8: Oral discussion (Refer to Learner's Book page 68)**

### Learning activities

#### In groups

- Give the learners the guidance they need.
- In asking learners to retell the story you are asking them to summarise the content. This will help them to identify key features, themes and ideas of the passage.
- Give them a chance to present their answers in class.

## Assessment opportunities

### Observation

- Listen as the learners retell the story and say what they have learnt from the story. Is there evidence that they understood the story?
- Consider whether they are able to articulate their ideas effectively.



## Activity 9: Answering comprehension questions (*Refer to Learner's Book page 68*)

### Learning activities

#### In pairs

- Let the learners discuss and answer the questions given.
- Guide them on how to answer the comprehension questions.
- By discussing the questions, they improve their critical thinking, creativity and innovation skills.

#### Expected answers

1. The 'I'-Livoi, Father –Sindikha, Mother
2. Main theme: marriage, parenting (Accept any other relevant theme)
3. Some of the styles: suspense, letter, imagery  
(Accept any other style and ensure it's illustrated) Setting
4. In a small hut, in the evening.
5. The author has used a variety of styles like: suspense, imagery, personification, guide the learners in identifying them in the story.
6. Open-ended
7. Open-ended

### Assessment opportunities

#### Observation

Listen as each group to presents their answers to the class and give comments on the other presentation. Remember by learners working in groups, competence of co-operation is promoted since the learners are able to appreciate other people's ideas or views.

#### Product

Read the answers given and check if they are correct and relevant in the given context.

## Activity 10: Narrating a short story (*Refer to Learner's Book pages 68-69*)

### Learning activities

Introduce the activity by explaining to the learners about the elements of a good short story and characteristics of a good narrator.

## Elements of a short story

**Character:** A person or animal who takes part in a short story

**Setting:** The time and place of which a story happens.

**Conflict:** A struggle between two people or things in a story

**Plot:** A series of events and character action

**Theme:** Central idea in a story.

## Characteristics of a good narrator

- Audible
- Audacious
- Good pronunciation and intonation
- Able to connect and interact with the audience.
- Confident
- Well conversant with different cultures
- Creative

## As a class

- Ask the learners to narrate any short story they have ever read or heard.
- Let the learners explain the main themes evident in the story.
- Give the character traits of the characters in that story.
- Explain to the learners what character traits are by giving them examples like hardworking, cunning, etc.
- Give the learners a chance to present it to the class and give comments.
- Working in groups and pairs will promote co-operation and the presentation will enhance their communication skills. Through debate, the learners are able to think critically and creatively.

## Product

Consider the stories narrated by the learners. Are they interesting and with a smooth plot? Do they have any common theme?

## Answers

(OPEN-ENDED)

## Activity 11: Writing a short story (*Refer to Learner's Book pages 69-70*)

### Learning activities

- This activity is a good opportunity for learners to explore their creativity. Introduce the activity by reviewing the previous activity on narrating a short story.
- Ask the learners questions like: What are the elements of a good short story?
- Allow as many learners to give their answers.

### As a class

Let the learners read the extract. Remind them about the good reading skills.

### Individually

Let the learners add more content to the short story they have already read. The following should be brought out clearly in the story.

- characters
- setting
- conflict
- plot
- theme

### Presentation

Give the learners a chance to present their piece to the class. Remember this will promote their communication skills.

### Expected answers

This is an Open-ended exercise. Expect learners to write varied answers. Correct and guide accordingly.

### Assessment opportunities

#### Observation

Watch carefully how learners are working together. Try to identify individuals who are good at engaging others as well as the learners who seem reluctant to make contributions.

#### Product

Read the stories written by the learners. Assess whether there is enough variety and content. Check on the correct spellings and punctuation.

## Activity 12: Reading a short story (*Refer to Learner's Book pages 70-72*)

### Learning activities

Introduce the activity by asking a few learners to read the short stories they wrote in the previous activity to the class. As a class vote for the most creatively written story and appreciate the writer. A good story should have an introduction, conflict, resolution and a main character.

Introduce the before reading activity discussing the questions. Ask the learners to talk about what they think the story is about, just by looking at the title. This helps in creating interest and making learning more exciting.

### As a class

- Help learners to read the passage by selecting able readers to begin reading the passage aloud.
- Select less able readers to read shorter sections.
- 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.
- Let them read the story in turns.
- Remind them to check on their intonation and pronunciation.

### Assessment opportunities

#### Observation

Assess whether there is evidence of fluent pronunciation of words, observation of punctuation marks while reading and display of confidence while reading.

## Activity 13: New words and phrases (*Refer to Learner's Book page 72*)

### In groups

- Let them identify all unfamiliar words and infer the meaning, you should discourage from using the dictionaries though.
- Use one example of a word and take them through the process of inferring its meaning as used in the passage.
- Remind them to add the words to their word bank.

### Assessment opportunities

#### Product

Check the learner's word bank book and see the progress in their writings.

Are they able to use these new words independently and correctly.

### **Activity 14: Oral discussion** (*Refer to Learner's Book page 72*)

#### **In groups**

- This activity can be used to help the learners deduce the intended message from a short story.
- In asking learners to retell the story you are asking them to summarise the content. This will help them to identify key features, themes and ideas of the passage.

#### **Assessment opportunities**

##### **Observation**

Listen as the pupils retell the story and also narrate their own experiences .advise accordingly.

##### **Conversation**

Talk to the learners about what they have learnt from the story and what they want if they lost something. Assess how they express themselves.

### **Activity 15: Answering comprehension questions** (*Refer to Learner's Book page 73*)

#### **In pairs**

1. Let the learners discuss and answer the questions given.
2. Guide them on how to answer the comprehension questions.
3. Encourage all the learners to participate regardless of their gender.
4. Give the learners a chance to present their answers to the class.
5. Working in groups promotes co-operation among the learners.

#### **Expected answers**

1. The story is about a boy who has disappeared and how the mother is troubled as she looks for him.
2. Theme of love, parenting (Accept any other relevant answers)
3. In a forest
4. Flashback is seen when Christine remembers her mother who had gone through thick and thin to raise them and also how Rachael, her little sister vanished into the thin air.
5. Open-ended

## Assessment opportunities

### product

Read the answers provided by the learners. Did they use the story to support their answers?

### Activity 16: Summarising a short story (*Refer to Learner's Book page 73*)

### Learning activities

Introduce the activity by reviewing the previous activity on reading a short story; tell the learners to read the story once again.

### In groups

- Explain to the learners how they should summarise the story in prose form.
- The who, what, when, where, why and how should be answered in a summary for example **who is the story about? What is the conflict of the story?** When did the story take place? **Why did the story turn out the way it did? How did everything get resolved?**
- Finding the central idea, or theme, of the story is the next step.
- Ask the learners to summarise the short story you read on pages 71-73 of the Learner's Book.
- Let them explain the themes evident in the story.
- Let them show the relevance of the story to the society.
- Give the learners a chance to present their summaries to the class. This will help improve their communication.

## Assessment opportunities

### Product

Read the summary and assess whether all the key points have been captured in the summary. Also ensure the summary is about 100 words.

### Observation

Watch the learners as they work together. Are they co-operating with one another? Do they respect each others' opinions?

## Activity 17: Further learning (*Refer to Learner's Book page 73-74*)

### **Learning activities**

Introduce the previous activity by asking learners to present the summaries they wrote in Activity 16 on the Learner's Book.

### **In pairs**

- Provide the learners with passages by different authors from different countries
- Instruct the learners to make a particular study of passages from two different authors. Ideally from different countries and make a comparison of their styles and the way they approach their themes.
- Remember this activity may take some time since it is a project. Give the learners ample time to do the research.

### **Answers**

Expect varied answers since it is an open-ended activity. Provide the relevant guidance.

### **Assessment opportunities**

#### **Product**

Read the report and assess whether all the key points have been captured in the summary.

#### **Conversation**

Talk to the learners about what approach they are using to make comparison. Are they facing any challenges? Provide assistance where necessary.

## Activity 18: In summary (*Refer to Learner's Book page 74*)

### Learning activities

Introduce the activity by reviewing the previous activity; Further learning on the Learner's Book.

### Individually

- Let them list down all the factors to be considered when coming up with a creative short story. **For example**
  - a. Write a catchy first paragraph
  - b. Develop your characters.
  - c. Choose a point of view
  - d. Write meaningful dialogue
  - e. Use setting and context
  - f. Set up the plot
  - g. Create conflict and tension
- Ensure you exhaustively explain the points above.
- Ask the learners to present their answers in to the groups. This will help them improve their communication skills.
- They shall write a report using the structure discussed earlier.

### Answers

This is an open-ended question. Expect varied answers. Provide guidance to the learners.

### Conversation

Talk to pairs of learners about short stories, checking that they can describe the main features of the short stories. Encourage them to explain reasons for their answers.



## Unit 6

# HIV and AIDS

Refer to Learner's Book pages 75-87

### Learn about

Learners should read a range of non-fiction about HIV/AIDS (including articles from journals and government publications) They should listen to a talk (recorded or live) from a health worker about the dangers of HIV/AIDS. They should discuss in small groups the different ways in which HIV is transmitted, and should report their findings to the class. They should also discuss the relationship between HIV and AIDS in their groups and present it to the class.

