



South Sudan

Primary English 1

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 1 syllabus as developed by Ministry of **General Education and Instruction**.

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

The Pupil's Books 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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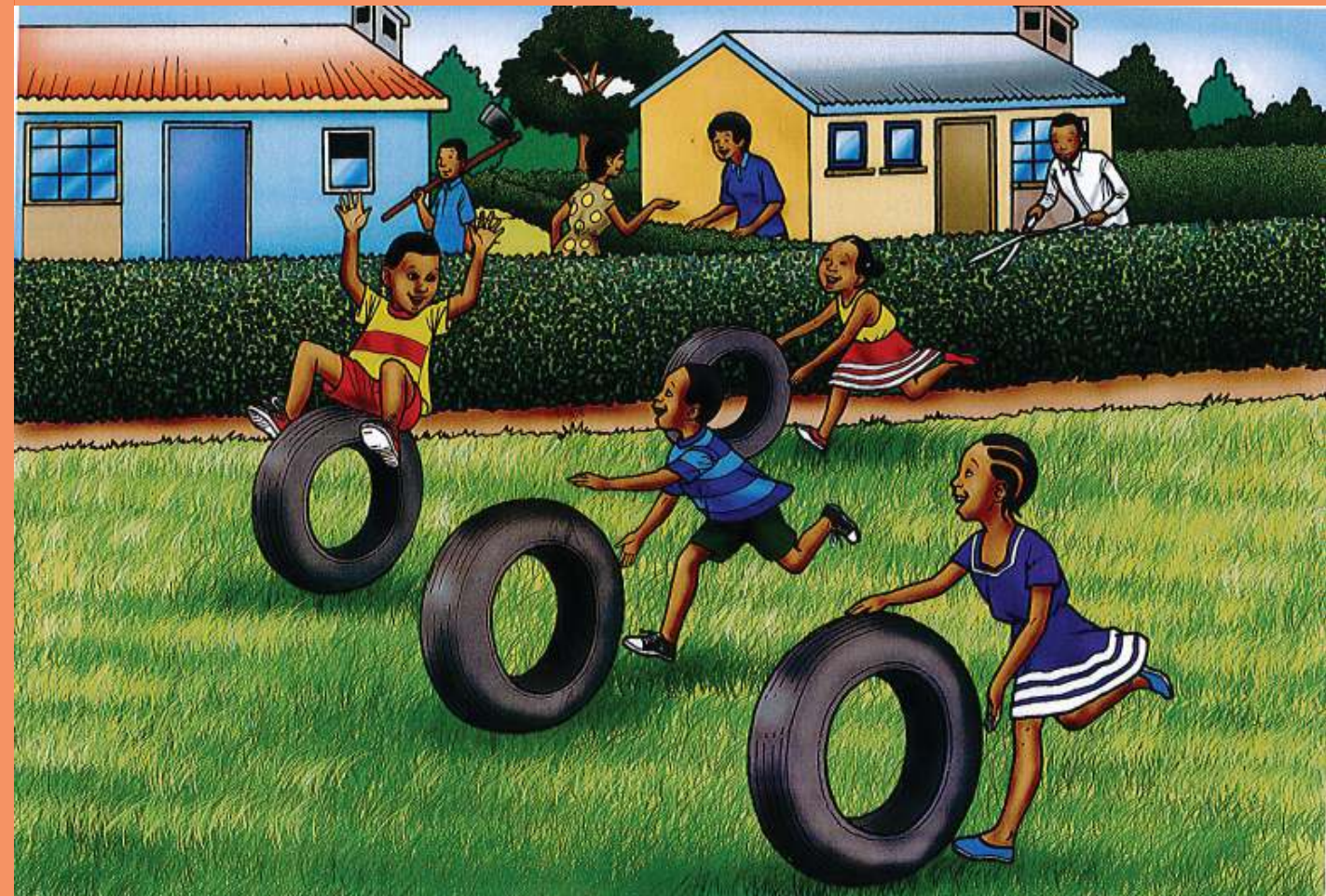


South Sudan



Primary English 1

Pupil's Book



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English

Pupil's Book 1

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FOREWORD

I am delighted to present to you this textbook, 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 textbook 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 and school textbooks 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 and the new textbooks. 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 previous role as the Undersecretary of the Ministry, 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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A Good morning

Activity 1: Look and say

Good morning, Kenyi.



Good morning, mother.

Activity 2: Practise

Good morning, teacher.



Good morning, children.

Activity 3: Sing and act



Good morning, teacher.

Good morning, Keji.

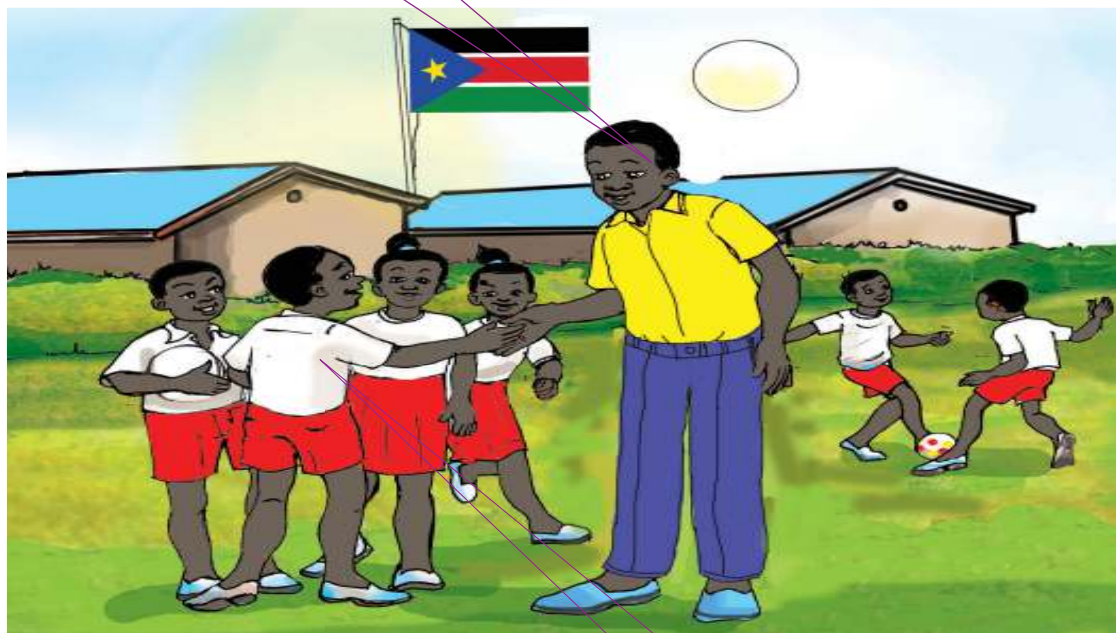
Good morning, Kenyi.

Good morning all.

B Good afternoon

Activity 1: Act and say

Good afternoon, Kenji.



Good afternoon, teacher.

Activity 2: Say and practise



Good afternoon, John.

Good afternoon, Mary.

C Goodbye

Activity 1: Say and do

Goodbye, children.



Goodbye, teacher.

Activity 2: Recite and do



Goodbye friends.