In their groups, they should suggest ways of preventing the HIV and report to the class. In their groups, they should also explain the effects of HIV and AIDS on the community. They should also suggest ways of caring for people living with HIV and AIDS and report to the class. They should also compose informational leaflets and brochures as well as dramatise to the class about the effects of HIV and AIDS in the community.

### Key inquiry questions

- How is HIV transmitted?
- What is the relationship between HIV and AIDS?
- How can we prevent the transmission of HIV?
- How do HIV and AIDS affect the community?
- How do we care for people living with HIV and AIDS?

Knowledge and understandings	Skills	Attitudes
<ul style="list-style-type: none"> <li>Understand extended speech of some degree of complexity and abstraction involving a number of speakers.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the key points of spoken English and infer meaning.</li> <li>Participate proficiently in discussions, taking the initiative where possible.</li> <li>Understand and infer meaning from a range of texts.</li> <li>Write detailed reports covering essential points.</li> <li>Write extended texts using a wide variety of language.</li> </ul>	<ul style="list-style-type: none"> <li>Communicate with confidence.</li> <li>Appreciate the dangers of HIV/AIDS.</li> </ul>

### Contribution to the competences

**Critical thinking:** Analysing the ways of preventing the spread of HIV/AIDS.

**Communication:** Presentations.

**Co-operation:** Group work respecting and appreciating other's ideas and views.

### Links to other subjects:

Science

Social Studies

**Life Skills:** HIV/AIDS

### 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 HIV and AIDS. The activities will help learners to understand the effects of HIV and AIDS.

There are many opportunities within this unit for learners to practise and improve their speaking and listening skills. There are many discussions to be held about HIV and AIDS learners should be encouraged to communicate clearly and effectively in order to share their experiences and knowledge for the benefit of others.

The activities listed here for this unit includes some written texts, but the focus is on speaking and listening skills. It is possible however to find alternative and additional texts that describe HIV and AIDS. You may choose to set this as a research project or a 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.

## **Using the Learner's Book**

There are both words and pictures in the textbook. Your learners should be developing their confidence to read English competently, but it may still be necessary to support less able learners by reading passages aloud or by seating them next to a more able reader. This will ensure that reading is modelled and will help the development of English skills. Learners should be encouraged to read along with you or copy you where phrases are more complex. Passages in the Learner's Book are increasing in length and should be broken down into shorter phrases in most situations. This will enable you to check understanding as you progress through the text. Encourage learners to ask questions to clarify their understanding and enable more able learners to respond with further questions where appropriate. It is helpful to have increasingly complex key words on posters or boards around the learning space if possible so that learners become familiar with spellings and relevant vocabulary. Learners could develop this collection as they progress through this unit.

## **The student competences**

This unit presents many opportunities for communication and opportunities to think critically and creatively about different aspects of democracy. 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 group leader. It is important in Primary 8 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 parents an understanding on HIV and AIDS in South Sudan.

### **Links to other subjects**

This unit provides a good opportunity to link into Social Studies. HIV and AIDS has affected people socially, economically even emotionally.

### **Cross cutting issues**

#### **Sustainability**

Ending HIV and AIDS is part of the sustainable development goals. Hence the unit aims at creating this awareness with the aim of preventing new infections.

**Activity 1: Vocabulary on HIV and AIDS** (*Refer to Learner's Book pages 76-77*)

### **Learning activities**

#### **In groups**

- It is important that the learners describe what is on each picture, it is also important for them to be able to explain the reasons for their answers for each picture.
- Give the learners a chance to share their ideas with the class and give comments on the other presentations.

#### **Expected answers**

- a. HIV testing
- b. A weak patient sleeping

#### **In groups**

1. Guide the learners to read the words on page 76 of Learner's Book.
2. Let the learners use dictionaries to find the meanings of the words above.
3. Allow them to choose the words they can use to describe the pictures in activity.
4. Correct sentences using these words .

5. Give them a chance to read out their sentences.

### Expected answers

a)	Deadly	Causing or able to cause death
b)	Disease	A disorder of structure of function in a human, animal or plant.
c)	Infection	The process to a particular infection
d)	Immune	Resistant to a particular infection
e)	Hospital	An institution providing medical and surgical treatment
f)	Doctor	A person who treats the sick Examine to identify the condition

### Assessment opportunities

#### Conversation

Talk to groups of learners about the pictures, checking that they can describe the Pictures correctly.

#### Product

Read the answers provided by the learners. Assess whether there is evidence of an understanding of the new words they have described. Also look at the answers provided on the word attack.

### Activity 2: Reading descriptions (Refer to Learner's Book page 77)

#### Learning activities

Introduce the activity by reviewing the previous activity through question and answer method. This is a good activity that promotes critical thinking, it also makes learning fun.

#### In pairs

- Tell the learners you are going to read a description as they listen.
- Allow them to read the story after you.
- Let them read in turns.

- The learners to summarise the two descriptions in their books.
- Let them guess who the speakers are.
- Give them time to tell the class their guesses.
- You can also add other descriptions for the learners to figure out.

### **Expected answers**

- a) Hospital
- b) Pupil/ learner

### **Assessment opportunities**

#### **Conversation**

Talk to groups of learners about the descriptions checking that they can tell what is being described.

### **Activity 3: Reading comprehension (Refer to Learner's Book pages 77-79)**

### **Learning activities**

#### **As a class**

Introduce the activity by discussing the before reading questions. Find out what the learners already know about HIV and AIDS and necessary details.

- Help learners to read the passage by selecting able readers to begin reading the passage aloud.
- Select less able readers to read shorter sections.
- 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.
- Let them read the story in turns.
- Remind them to check on their intonation and pronunciation.

### **Assessment opportunities**

#### **Observation**

Assess whether there is evidence of fluent pronunciation of words, observation of punctuation marks while reading and display of confidence while reading.

### **Activity 4: New words and phrases (Refer to Learner's Book page 79)**

#### **Learning activities**

##### **In groups**

- Let them identify all unfamiliar words and infer the meaning, you should discourage them from using the dictionaries though.
- Use one example of a word and take them through the process of inferring its meaning as used in the passage.
- Guide the learner to make a word bank book and then add the new words and phrases learnt.

#### **Assessment opportunities**

##### **Product**

Check the words provided by the learners. Assess the extent to which the learners are using the new words independently in different contexts.

### **Activity 5: Oral discussion (Refer to Learner's Book page 79)**

#### **Learning activities**

##### **In groups**

- This activity can be used to promote an understanding of HIV and AIDS, and how to avoid stigmatisation of victims.
- Guide the learners in discussing the questions.

#### **Assessment opportunities**

##### **Observation**

Observe groups of learners working together and consider how effectively they are co-operating with each other in order to compose accurate sentences.

Consider whether they are able to articulate their ideas effectively and whether they demonstrate creativity and imagination.

**Activity 6: Answering comprehension questions** (*Refer to Learner's Book page 80*)

**Learning activities**

**In pairs**

- Let the learners discuss and answer the questions given.
- Guide them on how to answer the comprehension questions.
- By discussing the questions, they improve their critical thinking, creativity and innovation skills.

**Expected answers**

1. HIV and AIDS
2. HIV is the virus or foreign body that causes AIDS which is the disease.
3. Open-ended
4. Doctor, the teacher
5. No, there is no fluid involved
6. Own answer; avoid unprotected sex, transfusion of infected blood, sharing drug needles.

**Word attack**

Guide the learners to read and look up the new words in a dictionary.

**As a class**

- Allow the learners to read the words after you.
- Let the learners use their dictionaries to write the meanings of the words in Learner's Book.
- Guide the learners to use the words to make sentences.
- Give the learners a chance to read out their sentences to the class.

**Assessment opportunities**

**Product**

Read the answers provided by the learners. Are they relevant with reference to the story?

**Observation**

Observe the learners working together. How well are they co-operating with each other?



## Activity 7: Role-play (*Refer to Learner's Book pages 80-81*)

### Learning activities

Introduce the activity by asking the learners what they already know about HIV and AIDS.

#### As a class

- Choose a volunteer to act as a doctor.
- Guide the learners to ask different questions on HIV and AIDS.
- Remind the learners to be attentive as the answers are being given.
- Let the learners exchange the roles.
- Tell the learners to write down all the points discussed. Guide where necessary.

### Assessment opportunities

#### Product

Consider the types of questions being asked by the students about HIV and AIDS. Are they relevant? Are the answers given to the questions accurate? Give the necessary guidance.

## Activity 8: A poem on HIV and AIDS (*Refer to Learner's Book pages 81-82*)

### Learning activities

#### As a class

- Remind the learners to be attentive as you read the poem to them.
- Ensure you articulate the words poetically in correct tone and pronunciation.
- Explain to them what the poem is about using your own words.
- Point out some lines from the stanza as you explain to them what each means.
- Help the slow learners pronounce the words properly as they check on their intonation.
- Discuss the message in the poem. The poem is about the ruthlessness of AIDS, it makes life meaningless and hopeless and takes both the young and the old, so everyone should take care to avoid being infected.
- Give learners a chance to recite their poems to class.
- By reciting the poem to the class, their communication skill is promoted.

## **In groups**

Guide the learners in discussing the oral questions. The oral questions are important as they aid a better understanding of the poem.

## **In pairs**

### **Expected Answers**

1. HIV and AIDS is a bad disease because it kills all whether young or old.
2. Those who get infected end up hating those who infected them.
3. Open-ended

## **Assessment opportunities**

### **Observation**

Observe as the learners recite the poem. Are they able to incorporate other non-verbal aspects of communication such as intonation, facial expressions, dramatic pauses, and others while reciting the poem? Do they seem to enjoy and appreciate poetry?

### **Product**

Read the answers given by the learners. Do they show that learners understand the poem?

## **Activity 9: Identify rhymes in poems (Refer to Learner's Book pages 82-83)**

### **Learning activities**

Introduce the activity by reading the poem in the previous activity.

### **In pairs**

- Tell the learners you will read the poem as they listen attentively.
- Ask them; Did you notice any sound pattern? Let them tell you which ones.
- Explain to the learners that rhymes are similarity of sound between words or the endings of words, especially when these are used at the ends of lines of poetry. Examples include; king and sing, rat and cat; tall and ball; among others.

### **Expected answers**

Pairs of words that rhyme in the poem:

1. Illness **and** meaningless
2. Old **and** cold

### 3. Small and all

#### **In pairs**

#### **Expected answers**

Open-ended

#### **Individually**

- Allow the learners to read the poem again.
- Let them summarise what the above two poems are about.
- Allow the learners to present their work to the class.

#### **Assesment opportunities**

#### **Product**

Read the answers written by the students and correct where necessary.

#### **Observation**

Observe as the learners attempt to identify rhyming words from the poem. Did they grasp the concept of rhymes?

### **Activity 10: Writing and comparing poems (Refer to Learner's Book page 83)**

#### **Learning activities**

#### **As a class**

Introduce the activity by composing a poem together with the class. Let them suggest ideas and words as you compose the poem.

#### **In groups**

- Guide the learners to brainstorm on the effects of HIV and AIDS.
- Ask them to use the points above to create a short poem. Remind them to use short lines and make use of sound patterns like rhymes, repetition, similes, among others.
- Ask them to compare the two, the poem you wrote together as a class and their own.

#### **As a class**

- Give them time to present their poems to the rest of the class. This promotes self confidence.

- Guide them to vote for the most creatively written poem which, you will then edit.
- Allow the learners to recite the best poem voted for to another class. This will help them create awareness of HIV and AIDS in their locality.

## **Assessment opportunities**

### **Observation**

Watch how the learners work together to compose their own poems.

Consider how well they are working as a team as well as how effectively they are composing the poems.

### **Conversation**

Ask some of the learners about their poems. Ask them how they are able to make the comparison between the poems.

### **Observation**

Observe how pairs begin the task of writing the poem. Consider how well they relate their ideas to what has been discussed as a whole class and how these ideas are translated into their own poem.

## **Activity 11: Act dialogue on HIV and AIDS (Refer to Learner's Book pages 84-85)**

### **Learning activities**

#### **In pairs**

- This activity further creates awareness about HIV and AIDS to the learners.
- It makes them aware of what HIV and AIDS is all about and how to manage it.
- Encourage the learners to act out the parts assigned to them and effectively use facial expressions, tonal variation, intonation stress etc.

#### **In groups**

- Guide the learners to act out the dialogue by assigning volunteers the roles to play.
- Let them come up with the questions which will they will ask the 'doctor'. This will promote co-operation and their communication skills.

## **Assessment opportunities**

### **Observation**

Listen as the learners act out the dialogue. Assess whether they are able to properly connect what they are saying with the non-verbal aspects like gestures and facial expressions.

### **Product**

Check the questions proposed by the learners on relevancy and variety.

## **Activity 12: Read and discuss (Refer to Learner's Book pages 85-87)**

### **Learning activities**

#### **In groups**

Introduce the activity by asking learners to read speech bubbles.

This activity would help them to avoid stigmatisation of the persons infected with HIV and AIDS.

#### **In pairs**

Guide the learners to discuss the questions in the Learner's Book. The questions are meant to create more awareness on HIV and AIDS. Ensure that they are correctly answered and supported by evidence.

#### **Word attack**

##### **Individually**

Jumbled words are deliberate mistakes meant to promote critical thinking among learners as well as make learning more fun. Guide the learners to rewrite the words correctly and then instruct them to make their own sentences using the words.

### **Expected answers**

1. antibodies
2. drugs
3. abstain
4. healthy
5. living
6. virus
7. common

8. real
9. transmitted
10. blood
11. community

### **Assessment opportunities**

#### **Observation**

Assess how well learners are involved in group discussions and the quality and relevance of their contributions.

**Activity 13: In summary** (*Refer to Learner's Book page 87*)

#### **Learning activities**

Introduce the activity by reviewing all the things you have taught in this unit.

#### **In groups**

Guide the learners to discuss the questions in the Learner's Book.

Ask the learners to write all the points in their books.

### **Assessment opportunities**

#### **Observation**

Watch as the learners work together in groups. Are they all co-operating with each other?

## Unit 7

# WORLD POETRY

Refer to Learner's Book pages 88-98

Learn about	Key inquiry questions
<p>Learners should read a range of poetry from around the world, and work in small groups to identify what they contain and the different ways in which they have been set out. Each group should make a presentation to the class, reading their favourite poem and explaining its meaning.</p> <p>They should make a special study of a particular poet and analyse their style, themes and approach. They should refer to the structure and language (rhyme patterns, rhythm, use of imagery etc.) They should read the work of a poet with a contrasting style and identify the differences in the style and form. They should research the comments of critics (using the Internet where possible) and use these in their work.</p> <p>They should listen to poems being read to them (by the teacher, or recorded) and summarise the main points and talk about what aspects they liked or disliked.</p> <p>They should write some poetry of their own in both rhyme and free-verse.</p>	<ul style="list-style-type: none"><li>• How does poetry differ from prose?</li><li>• What is the form and structure of poems?</li><li>• What have famous poets written about?</li><li>• How can we write poem?</li></ul>

Knowledge and understandings	Skills	Attitudes
<ul style="list-style-type: none"> <li>• Know the vocabulary and form associated with world poetry.</li> <li>• Understand a range of poetry.</li> <li>• Understand complex language usage and critical application of the elements across subjects in both familiar and unfamiliar contexts.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the majority of points and infer the meaning of a range of authentic passages and conversation spoken at near native speed.</li> <li>• Participate proficiently in discussions relating to a variety of situations and topics, taking the initiative where possible.</li> <li>• Identify how poets achieve their effects through the use of language and poetic devices.</li> <li>• Write extended texts using a wide range of language in a variety of register.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate with confidence.</li> <li>• Appreciate the meaning of important poets.</li> </ul>

### **Contribution to the competences**

**Critical thinking:** Analysing the form and structure of different poets' writing.

**Communication:** Presentations.

**Co-operation:** Group work.

**Links to other subjects:** ICT

### **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 world poetry. The activities will help learners to understand the importance of world poetry in their payam and other localities.

There are many opportunities within this unit for learners to practise and improve their speaking and listening skills. There are many discussions to be held about world poetry and learners should be encouraged to communicate clearly and effectively in order to share their experiences and knowledge for the benefit of others.

The activities described in this unit focus on world poetry. The activities listed here for this unit includes some written texts, but the focus is on speaking and listening skills. It is possible however to find alternative and additional texts that describe world poetry. You may choose to set this as a research project or a 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.

## **Using the Learner's Book**

There are both words and pictures in the textbook. Your learners should be developing their confidence to read English competently, but it may still be necessary to support less able learners by reading passages aloud or by seating them next to a more able reader. This will ensure that reading is modelled and will help the development of English skills. Learners should be encouraged to read along with you or copy you where phrases are more complex. Passages in the Learner's Book are increasing in length and should be broken down into shorter phrases in most situations. This will enable you to check understanding as you progress through the text. Encourage learners to ask questions to clarify their understanding and enable more able learners to respond with further questions where appropriate. It is helpful to have increasingly complex key words on posters or boards around the learning space if possible so that learners become familiar with spellings and relevant vocabulary. Learners could develop this collection as they progress through this unit.

## **The student competences**

This unit presents many opportunities for communication and opportunities to think critically and creatively about different poems. 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 group leader.

It is important in Primary 8 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 instill an appreciation of world poetry.

**Activity 1: Vocabulary on world poetry (*Refer to Learner's Book pages 89-90*)**

### **Learning activities**

#### **In groups**

- These pictures illustrate a story that will be developed in this unit.
- It is important that the learners identify and describe what is going on in each picture. It is also important for them to be able to explain the reasons for their answers for each picture.

#### **In pairs**

- Ask learners to describe their own experiences with lazy friends
- Let the learners summarise their discussions.
- Give the learners a chance to summarise their discussions and present it before the class.

#### **As class**

- Remind the learners that you will read the words in the Learner's Books.
- Help the learners to choose the words they can use to describe the pictures on Learner's Book.
- Let the learners choose five words and write their meanings and sentences for each.

### **Assessment opportunities**

#### **Conversation**

Talk to groups of learners about the pictures, checking that they can describe the Pictures correctly.