Goodbye teachers.

D Good evening

Activity 1: Say and role-play

Good evening, children.



**Good evening, father.
Good evening, mother.**

Activity 2: Sing and act

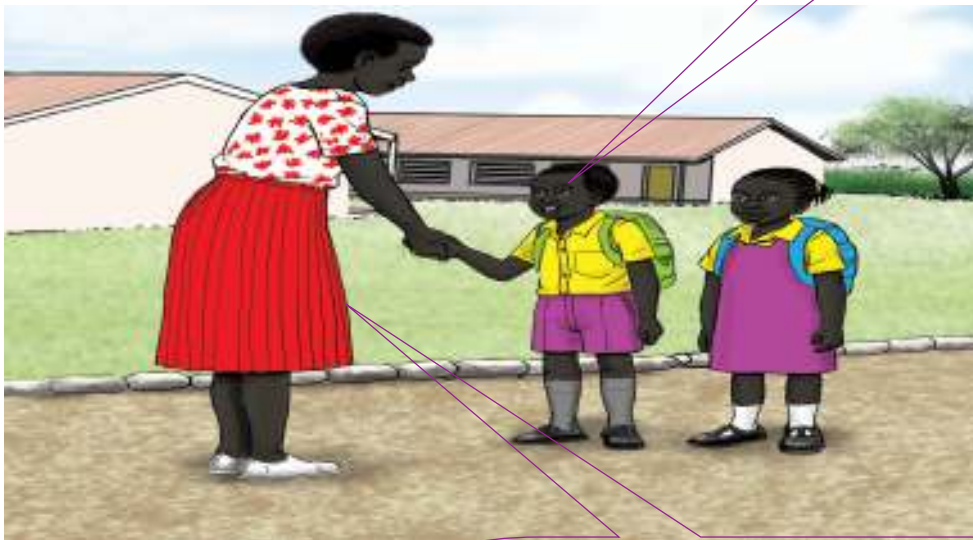


**Goodbye sun.
The night is coming.
We say goodnight.**



E How are you? Fine thank you

Activity 1: Look and say



I am fine, thank you.

How are you, John?

Activity 2: Sing



Hello, hello, hello

How are you?

I am fine, thank you.

F Say the greeting.

a



b



c



A My name

Activity 1: Listen and answer

Good morning, teacher.



Good morning, children.
My name is Miss Alam.

Activity 2: Say



Good morning.

My name is _____.

Activity 3: Listen and role-play

**My name is Mercy.
I am a girl.**



**My name is John.
I am a boy.**

Activity 4: Draw yourself and say



My name is _____.

I am a _____.

B What is your name?

Activity 1: Listen and act



Pupil 1: I am Kenyi. What is your name?

Pupil 2: My name is Keji.

Activity 2: Say in turns

Teacher: What is your name?

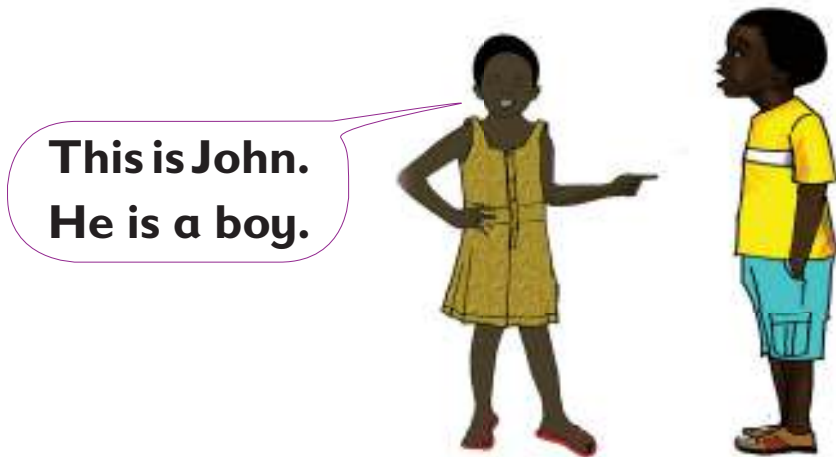
Pupil 1: My name is _____.

C She is ... and He is ...

Activity 1: Point and say



Activity 2: Play a naming game



D My friends

Activity 1: Recite and do



My name is Alice.

I have many friends.

This one is John. He is a boy.

This one is Mary. She is a girl.

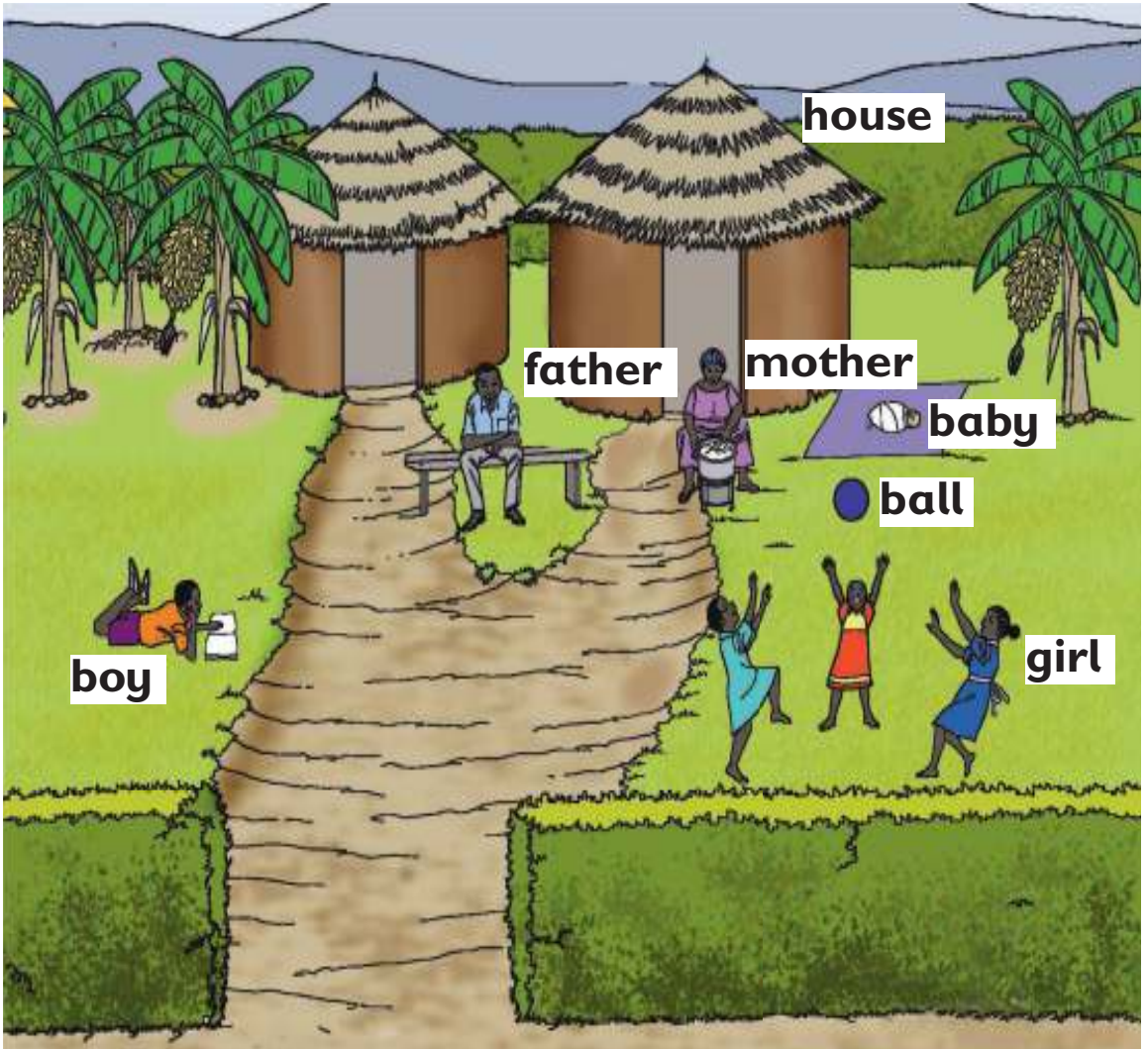
Activity 2: Tell us

a) Who are your friends?