#### **Product**

Read the answers provided by the learners. Assess whether there is evidence of an understanding of the new words.

## Activity 2: Let us guess (Refer to Learner's Book page 90 )

### Learning activities

This a lively activity that give learners a chance to experiment creatively with newly-acquired language so they can communicate meaningfully in real-life situations.

### In groups

- Tell the learners that you will read the descriptions in the Learner's Book.
- The learners to take turns in reading the description.
- Help the learners to figure out the descriptions.

### In pairs

This should be a fun activity encourage all the learners to participate in the miming of activities or things and the unravelling.

### Expected answers

1. School
2. Any poet of world literature

### Assessment opportunities

### Observation

- Assess how well learners are involved in group discussions and the quality and
- relevance of their contributions.

## Activity 3: Reading a poem (Refer to Learner's Book pages 90-92)

### Learning activities

Introduce the activity by asking oral questions from the previous activity. For example. How were you able to tell what activity it is just by listening to a description?

### As a class

- Remind the learners that you are going to read the poem as they listen.
- Be loud enough and pronounce the words correctly.
- Make the poem interesting by using facial expressions, mimicry, intonation, pause, stress, among others.
- Tell the learners to read the poem severally so as to fully understand what the poem is about.

## Assessment Opportunities

### Observation

Listen as the learners read the poem. Do they show an understanding of the poem? Do they appreciate the poem?

#### Activity 4: Oral discussion (*Refer to Learner's Book page 92*)

### Learning activities

#### In groups

#### Expected answers

1. The boy is lazy, wakes up late and is always late for school.
2. No, because he wished he could go fishing instead of sitting in a hot classroom calculating mathematics
3. Wake up early and change my attitude towards school. (Accept any other answers.)
4. Open-ended

### Assessment opportunities

#### Observation

Assess how well learners are involved in group discussions and the quality and relevance of their contributions.

#### Activity 5: Answering comprehension questions (*Refer to Learner's Book page 92*)

### Learning activities

#### In pairs

- Let the learners discuss and answer the questions given.
- By discussing the questions, they improve their critical thinking, creativity and innovation skills.

#### Expected answers

1. The poem is about a lazy boy who does not like school. He is also dirty and likes wasting a lot of time.
2. The lazy boy
3. The teacher

4. Early in the morning
5. Open-ended
6. Sing and fishing, fight and sight(Accept any other.)
7. The poem is discouraging people from being lazy and disorganised.

### **Conversation**

Ask learners to explain their questions by referring to the text they have been reading. Consider how relevant questions are to the text and to the topic.

### **Activity 6: Reading comprehension (Refer to Learner's Book page 93)**

#### **Learning activities**

##### **As a class**

- Introduce the activity by telling the learners what technology is. Guide them in discussing the before reading questions.
- Remind the learners to be attentive as you read the poem to them.
- Read the poem as interestingly as possible
- Check on your intonation and pronunciation
- Allow the learners to read the poem in turns. This promotes communication and co-operation.
- Let the learners read the poem severally silently.
- Help the slow learners pronounce the words correctly as they check on their information.

#### **Assessment opportunities**

##### **Product**

Read answers from learners that describe their understanding of the poem.

##### **Conversation**

Talk to the learners about the poem. What do they find interesting? Is there any part of the poem they find challenging and difficult to understand?

### **Activity 7: Interpreting and appreciating poetry (Refer to Learner's Book page 94)**

#### **Learning activities**

- Introduce the activity by asking oral questions from the previous activity.
- Guide the learners to discuss the questions on the Learner's Book.

- Remind learners to discuss the message in the poem.
- Explain anything that is unclear in the poem to the learners.
- Remember working in groups improves their co-operation.

### **As a class**

Let the pupils read the poem about technology then answer the questions.

### **Expected answers**

1. The poem is about the effects of technology.
2. Because they get to meet both old and new friends, plus they get updated on what is happening in the world.
3. Open-ended
4. The poet means that technology controls the mind and life of many.
5. Repetition: Release my brother, sister and even my mother.

### **In pairs**

- Guide the learners to come up with a creative piece of poem on laziness.
- Remind them of the basic guidelines when writing a poem.
- Guide them to select the most creatively written poem.

### **Observation**

Observe the learners working together and consider how effectively they are co-operating with each other in order to give the correct answers to the questions.

### **Product**

Read answers provided by the pupils and consider whether choices of answers are correct in the given contexts.

## **Activity 8: Comparing poems (Refer to Learner's Book page 94-95)**

### **Learning activities**

#### **In pairs**

This activity will be much easier if you had a computer or tablet and Internet access. If that is not possible then organise and take the learners to a library where you will guide them to read different poems by different poets. Show them the difference in style and form of the different poets (*You can still carry the books to class*).

## Word attack

### Individually

Guide the learners how to do the matching activity.

### Expected answers

1. **Technology** - scientific knowledge
2. **Poet** - a person who writes poems
3. **Rhyme** - a short poem in which the last word in the line of a poem has the same sound as the last word in another line.
4. **Stare** - look at somebody /something for a long time
5. **Slave** - so influenced by something
6. **Warning** – a statement telling somebody that something bad or unpleasant may happen
7. **Prose** – writing that is not poetry

### Assessment opportunities

#### Observation

Observe how groups begin the task of writing the comparisons. Consider how well they relate their ideas to what has been discussed as a whole class and how these ideas are translated into their own writing.

#### Product

Read answers provided by the pupils and consider whether choices of answers are correct in the given contexts. Allow them to read out their correct answers to the class. Applaud those who have done well.

**Activity 9: Read and act a conversation (Refer to Learner's Book pages 96-98)**

### Learning activities

#### In pairs

Encourage the learners to act out the parts assigned to them, they should effectively use facial expressions, tonal variation, intonation stress, etc.

#### In groups

Guide the learners to act out the dialogue by assigning volunteers the roles to play.

Let them come up with the questions which will they will ask the ‘Mr Lam’ this will promote co-operation and their communication skills.

They should exchange the roles above.

### In pairs

- Introduce the activity by reviewing the previous activity one.
- Guide the learners in reading.

Explain to the learners that reported speech is used when we want to tell somebody else what another person said. When we use reported speech, we usually change the verbs, specific times and pronouns. **For example:**

Direct Speech	Reported Speech	Reported Speech
<b>Simple Present:</b> “I eat bread.”		<b>Simple Past:</b> He said (that) he ate bread.
<b>Present Continuous:</b> “I am eating bread.”		<b>Past Continuous:</b> He said (that) he was eating.
<b>Future (will):</b> “I will eat bread.”		<b>Would + Verb:</b> He said (that) he would eat bread.
<b>Future (be going to):</b> “I am going to eat bread.”		<b>Past Continuous:</b> He said (that) he was going to eat bread.

### As a class

- Guide learners in doing the task in the Learner’s Book.
- Give the learners a chance to present their work.

### Expected answers

1. She said her name is Adut and Shakespeare was her best poet.
2. He said his name is Lagu and he would want to be a poet in future.

### In groups

Encourage learners to be ‘free’ with their ideas and poetry writing.

The purpose of this activity is not to compose a structurally perfect poem, but instead to use poetry a way of describing their experiences.



## **Assessment opportunities**

### **Observation**

Observe how the groups begin the task of writing the poem. Consider how well they relate their ideas to what has been discussed as a whole class and how these ideas are translated into their own poem.

### **Conversation**

Talk to learners about how they are composing their poems. What features of poetry already explored are they using for their own poems here?

**Activity 10: In summary** (*Refer to Learner's Book page 98*)

## **Learning activities**

Introduce the activity by asking oral questions from the previous activity.

### **In groups**

- Guide the learners in reviewing the name of the poets mentioned in this unit.
- Let them write the names on a poster.
- Hang the best poster on the noticeboard.

## **Assessment Opportunities**

### **Product**

Read the posters created by the learners and check if the poets' names are spelt correctly.

### **Conversation**

Talk to the group of learners about different poets.

Are they aware of names of the different poets?

## Unit 8

# WORLD DRAMA

Refer to Learner's Book pages 99-109

Learn about	Key inquiry questions
<p>Learners should read extracts from a range of drama from around the world written by great dramatists (e.g. Shakespeare, Miller, Moliere) and work in small groups to identify what they contain and the different ways in which they have been set out, how characters have been created and the key themes they contain. If possible, learners should watch extra from plays on video. Learners should work in groups to make a presentation (using ICT where possible) to the class, summarising one play or author and explaining its importance and its themes and structure.</p> <p>They should make a particular study of passages from two different playwrights, ideally from different countries, and make a comparison, of their styles and the way they approach their themes. They should write some short drama of their own (taking well known stories as a basis) writing the script and adding stage directions. Groups should act out these dramas for the class, who should discuss how well they have been written. Where possible, learners should video their drama and use the extra dimensions. This will give them to present to an audience.</p>	<ul style="list-style-type: none"><li>• What is the form and structure of drama?</li><li>• Who are the acknowledged key dramatists in the world?</li><li>• How can we write a drama ourselves?</li></ul>

Knowledge and understandings	Skills	Attitudes
<ul style="list-style-type: none"> <li>• Know the vocabulary and form associated with world drama.</li> <li>• Understand a range of drama.</li> <li>• Understand complex language usage and critical application of the elements across subjects in both familiar and unfamiliar contexts.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the majority of points and infer the meaning of a range of authentic passages and conversation spoken at near native speed.</li> <li>• Participate proficiently in discussions relating to a variety of situations and topics, taking the initiative where possible.</li> <li>• Identify how character and setting are created in literature, and how plot is developed in literature.</li> <li>• Write extended texts using a wide range of language in a variety of register.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate with confidence.</li> <li>• Appreciate the meaning of important plays.</li> </ul>

### Contribution to the competences

**Critical thinking:** Analysing the form and structure of different authors' writing

**Communication:** Presentations.

**Co-operation:** Group work

**Links to other subjects:** ICT

### 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 world drama.

There are many opportunities within this unit for learners to practise and improve their speaking and listening skills. There are many discussions to be held about world poetry and learners should be encouraged to communicate clearly and effectively in order to share their experiences and knowledge for the benefit of others.