b) What do you like in your friends?

A A home

Activity 1: Look and talk



Activity 2: Draw your home

Draw and talk about your home.

B Things at home

Activity 1: Point and name



Activity 2: Look and name



Activity 3: Recite



We have one dog.

We have two houses.

We have three cows.

C People at home

Activity 1: Point and name



Activity 2: Look and say



**My name is Akot.
This is my grandmother.
I have one brother.**

Activity 3: Draw and name

Draw and name one family member.

D Roles at home

Activity 1: Look and talk

cows



Activity 2: Rhyme

Say the rhyme with your teacher.



In the morning, the goats graze.

I see the maize.

In the afternoon, the cows graze.

I see the maize.

Activity 3: Mime

Choose an action to mime.

E Story

Activity 1: Listen and mime

Kenji's home

My name is Kenji.

We share roles at home.

Mother is cooking food.



Father is cutting grass.

I am washing cups and plates.

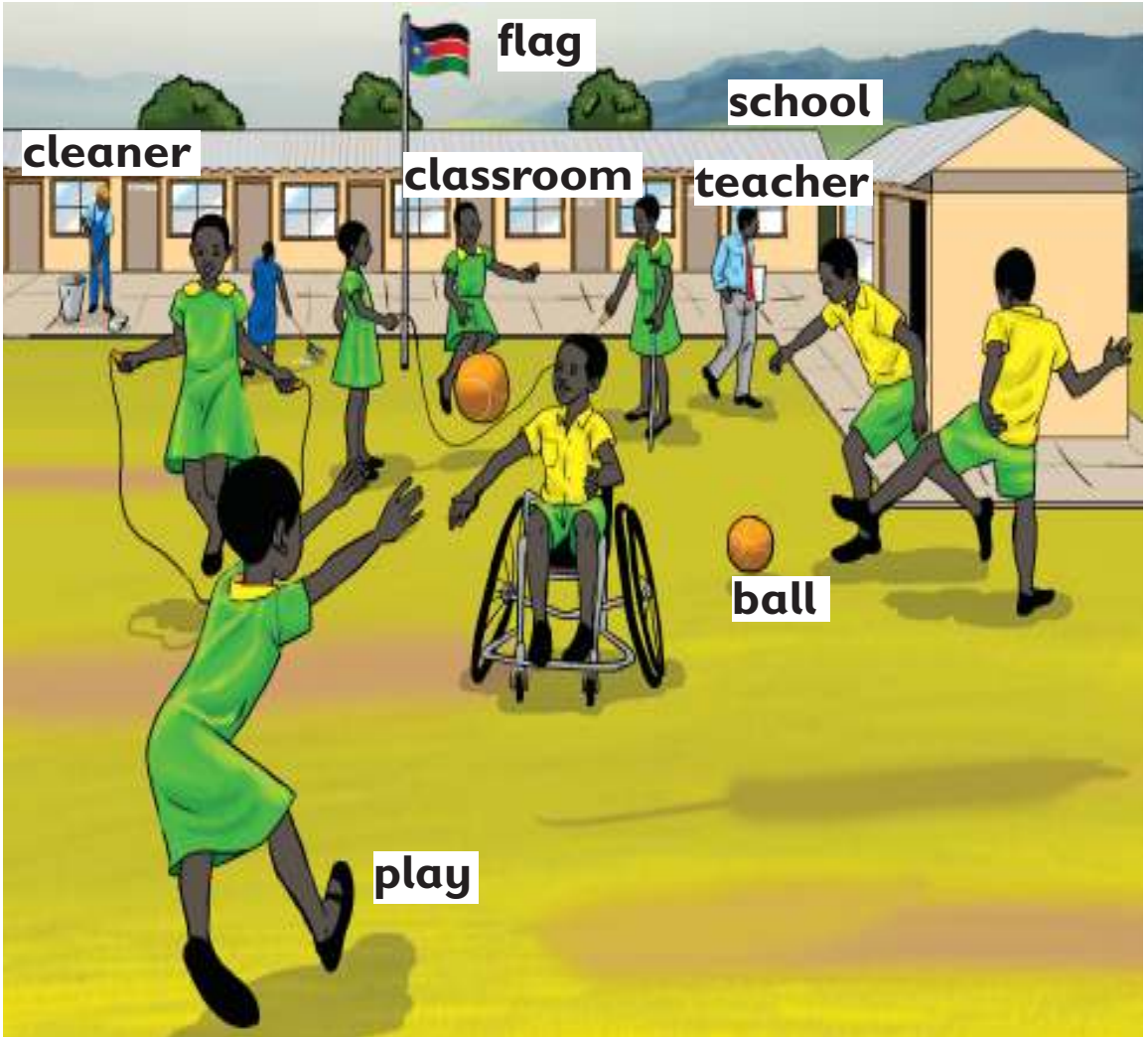
Activity 2: Tell us

a) Who do you live with?

b) What do your family members do?

A A School

Activity 1: Look and talk



Activity 2: Draw and show

Draw and talk about your school.

B Things in school

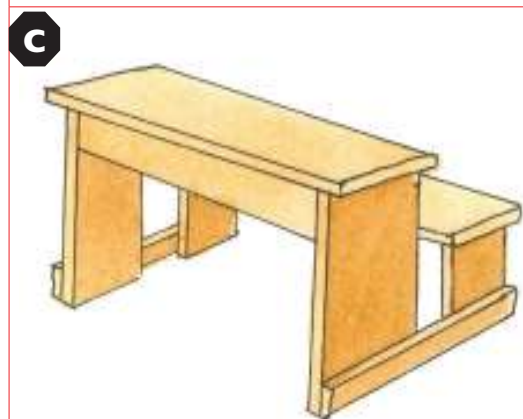
Activity 1: Look and say



classroom



flag



desk



table



book



pencil

Activity 2: Who am I?



- a) book
- b) ball
- c) bag
- d) duster
- e) pen
- f) rubber

Activity 3: Sing and touch



On my table

I have three books.

What do you have?

On my table

I have one pencil.

What do you have?



C People in school

Activity 1: Look and name

a



teacher

b



pupils

c



cleaner

d

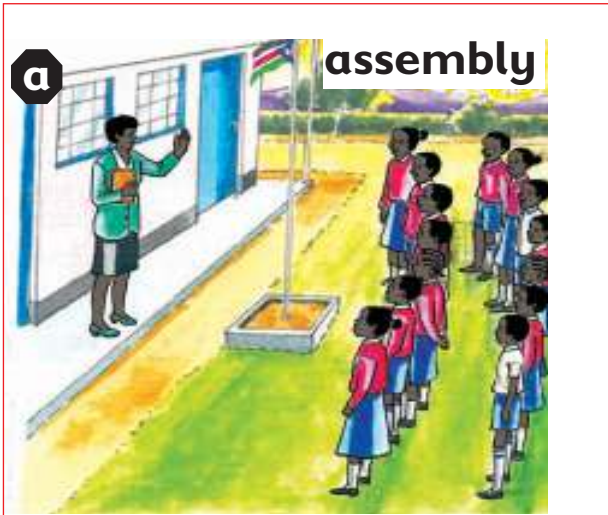


secretary

Activity 2: Greet the people in your school

D What we do in school

Activity 1: Look and say



Activity 2: Practise and say



I learn at school.

I play at school.

I clean my school.

E Story

Activity 1: Listen and tell

My school

My name is Alex.

I am in Primary One.

I go to Stars Primary School. I learn at school.

We have a head teacher and many teachers.

We read, write and play.



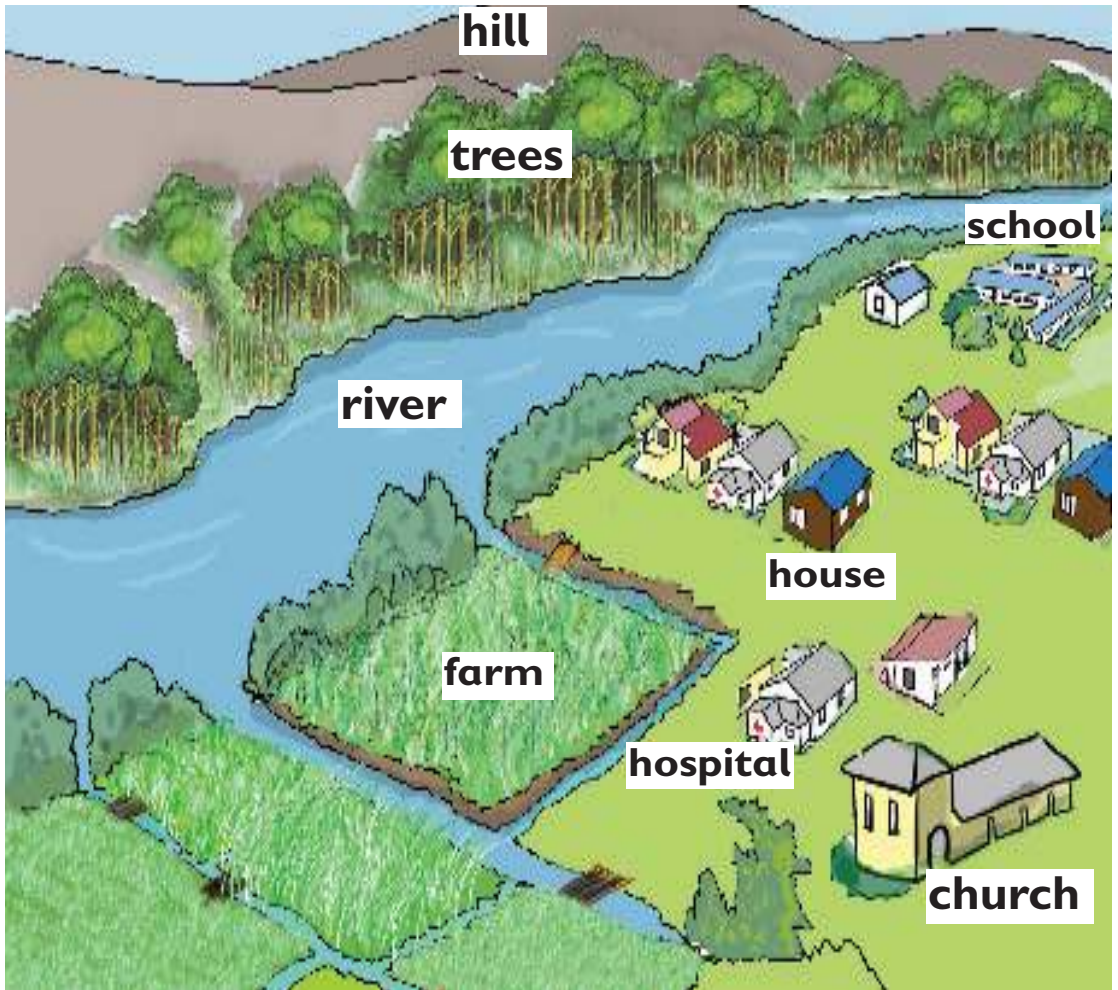
Activity 2: Tell us

a) What do you learn at school?

b) What do you like doing in school?