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 world drama. You may choose to set this as a research project or a 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 more about world drama.

## **Using the Learner's Book**

There are both words and pictures in the textbook. Your learners should be developing their confidence to read English competently, but it may still be necessary to support less able learners by reading passages aloud or by seating them next to a more able reader.

This will ensure that reading is modelled and will help the development of English skills. Learners should be encouraged to read along with you or copy you where phrases are more complex. Passages in the Learner's Book are increasing in length and should be broken down into shorter phrases in most situations. This will enable you to check understanding as you progress through the text. Encourage learners to ask questions to clarify their understanding and enable more able learners to respond with further questions where appropriate. It is helpful to have increasingly complex key words on posters or boards around the learning space if possible so that learners become familiar with spellings and relevant vocabulary. Learners could develop this collection as they progress through this unit.

## **The student competences**

This unit presents many opportunities for communication and opportunities to think critically and creatively about different aspects of world drama. 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 group leader. It is important in Primary 8 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 instill an appreciation of world drama.

### **Cross cutting issues**

#### **Life skills:**

Key core values can be taught through plays. There are always moral lessons to be in plays.

### **Activity 1: Vocabulary on world drama (Refer to Learner's Book page 100)**

### **Learning activities**

#### **In pairs**

- It is important that the learners identify the activities being carried out in the picture. It is also important for them to be able to explain the reasons for their answers.
- Allow the learners to do the questions after discussing the pictures.
- Ask the learners to say what the word drama means to them.
- Give learners a chance to share what they have discussed to the class.
- Let the learners discuss how world drama can help them and write what they have discussed.
- Give the learners a chance to present what they have written.

#### **In groups**

- Let the learners use dictionaries to read the meanings of the words above and if they do not have dictionaries you can explain to them.
- Allow them to choose the words they can use to describe the pictures in the Pair activity.
- Guide the learners in constructing correct sentences using these words.
- Give them a chance to read out their sentences.

## Assessment opportunities

### Observation

Watch as the learners describe the pictures using the given words. Are their descriptions accurate?

**Activity 2: Let us guess** (*Refer to Learner's Book page 101* )

### Learning activities

- Introduce the activity by reviewing what was taught in the previous learning activity.
- Read the two descriptions to the children.
- Allow the pupils to read after you.
- Let the learners guess who or what has been described in the two passages.
- Give them a chance to present what they have guessed and give comment on the presentations.

### In groups

Make this activity as fun as possible. Guide the learners on how to mime various things and let the others keep on guessing what it is. This activity will go a long way to help the learners understand drama which is basically acting out.

## Assessment opportunities

### Observation

Regard how well listeners pay attention to each other during the whole class discussions.

### Conversation

Talk to the learners about the guesses they made. Ask them to give reasons to support their guesses.

**Activity 3: Reading a play** (*Refer to Learner's Book pages 101-104*)

### Learning activities

Introduce the activity by discussing the before reading questions. Guide the learners as they guess what the play is about. They should give reasons to support their answers.

### **As a class**

- Through acting plays, the learners learn how to talk, listen, read and write. Introduce the activity by telling the learners that you are going to read the following dialogue as they listen. Guide the learners to read the dialogue loudly and pronounce the words correctly.
- Explain to the learners what the dialogue is about.

### **Assessment opportunities**

#### **Observation**

Listen as the act out the dialogue, assess whether they are able to properly connect what they are saying with the non-verbal aspects like gestures and facial expressions.

**Activity 4: New words and phrases** (*Refer to Learner's Book page 104*)

#### **Learning activities**

- Guide the learners to infer the meaning of all the unfamiliar words in the story. They can later use the dictionary to confirm if their inference was correct.
- Remind the learners to add the new words and phrases learnt in the word bank.

### **Assessment opportunities**

#### **Product**

Read the answers provided by the learners. Assess whether there is evidence of an understanding of the new words.

**Activity 5: Oral discussion** (*Refer to Learner's Book pages 104-105*)

#### **Learning activities**

#### **In groups**

- This activity can be used to reinforce the importance of integrity, self discipline and honesty.
- In addition to that when they share what they have learnt, their speaking skills are enhanced.

## Assessment opportunities

### Observation

Listen as the pupils talk about how they would react when faced with the given situation. Give guidance where necessary.

Consider whether they are able to articulate their ideas effectively and whether they demonstrate creativity and imagination.

**Activity 6: Answering comprehension questions (Refer to Learner's Book page 105)**

### Learning activities

#### In pairs

- Let the learners discuss and answer the questions given.
- By discussing the questions, they improve their critical thinking, creativity and innovation skills.

#### Expected answers

1. There are six characters in the play
2. Terry is the woman whose bag got lost and found.
3. Wani
4. Unanimously means everyone agreed without objection.
5. Open-ended
6. Garang's parents are honest people because they looked for Terry and gave her back the bag.

## Assessment opportunities

### Product

Check the learners' answers and use if they are correct in the given context.

**Activity 7: Acting out a play (Refer to Learner's Book pages 105-106)**

### Learning activities

#### As a class

Explain to the learners the following elements of drama. Use the play Lost and Found for illustrations.

- **Stage directions:** Part of the script of a play that tells the actors how they are to move or to speak their lines



- **Conflict** is clash or a disagreement between individuals. It should always be considered an essential ingredient for all dramatic performances. Conflict can be between two or more characters, or simply one (inner conflict)
- **Characters:** a person involved in a story
- **Setting:** time place or circumstance in which something happens
- **Plot:** sequence of events in a story

### As a class

- Help the learners rehearse the play. Guide them how to imitate the speaker's voices, display a range of emotions using facial expressions and proper use of the stage.
- Let them act the play before the school.

### In groups

#### Word attack

#### Writing jumbled up words correctly (Refer to Learner's Book page 99)

- Help them to write the jumbled up words correctly.
- Give them a chance to present their work.

#### Expected answer

1. chance
2. pointing
3. nobody
4. children
5. before
6. popular
7. approach
8. husband
9. wife
10. daughter

#### Individually

Matching the words with their meaning.

1. **Reward**- a thing that you are given because you have done something good
2. **Daughter** - a person's female child
3. **Parents**- a person's father or mother
4. **Brilliant**- extremely clever or impressive
5. **Eager**- very interested and excited by something that is going to happen.

## Assessment opportunities

### Observation

Observe learners working together and consider how effectively they are co-operating with each other in order to give the correct answers to the questions.

### Product

Read answers provided by the pupils and consider whether choices of answers are correct in the given contexts.

## Assessment opportunities

### Conversation

Talk to the learners about the poem. Assess whether they understood the message or the poem. Ask them if there is any part of the poem they did not understand.

### Activity 8: A poem on world drama (*Refer to Learner's Book page 107*)

## Learning activities

### As a class

- This poem is used to further aid the understanding of the main theme of the play **Lost and Found**. Remind them that you will read the poem as they listen keenly.
- Ask them to read the poem aloud severally.
- Let them practise the poem and recite in class.

### In groups

Guide the learners to say how they feel about the poem and the message of the poem. They should also be able to give their opinions on how they feel about the message.

### Activity 9: Comparing world drama (*Refer to Learner's Book pages 107-108*)

## Learning activities

- Allow the learners to use their computer (If any) to search for drama scripts. If not available they should try and find a collection of scripts from all over the world and come with them to class.
- Let the learners read them repeatedly.
- Help the learners to copy two of the scripts in their books.

- Allow them to read them and rehearse them.
- Let them choose the one they feel is the best.

### Individually

Guide the learners to carry out the task given in the Learner's Book.

Remind them of the basics of writing a play, for example one way to get ideas for a play is to start with a character. Who is your play about? Your character might be based on a combination of real people you know. What kinds of homes and jobs do you imagine for them? What do you think is the most urgent problem that each person has to deal with?

### Product

Read the pieces of writing from learners. Assess whether there is enough variety of content in the way that they have written the content.

### Activity 10: Solving a puzzle (Refer to Learner's Book pages 108-109)

#### Learning activities

Introduce the activity by asking the learners to list some of the new words they have learnt in this unit. They should be able to explain their meaning.

#### In pairs

- Ask the learners to copy the puzzle
- Let them circle the words they have learnt in this unit.
- Give the learners a chance to present their answers to the class. This will promote their communication skills.