A What is around us

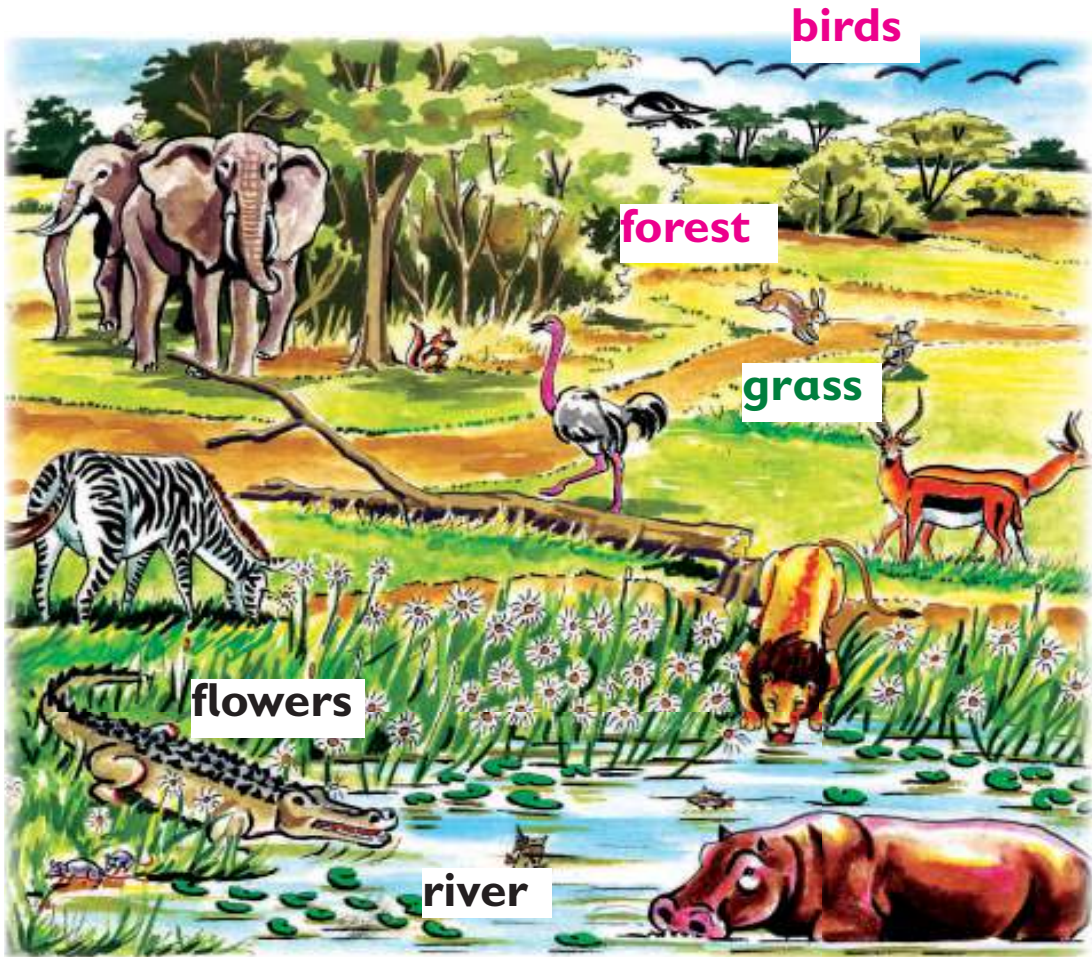
Activity 1: Look and talk



Activity 2: Draw and colour

Draw and name one thing around you.

Activity 3: Point and name



Activity 4: Recite



I see the River Nile.
What do you see?
I see many animals.
What do you see?
I see plants and trees.
What do you see?



B Destroying our environment

Activity 1: Look and talk



littering



Activity 2: Sing



Cutting trees
Cutting trees
Destroys our world.

Wasting water
Wasting water
Destroys our world.

Activity 3: Take a walk and talk

1. Say if there is litter in your school.
2. What can we do about it?

C Protecting our environment

Activity 1: Look and talk



Activity 2: Recite



We plant trees, we plant trees
We water our plant, we water our plant
We clean our school, we clean our school
We burn our litter, we burn our litter
We care about our world

D Story

Activity 1: Listen and tell

We must not cut many trees.
We need to plant many trees.
We need to water the trees.



We need to clean our school.
We need to take care of our environment.

Activity 2: Tell us

How can you look after your environment?

A Types of transport

Activity 1: Point and name



ship



aeroplane



train



car

Activity 2: Draw

Draw one type of transport. Name it.

Activity 3: Look and say

a



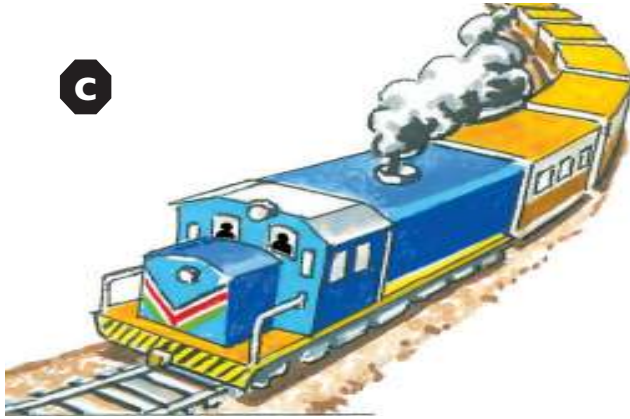
This is a bus.

b



This is a camel.

c



This is a train.

d



This is a bicycle.

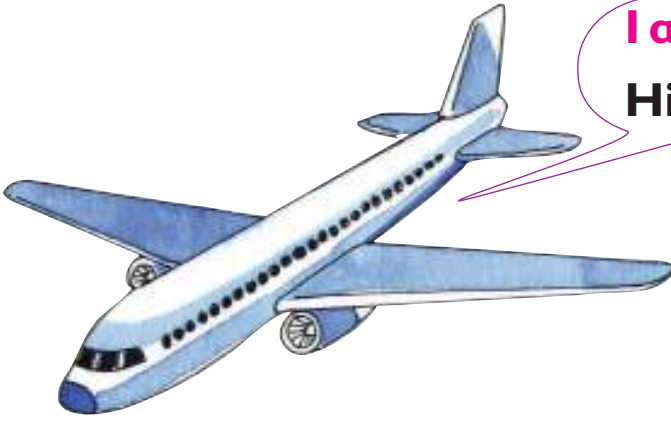
e



This is a motorcycle.

Activity 4: Recite and act

I am ...



I am an aeroplane.
High high I fly.

I am a car.
Fast fast I move.



I am a train.
Long long I am.

B How far?

Activity 1: Guess and say

a



bus

b



walk

c



bicycle

Activity 2: Recite and role-play



We are going to school.

John runs.

We are going to school.

Mary catches the bus.

We are going to school.

Kenji walks to school.

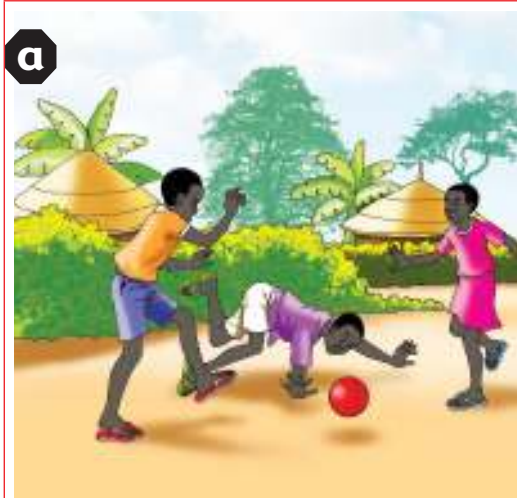


Activity 3: Tell us

- a) How do you get to school?
- b) How do your family members travel?

A Common accidents at home

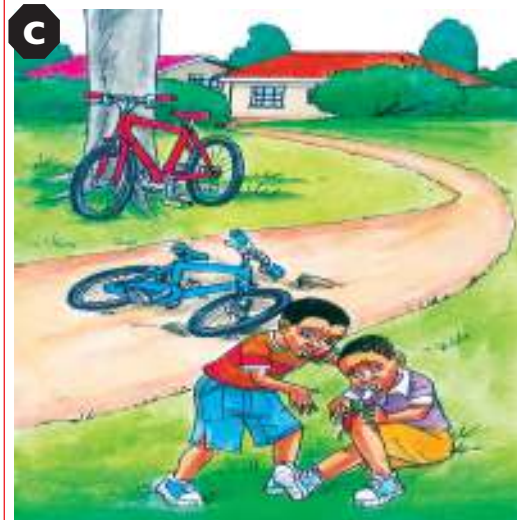
Activity 1: Look and say



fall



fire



injury



cut

B Common accidents in school

Activity 1: Look and talk



nose bleed



Activity 2: Talk in pairs

1. Have you had an accident at school?
2. Say what happened.

C Common accidents in the community

Activity 1: Look and talk

road danger animal fall tree bicycle

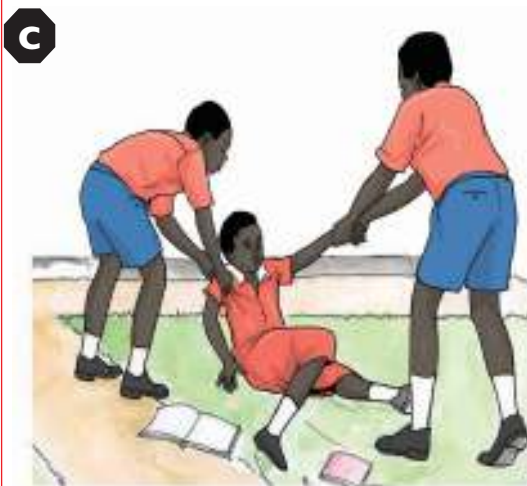


Activity 2: Tell us

Talk about other accidents you have seen.

D Helping during accidents

Activity 1: Look and say



Activity 2: Tell us

- a)** How do we help when accidents happen?
- b)** What does an ambulance do?

E Warning others about accidents

Activity 1: Recite and role-play

a

**Do not play with hot water.
It can burn you.**



b

**Do not play with medicine.
It can make you very sick.**



c



**Do not play on the road.
You can get hurt.**

Activity 1: Listen and tell

Bees in class

Bees in class.

We lie down.

Mark runs.

Mark is hurt.

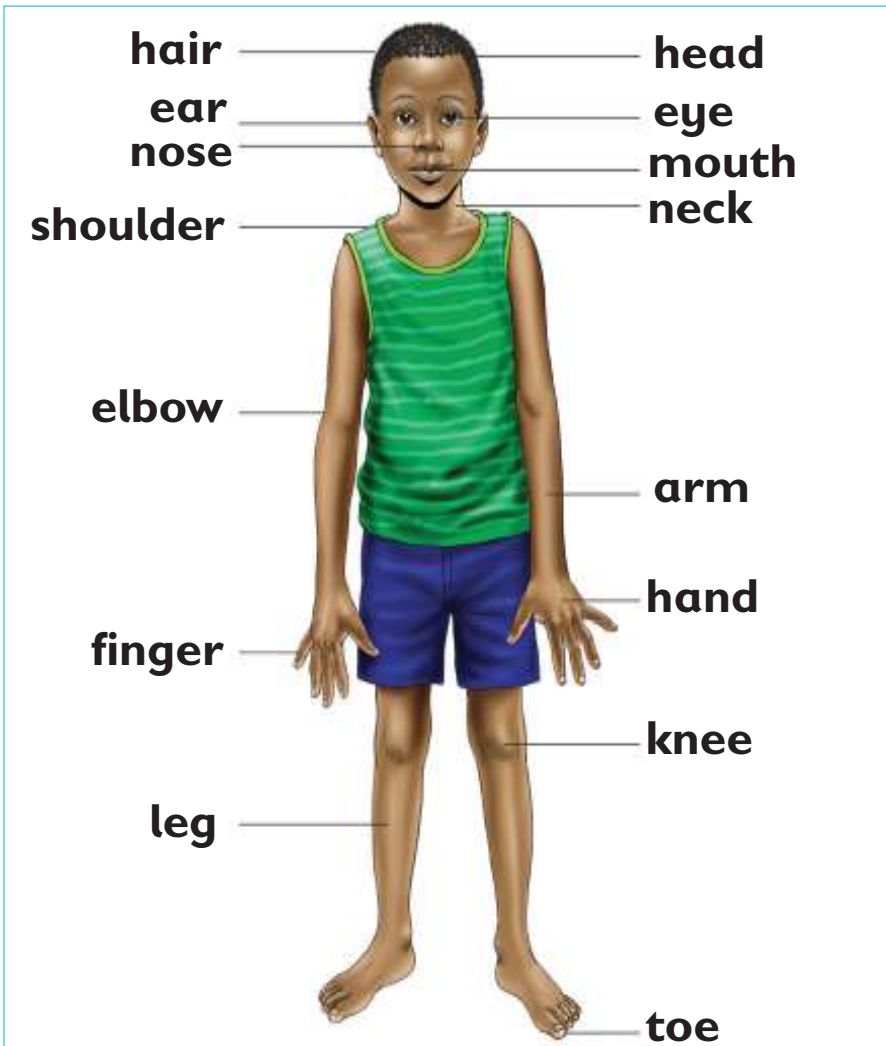


Activity 2: Tell us

What will you do if a bee came to class?

A Parts of the body

Activity 1: Point and name



Activity 2: Draw yourself

Name the parts of your body.

Activity 3: Sing and act



Head, shoulder, knees and toes
Knees and toes, knees and toes
Head, shoulder, knees and toes
Eyes, ears, mouth and nose

Activity 4: Say and touch

- a. hand
- b. eye
- c. ear
- d. leg
- e. neck

Activity 5: Recite and touch



This is my head.

This is my nose.

This is my mouth.

This is my hand.

These are my eyes.

These are my ears.

These are my legs.

These are my toes.

B Uses of the parts of the body

Activity 1: Play the game

Show me your ...

This is my **nose**.
I use it for **breathing**.



These are my **eyes**.
I use them for **seeing**.



These are my **ears**.
I use them for **hearing**.

Activity 2: Tell us

a



I walk with _____.

b



I eat with _____.

c



I hear with _____.

d



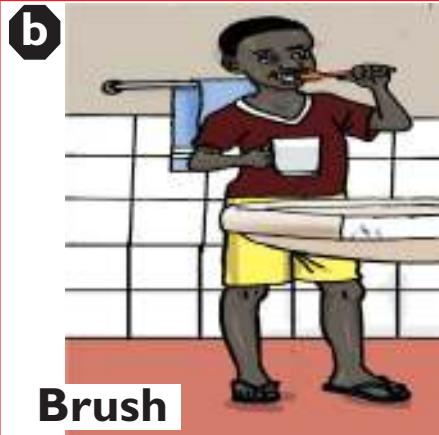
I touch with _____.

C Keeping our bodies clean

Activity 1: Look and talk



Bathe



Brush



Wash hands



Cut nails



Comb

D Story

Activity 1: Listen and tell

Kenji is clean

Kenji wakes up.

He brushes his teeth.

He bathes.

He washes his hands.

Kenji is clean.