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

## **Assessment opportunities**

### **product**

Read the varied answers provided by the learners. Provide the relevant guidance.

### **Conversation**

Talk to the learners about the words they are able to identify. Check whether they understand what they mean and can be able to use the words independently in different contexts.

### **Activity 11: Further learning (Refer to Learner's Book page 109)**

### **Learning activities**

This is an outdoor learning activity. If possible carry it out as it would expose the learners to the real-life experiences.

### **As a class**

Guide the learners to carry out the tasks on the Learner's Book. It would be necessary to make prior arrangements and before carrying out this activity.

## **Assessment opportunities**

### **Product**

Read the scripts written by the learners. Do they follow the sentence of a script?

### **Activity 12: In summary (Refer to Learner's Book page 109)**

### **Learning activities**

### **In groups**

- This is a summary of the everything learnt in this unit. Make it as fruitful as possible.
- Question and answer method is a good way to assess whether learning actually took place.
- Help the learners design a poster with all the key elements of drama.

## **Assessment opportunities**

### **product**

Check the posters made by the learners, assess whether it is clearly written, eye catching and comprehensive. Guide the learners to choose the most presentable poster and let it be hang in class.

## Unit 9

# 20<sup>th</sup> CENTURY WORLD LITERATURE

*Refer to Learner's Book pages 110-121*

### Learn about

Learners should read a range of some key 20<sup>th</sup> Century literature from around the world and work in small groups to identify what they contain and the different ways in which they have been set out, how characters have been created and the key themes they contain. Each group should make a presentation (using ICT where possible) to the class, summarising one book or author and explaining its importance and its themes and structure.

They should listen to some passages from 20<sup>th</sup> Century world literature (live or recorded) being read to them and then work in groups to discuss the content and meaning.

They should make a particular study of passages from two different authors, ideally from different countries, and make a comparison of their styles and the way they approach their themes. They should write some passages of their own taking one of the key themes from literature they have read, and locating it in a familiar setting.

### Key inquiry questions

- What are the key themes of 20<sup>th</sup> Century world literature?
- Who are the main 20<sup>th</sup> Century world writers?
- How can we write about similar themes?

Knowledge and understandings	Skills	Attitudes
<ul style="list-style-type: none"> <li>• Know the vocabulary and form associated with 20<sup>th</sup> Century world literature.</li> <li>• Understand a range of literature from the 20<sup>th</sup> Century.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the majority of points and infer the meaning of a range of authentic passages and conversation spoken at near native speed.</li> <li>• Participate proficiently in discussions relating to a variety of situations and topics, taking the initiative where possible</li> <li>• Identify how character and setting are created in literature, and how plot is developed in literature.</li> <li>• Write extended texts using a wide range of language in a variety of register.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate with confidence.</li> <li>• Appreciate the meaning of 20<sup>th</sup> Century world literature.</li> </ul>

### Contribution to the competences

**Critical thinking:** Analysing the form and structure of different authors' writing.

**Communication:** Presentations

**Co-operation:** Group work

**Links to other subjects:** ICT

### 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 the 20<sup>th</sup> century literature.

There are many opportunities within this unit for learners to practise and improve their speaking and listening skills. There are many discussions to be held about 20<sup>th</sup> century literature and learners should be encouraged to communicate clearly and effectively in order to share their experiences and knowledge for the benefit of others.

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 20<sup>th</sup> century literature.

You may choose to set this as a research project or a 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.

## **Using the Learner's Book**

There are both words and pictures in the textbook. Your learners should be developing their confidence to read English competently, but it may still be necessary to support less able learners by reading passages aloud or by seating them next to a more able reader.

This will ensure that reading is modelled and will help the development of English skills. Learners should be encouraged to read along with you or copy you where phrases are more complex. Passages in the Learner's Book are increasing in length and should be broken down into shorter phrases in most situations. This will enable you to check understanding as you progress through the text. Encourage learners to ask questions to clarify their understanding and enable more able learners to respond with further questions where appropriate. It is helpful to have increasingly complex key words on posters or boards around the learning space if possible so that learners become familiar with spellings and relevant vocabulary. Learners could develop this collection as they progress through this unit.

## **The student competences**

This unit presents many opportunities for communication and opportunities to think critically and creatively about different aspects of 20<sup>th</sup> Century literature. 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 group leader. It is important in Primary 8 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 instill an appreciation of 20<sup>th</sup> century literature.

**Activity 1: Vocabulary on the 20<sup>th</sup> century literature (Refer to Learner's Book pages 111- 112)**

**Learning activities**

Introduce the by asking the learners to describe what they think 20<sup>th</sup> century world literature is. Tell them it refers to the period between the year 1901-2000. Describe what literature is.

**In pairs**

- Allow the learners to describe what they can see in the pictures.
- Guide the learners to have imaginary pictures of a chief on their mind.
- Let them say what they would have said when they saw the young man approaching. This enhances critical thinking.
- Allow the learners to write this down and present it to the class. Encourage learners to consider a natural conversation and borrow the same idea when writing their own dialogues.
- They should also give comments on the presentations.

**Expected answers**

Any correct answer.

**Word attack**

**In groups**

- Read out the words for the learners.
- Allow the learners to read the words after you.
- Help them select the ones they can use to describe the pictures in activity.
- Allow the learners to make sentences using the words they have chosen.



### **As a class**

- Give the learners a chance to present what they have written in turns.
- Let them give comments on the presentations by other learners.

### **Assessment opportunities**

#### **Conversation**

Talk to groups of learners about the pictures, checking that they can describe the pictures correctly. Are they able to use a range of vocabulary to express themselves.

#### **Product**

Read the answers provided by the learners. Assess whether there is evidence of an understanding of what they have described.

#### **Observation**

Observe how they begin the task of writing the dialogue. Consider how well they relate their ideas to what has been discussed as a whole class and how these ideas are translated into their own dialogue.

**Activity 2: Reading an extract from the 20<sup>th</sup> century literature (Refer to Learner's Book pages 112-113 )**

### **Learning activities**

#### **Before reading**

The before reading activity plays a major role in aiding the understanding of the story as it gives them an overview on what to expect from the story and you also get to know what they already know. Guide the discussion on the given questions.

#### **As a class**

- Help learners to read the passage by selecting able readers to begin reading the passage aloud.
- Select less able readers to read shorter sections.
- 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.

## Assessment opportunities

### Conversation

Talk to groups of learners about the pictures, checking that they can describe the pictures correctly and relate the pictures to the story.

### Observation

Assess whether there is evidence of fluent pronunciation of words, observation of punctuation marks while reading and display of confidence while reading.

**Activity 3: New words and phrases** (*Refer to Learner's Book page 114*)

### Learning activities

#### In groups

- Guide the learners to infer the meaning of all the unfamiliar words in the story. They can later use the dictionary to confirm if their inference was correct.
- Remind the learners to add the words to their word bank.

## Assessment opportunities

### Observation

Watch as the learners find and infer the meaning of the story. Check whether the inferences are correct. Assess whether they can use these new words independently in different contexts.

**Activity 4: Oral discussion** (*Refer to Learner's Book page 114*)

### Learning activities

#### In groups

- In asking learners to retell the story you are asking them to summarise the content. This will help them to identify key features, themes and ideas of the story.
- In addition to that when they share what they have learnt, their speaking skills are enhanced.

## Assessment opportunities

### Observation

- Listen as the pupils retell the story and also talk about the lessons they have learnt from the story.
- Consider whether they are able to articulate their ideas effectively and whether they demonstrate creativity and imagination.

**Activity 5: Answering comprehension questions (*Refer to Learner's Book page 114*)**

### Learning activities

#### In pairs

- Let the learners read the extract again then learners discuss and answer the questions given.
- By discussing the questions, they improve their critical thinking, creativity and innovation skills.

### Expected answers

1. Polite
2. There was a gentle wind.
3. So that the father would know who the visitors were
4. 20 years
5. To please the chief and to confirm that if Akoko was married to the chief she will be the mikai; that is the first wife (an apparently desired position)
6. Open-ended

## Assessment opportunities

### Observation

Observe pairs of learners working together and consider how effectively they are co-operating with each other in order to give the correct answers to the questions.

### Product

Read answers provided by the pupils and consider whether choices of answers are correct in the given contexts.

## **Activity 6: Discussing content and meaning (Refer to Learner's Book pages 114-115)**

### **Learning activities**

#### **Individually**

- Ask the learners to read the story in activity 2 again.
- Guide them to answer the questions given.
- In turns, give them a chance to present their work in class.

#### **Expected answers**

1. Granary
2. Shine
3. Respect and patience
4. Polygamy, a chief had to be a married man.
5. Open-ended(Accept any relevant answer)
6. Owuor Kembo; he was now the chief and a chief could not stay unmarried.

### **Assessment opportunities**

#### **Product**

Read answers provided by the pupils and consider whether choices of answers are correct in the given contexts. Did they use the story to support their answer?

#### **Observation**

Watch as the learners work together to answer the questions. Are they facing any challenges?

## **Activity 7: Summary writing (Refer to Learner's Book page 115)**

### **Learning activities**

Introduce by reviewing the previous activity lesson one through question and answer method.