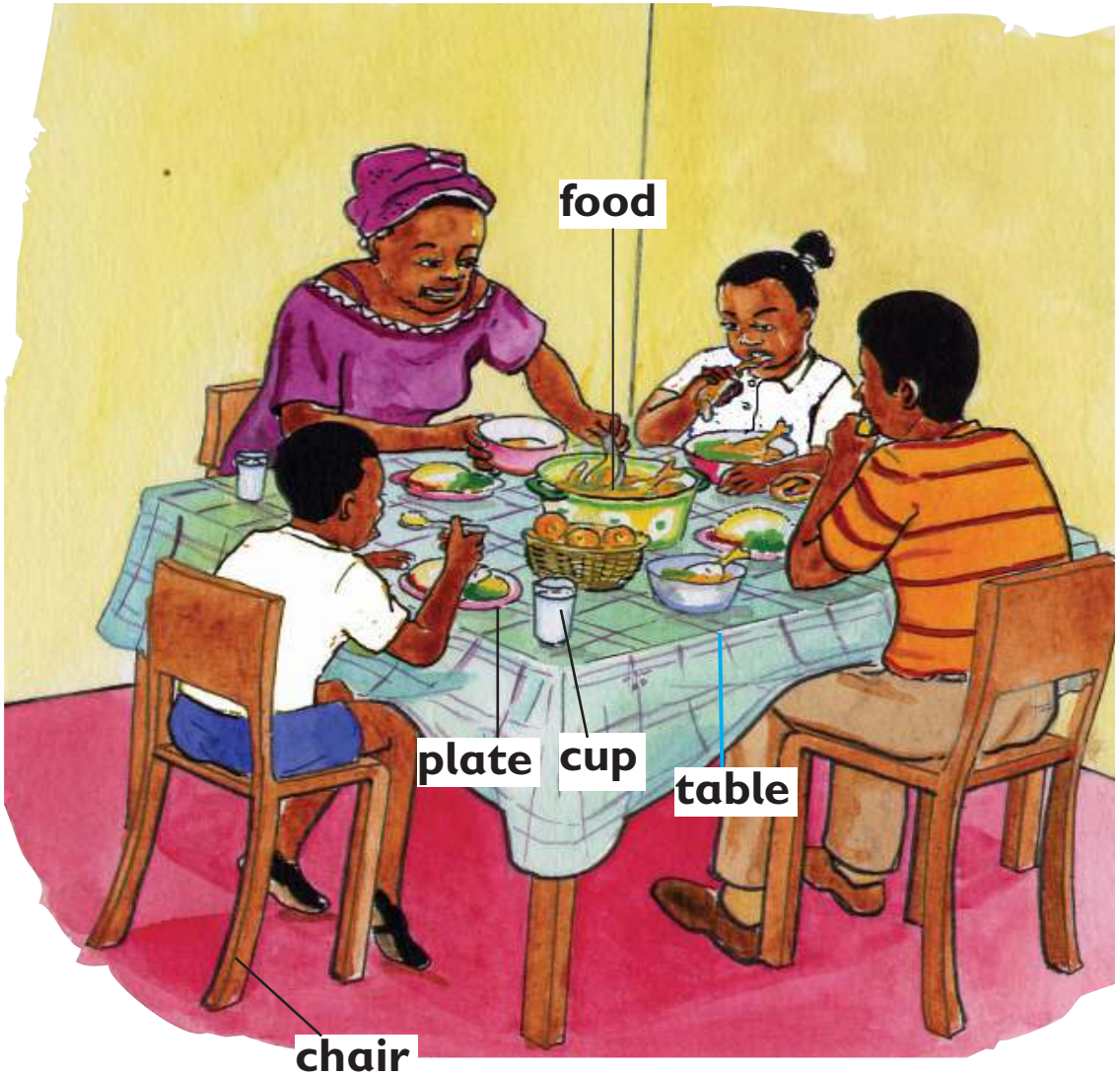


Activity 2: Tell us

- a) How do you keep clean?
- b) Why should we keep clean?

A Foods we eat

Activity 1: Look and talk



Activity 2: Talk about

Tell your partner what you ate last night.

Activity 3: Look and name



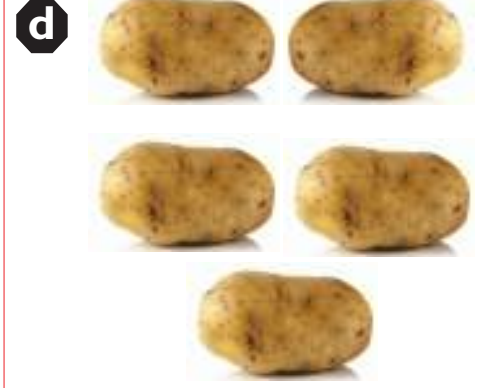
kisra



cassava



beans



potatoes



vegetables



rice

B Types of foods

Activity 1: Recite and name



I love good food



Good food makes us grow.

Good food makes us strong.



Good food protects us from diseases.

Activity 2: Who am I?

Play the 'Who am I' game. The teacher will guide you.

C How to keep food safe

Activity 1: Look and talk



We cover our food.

We keep it safe.

We dry our maize in the sun.

We keep it safe.



We put milk in the fridge.

We keep it safe.

D Story

Activity 1: Listen and tell

My home

My name is Maria.

Our home has a farm.

We grow wheat, maize and vegetables.

We keep cows, goats and hens.

The animals give us milk and meat.