#### **In pairs**

- Help the learners to read the passage in Activity 2 again.
- Allow one pupil from a few groups to tell the story in his or her own words.
- Help learners to read the passage and selecting key points in it.

- In asking learners to write this passage 80 words or less, you are asking them to summarise the content. Help them to identify key features of the passage.
- Let the learners summarise the story in their books.
- Give the learners a chance to read their summary to the class. Hang the best one at the back of the class.

## **Assessment opportunities**

### **Conversation**

Talk to pairs of learners about the passage, checking that they can describe the main points of the text.

### **Product**

Consider the sentence structure in the 80 words summary. Is there evidence of accurate spelling of key words? Were all the key points covered?

## **Activity 8: Writing on key themes in literature (*Refer to Learner's Book pages 115-116*)**

### **Learning activities**

Introduce the activity by talking about marriage practises in different communities, question answer method would be an effective way to go about this activity.

### **In groups**

- Help the learners compose a short passage about marriage practises.
- Allow the learners to read out what they have written to the rest of the class.
- Let the learners vote for the most creatively written story.
- Edit the story and make the necessary adjustments.
- Help them hang the best poem at the back of the classroom.

### **Word attack**

#### **Individually**

- Let the learners read out the meanings as found in the dictionaries to the rest of the class.
- Ask the learners to choose any five words from the list and use them to construct sentences.
- Allow the learners to read out the sentences to the rest of the class.

## **In pairs**

- A guide the learners in writing the jumbled up word correctly.
- Let them use a dictionary to find the meaning of the words.
- Give the learners a chance to read the correct words and their meaning to the class.

## **Expected answers**

1. monkey
2. chief
3. shoulder
4. tattooed
5. leopard
6. inside
7. spread
8. meeting
9. speech

## **Assessment opportunities**

### **Product**

Consider the sentence structure. Is there evidence of accurate spelling of keywords? Is the content enough and relevant?

### **Conversation**

Talk to the learners about the jumbled words. Is there any challenge they are facing with the jumbled words?

**Activity 9: Reading and answering questions** (*Refer to Learner's Book pages 117-119*)

## **Learning activities**

### **As a class**

- Remind the learners you are going to read two passages.
- Allow the learners to read the passages loudly after you, in turns.

### **In groups**

- In asking learners to retell the story you are asking them to summarise the content. This will help them to identify key features, themes and ideas of the passage.

## Assessment opportunities

### Observation

Listen as the pupils retell the passages. Consider whether they are able to articulate their ideas effectively and whether they demonstrate creativity and imagination.

### Activity 10: Summary writing (i) (*Refer to Learner's Book page 120*)

#### Learning activities

##### In groups

- Allow the learners to read the passages again.
- Allow the learners to give each of the passages a title
- Let the learners summarise the two passages separately. Help learners to read the passage and select key points in it.
- In asking learners to write these passages, you are asking them to summarise the content. Help them to identify key features of the passages.
- Give the learners a chance to share what they have written above.
- Have the best summary hang at the back of the classroom.

## Assessment opportunities

### Conversation

Talk to pairs of learners about the passage, checking that they can describe the main points of the text.

### Product

Consider the sentence structure in the summaries. Is there evidence of accurate spelling of key words?

### Activity 11: Summary writing (ii) (*Refer to Learner's Book pages 120-121*)

#### Learning activities

##### In pairs

1. Remind the learners that you will read the passage in Learner's Book.
2. Let them read the passage after you.

## **Individually**

1. Allow the learners to summarise the passage.
2. Give them a chance to write what they have summarised and share it in class.

## **Assessment opportunities**

### **Conversation**

Talk to pairs of learners about the passage, checking that they can describe the main points of the text.

### **Product**

Consider the sentence structure in the summary. Is there evidence of accurate spelling of keywords?

## **Activity 12: Further learning (Refer to Learner's Book page 121)**

### **Learning activities**

- Guide the learners in writing their own passage about poverty in their payam and how it can be prevented.
- You can give them the title: **Poverty where did you come from?**

## **Assessment opportunities**

### **Observation**

Observe how groups begin the task of writing their passages. Consider how well they relate their ideas to what has been discussed as a whole class and how these ideas are translated into their own passages.

### **Product**

Consider the sentence structure in the stories written by the learners. Is there evidence of accurate spelling of key words? Are they creative and imaginative enough?



## Activity 13: In summary (*Refer to Learner's Book page 121*)

### Learning activities

#### In groups

1. Guide the learners to summarise all the key themes tackled in the 20<sup>th</sup> century literature for example: **corruption, neocolonialism, war, betrayal, change, feminism, revenge among others**. This should be written on a poster.
2. Allow the learners to share what they have written with the rest of the class.
3. Give the learners a chance to decide which is the best poster and let them hang it on the noticeboard.

### Assessment opportunities

#### Conversation

Talk to the learners about the main themes in 20<sup>th</sup> century literature. Assess whether they understand the meaning of each and how to identify them in a text.

## Unit 10

# 19<sup>TH</sup> CENTURY WORLD LITERATURE

*Refer to Learner's Book pages 122-131*

### Learn about

Learners should read a range of some key 19<sup>th</sup> Century literature from around the world and work in small groups to identify what they contain and the different ways in which they have been set out, how characters have been created and the key themes they contain. Each group should make a presentation (using ICT where possible) to the class, summarising one book or author and explaining its importance and its themes and structure.

They should listen to some passages from 19<sup>th</sup> Century world literature (live or recorded) being read to them and then work in groups to discuss the content and meaning.

They should make a particular study of passages from two different authors, ideally from different countries, and make a comparison, of their styles and the way they approach their themes. They should write some passages of their own taking one of the key themes from literature they have read, and locating it in a familiar setting.

### Key inquiry questions

- What are the key themes of 19<sup>th</sup> Century world literature?
- Who are the main 19<sup>th</sup> Century world writers?
- How can we write about similar themes?

Knowledge and understandings	Skills	Attitudes
<ul style="list-style-type: none"> <li>• Know the vocabulary and form associated with 19<sup>th</sup> Century world literature</li> <li>• Understand a range of literature from the 19<sup>th</sup> Century.</li> <li>• Understand complex language usage and critical application of the elements across subjects in both familiar and unfamiliar contexts.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the majority of points and infer the meaning of a range of authentic passages and conversation spoken at near native speed.</li> <li>• Participate proficiently in discussions relating to a variety of situations and topics, taking the initiative where possible.</li> <li>• Identify how character and setting are created in literature, and how plot is developed in literature.</li> <li>• Write extended texts using a wide range of language in a variety of register.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate with confidence.</li> <li>• Appreciate the meaning of 19<sup>th</sup> Century world literature.</li> </ul>

### Contribution to the competences

**Critical thinking:** Analysing the form and structure of different authors' writing

**Communication:** Presentations

**Co-operation:** Group work

**Links to other subjects:** ICT

### 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 19<sup>th</sup> century world literature.

There are many opportunities within this unit for learners to practise and improve their speaking and listening skills. There are many discussions to be held about 19<sup>th</sup> century world literature and learners should be encouraged to communicate clearly and effectively in order to share their experiences and knowledge for the benefit of others.

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 19<sup>th</sup> century world literature.

You may choose to set this as a research project or a 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.

## **Using the Learner's Book**

There are both words and pictures in the textbook. Your learners should be developing their confidence to read English competently, but it may still be necessary to support less able learners by reading passages aloud or by seating them next to a more able reader.

This will ensure that reading is modelled and will help the development of English skills. Learners should be encouraged to read along with you or copy you where phrases are more complex. Passages in the Learner's Book are increasing in length and should be broken down into shorter phrases in most situations. This will enable you to check understanding as you progress through the text. Encourage learners to ask questions to clarify their understanding and enable more able learners to respond with further questions where appropriate. It is helpful to have increasingly complex key words on posters or boards around the learning space if possible so that learners become familiar with spellings and relevant vocabulary. Learners could develop this collection as they progress through this unit.

## **The student competences**

This unit presents many opportunities for communication and opportunities to think critically and creatively about different aspects of 19<sup>th</sup> century world literature. 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 group leader. It is important in Primary 8 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 instill an appreciation of 19th century world literature.

### **Additional information**

This unit is about 19<sup>th</sup> century world literature let the learners understand the meaning of 19<sup>th</sup> century world literature and how it can be exercised. Begin from known to unknown activities. For example the classroom school, payam or home examples in which 19<sup>th</sup> century world literature can be applied before introducing the 19<sup>th</sup> century world literature at a global level.

### **Cross cutting issues**

#### **Peace education**

Through learning other people's ways of life expressed in form of literature, a better understanding of people is promoted. This helps to prevent a lot of conflicts due to misunderstanding.

**Activity 1: Vocabulary on the 19<sup>th</sup> century literature** (*Refer to Learner's Book pages 123- 124*)

### **Learning activities**

#### **In pairs**

- Introduce the activity by asking learners whether they know what 19<sup>th</sup> Century world literature.
- Let the learners look at the pictures and interpret them. Allow them to say what they can see.
- Allow the learners to look at the pictures again and imagine they are one of the people in the picture.
- Let them describe where they are coming from and going to. This enhances creativity.
- Give them a chance to share what they have discussed with the class.

## **In groups**

- Remind the learners you are going to read the words as they listen.
- Let them repeat after you.
- Guide them to choose the ones they can use to describe the pictures in the pair activity.
- Guide the learners in making sentences using the chosen words.
- You can also encourage the learners to make use of the dictionary if they are not sure of the meaning of the words.

## **Assessment opportunities**

### **Conversation**

Talk to groups of learners about the pictures, checking that they can describe the pictures correctly. Are they able to use a range of new words in their description?

### **Product**

Read the answers provided by the learners. Assess whether there is evidence of an understanding of the new words they have described.

## **Activity 2: Short descriptions (Refer to Learner's Book page 124 )**

## **Learning activities**

### **In pairs**

- Introduce the activity by asking oral questions from the previous activity.
- Remind the learners that you are going to read short descriptions as they listen.
- Allow the learners to repeat after you as you check on current pronunciation.
- Allow the learners to discuss the two descriptions.
- Give them time to say what they have discussed.

## **Expected answers**

Farmer

Family

## **Additional activity**

### **Individually**

- Let the learners write some descriptions about:
  - a) What they see in their payam.
  - b) Any story they have read before.
- Give them time to share with the class what they have written.

### **Activity 3: Reading comprehension** (*Refer to Learner's Book pages 124-125*)

### **Learning activities**

Introduce as a class by asking the learners whether they have ever read any 19<sup>th</sup> century literature.

### **As a class**

### **Before reading**

The before reading activity plays a major role in aiding the understanding of the story as it gives them an overview on what to expect from the story. Guide the discussion on the given questions.

### **As a class**

- Help learners to read the passage by selecting able readers to begin reading the passage aloud.
- Select less able readers to read shorter sections.
- 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.

### **Assessment opportunities**

#### **Conversation**

Talk to groups of learners about the pictures, checking that they can describe the pictures correctly and relate the pictures to the story.

#### **Observation**

Assess whether there is evidence of fluent pronunciation of words, observation of punctuations marks while reading and display of confidence while reading.

### Activity 4: New words and phrases (*Refer to Learner's Book page 126*)

#### In groups

- Let the learners identify all unfamiliar words and infer the meaning as used them in the passage, you should discourage them from using the dictionaries though.
- Remind them to add the new words and phrases learnt in the word bank.

#### Expected answers

Accept any relevant words with the correct meaning.

#### Assessment opportunities

#### Product

Read answers from learners that describe their understanding of the new words. Also check their word bank books to assess the progress.

### Activity 5: Oral discussion (*Refer to Learner's Book page 126*)

#### Learning activities

#### In groups

- Guide the learners to answer the oral questions in the Learner's Book.

#### Expected answers

1. The first character is a man who is confident while the other character is a woman with a child.
2. The man is a farmer because he had a hay-knife
3. The people had been walking for a long time because they were covered in dust.
4. Open-ended
5. William Wordsworth, Emily Dickson, William Shakspeare (Accept any other correct answer.)

#### Assessment opportunities

#### Observation

Listen as the pupils discuss the questions orally. Consider whether they are able to articulate their ideas effectively and whether they demonstrate creativity and imagination. Are they giving reasons to support their answers?



## Activity 6: Answering comprehension questions (*Refer to Learner's Book pages 126- 127*)

### Learning activities

#### Individually

- Let the learners discuss and answer the questions given.
- By discussing the questions, they improve their critical thinking, creativity and innovation skills.

#### Expected answers

1. A woman
2. Hoar means a mould of dust
3. The man wore a short jacket of brown courduroy which was afustian, waistcoat with white horn buttons, leggings and a straw hat.
4. Open-ended
5. Open-ended.

### Word attack

#### Individually

- Remind the learners you will read the words as they listen.
- Let them read the words after you. Check on proper pronunciation.
- Let the learners use their dictionary to write the meanings of these words from the passage in Activity 3.
- Guide the learners in choosing five words and make sentences of their own.
- Give the learners a chance to read out what they have written to the rest of the class.

### Assessment opportunities

#### Observation

Observe pairs of learners working together and consider how effectively they are co-operating with each other in order to give the correct answers to the questions.

#### Product

Read answers provided by the pupils and consider whether choices of answers are correct in the given contexts.

**Activity 7: Let us talk about main writers of the nineteenth century (Refer to Learner's Book page 127)**

**Learning activities**

**As a class**

- Introduce the activity by asking learners to name any writer they know.
- Guide the learners to search for poets in the nineteenth century in the computer (if available).
- Allow the learners to write them down.
- Let the learners share what they have written to the class.
- Guide the learners in writing about one poet they have searched.
- Give the learners a chance to read their findings to the class.

**In pairs**

- Ask the learners to discuss and write the words correctly.
- Guide them in using the words to come up with a word puzzle.
- Give the learners a chance to share what they have come up with.

**Expected answers**

- casual
- basket
- leggings
- cynical
- strap
- canvas
- long
- poet
- dust
- labourer

**Assessment opportunities**

**Observation**

Watch as the learners research on the different poets. Are they enthusiastic about it?  
Are the co-operating well?

## Activity 8: Writing a poem (*Refer to Learner's Book page 128*)

### Learning activities

Introduce the activity by asking learners to think about their families in terms of what they like or dislike about it.

### In pairs

- Remind the learners that they will write their own poem.
- Using what they have learnt in this unit, let them write a poem about a family in a payam setup.
- Let them present it to the class to pick out the best.
- Edit the poem and let it be hang on the noticeboard.

### Answers.

Open-ended.

### Assessment opportunities

#### Observation

Observe how the groups begin the task of writing the poem. Consider how well they relate their ideas to what has been discussed as a whole class and how these ideas are translated into their own poem.

#### Conversation

Talk to learners about how they are composing their poem. What features of poetry already explored are they using for their own poems?

## Activity 9: Content and meaning of a short story (*Refer to Learner's Book page 128*)

### Learning activities

#### As a class

- Tell the learners to read a paragraph of the short story.
- Allow them to read the paragraph in turns.
- Ask the learners to say what the paragraph is about.
- Let them name the characters in the paragraph.
- Let the learners discuss what they think the paragraph before this one is could have been about.

## **In groups**

1. A dumb girl
2. Subshini, sukeshwi, Susashini
3. Birth of Subshini

## **As a class**

- Let the learners take turns in sharing their answers in class.
- They should then give comments or ask questions on the presentations.

## **Assessment opportunities**

### **Observation**

Observe how the groups begin the task of writing. Consider how well they relate their ideas to what has been discussed.

**Activity 10: Let us read and talk** (*Refer to Learner's Book pages 129-130*)

### **Learning activities**

- Introduce the activity by asking oral questions from the previous activity.
- Tell the learners that you will read two stories as they listen attentively.
- Let them read the two stories after you.

### **Individually**

- Allow the learners to read the stories silently.
- Let them read in turns.

### **In pairs**

- Let the learners say separately what they two stories are about.
- Give learners time to present what they have written down.

### **Expected answers**

Open-ended

## **Assessment opportunities**

### **Observation**

Observe pairs of learners working together and consider how effectively they are co-operating with each other in order to give the correct comparison.

## Activity 11: Content and meaning (*Refer to Learner's Book page 130*)

### Learning activities

Introduce the activity by asking oral questions from the previous activity.

### In groups

- Remind the learners you are going to read the stories in Activity 10 again.
- Allow them to read it again after you.
- Let them say what the stories are about and write down the characters.
- Help the learners to summarise each of the stories and give each a title.
- Give the learners a chance to present their work.
- They should give their opinion on which passage they like and give reasons why.

### Assessment opportunities

#### Observation

Observe groups of learners working together and consider how effectively they are co-operating with each other in order to give the correct answers to the questions.

#### Conversation

Talk to the learners about the two passages. Let them say which one they consider more interesting. They should give reasons to support their answers.

## Activity 12: Solving a puzzle (*Refer to Learner's Book pages 130-131*)

### Learning activities

#### Introduction

Introduce the activity by asking learners if they still remember how to solve a word puzzle.

### In groups

- Let the learners copy the puzzle.
- Let them circle the words they have learnt in this unit.
- Give the learners a chance to read the words to the class.
- Looking for the words in the puzzle enhances their creativity and thinking skills.
- Give learners a chance to read their words.

## Expected answers

1. Happiness
2. King
3. Hoar
4. Sparkle
5. Poem

## Assessment opportunities

### Product

Read answers provided by the pupils and consider whether choices of answers are correct in the given contexts.

**Activity 13: In summary** (*Refer to Learner's Book page 131*)

## Learning activities

Introduce the activity by reviewing the previous activity.

### Individually

- Help the learners to write their own passage based on their country setup
- This can be done by asking the learners to think about some of the concerns in their payam say for example corruption, drought, war, change among others.
- Let them compare their passage with any other they have read in this unit.
- Remind them to be creative and use simple English.
- The best written passage to be displayed at the back of the class.
- Remember by writing why they like world literature, the learners' critical thinking is promoted.

## Assessment opportunities

### Product

Read the writing by the learners. Are they well punctuated? Are the spellings correct? Is there a smooth flow of ideas?

### Conversation

Talk to the learners about the words they found in the puzzle. Do they understand their meaning and usage in different contexts?