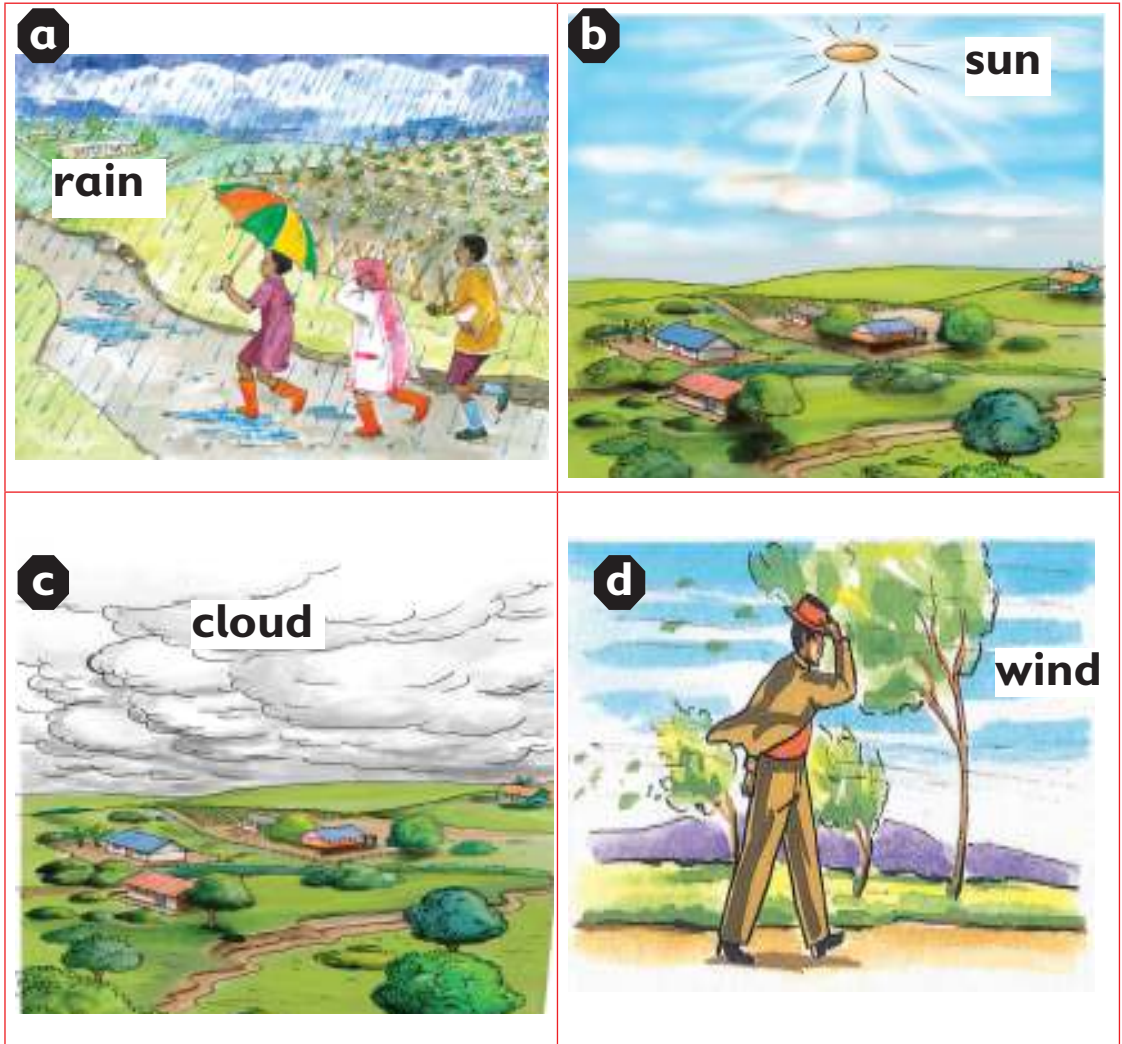
Activity 2: Tell us

a) What do you like to eat?

b) How does it help you grow?

A Elements of weather

Activity 1: Look and talk



Activity 2: Draw the weather today

Activity 3: Recite



Sun, sun, sun

You make us warm.



Rain, rain, rain

You make us wet.



B Activities of the year

Activity 1: Look and talk

a



plough

b



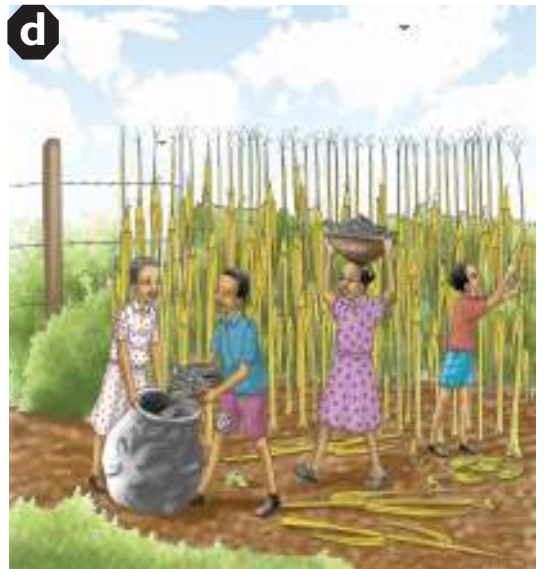
plant

c



weed

d



harvest

Activity 2: Mime the activities

C Effects of weather

Activity 1: Listen and tell

John and the rain

John is going home.

It starts to rain.

John is running in the rain.



John is feeling cold.

John reaches home.

John is sitting near the fire.

John starts feeling warm.

Activity 2: Tell us

- a) What do we do when it rains?
- b) Why is it bad to run in the rain?

A Different occupations

Activity 1: Look and name



doctor



teacher



farmer



pilot

Activity 2: Role-play in groups

- (a) Choose one occupation.
- (b) Role-play in your group.
- (c) Group to guess your occupation.

Activity 3: Say and role-play

a

I am a **weaver**.
I make and sell mats.



b



I am a **doctor**.
I treat sick people.

c



I am a **farmer**.
I keep many cows and goats.

B Occupations in our community

Activity 1: Point and name

a



hair dresser

b



grocer

c



tailor

d



carpenter

e



fish monger

f



teacher

Activity 2: Guess my occupation

Play the occupation game as the teacher guides.

Activity 1: Listen and tell

Mr Wole's Farm

Mr Wole is a farmer.

He has a big farm.

He keeps cows, goats and hens.

Children visit Mr Wole's farm.

Mr Wole shows the children his farm.

What do the children see?



Activity 2: Tell us

What will you want to be when you grow up?

Activity 3: Play a game



I am an engineer.

I make cars.

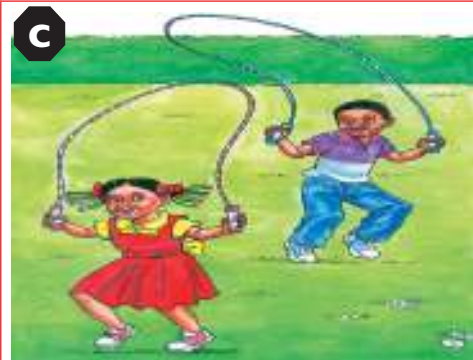
I build roads.

Who are you?



A Different games

Activity 1: Role-play



B Common play materials

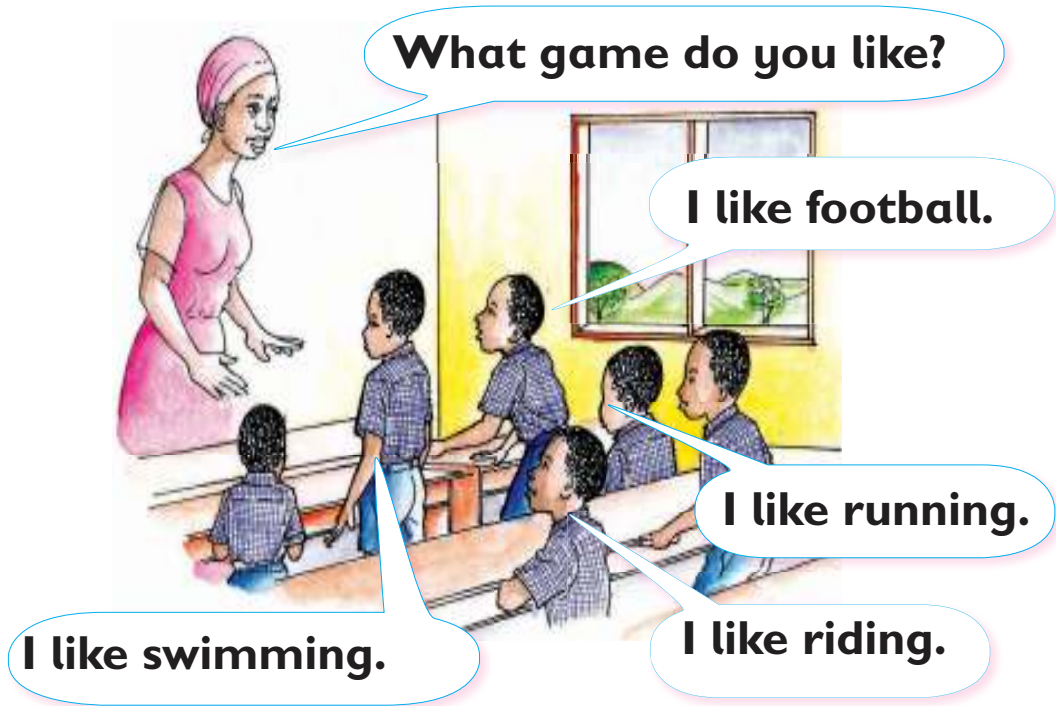
Activity 1: Look and name

<p>a</p>  <p>toys</p>	<p>b</p>  <p>balls</p>
<p>c</p>  <p>rope</p>	<p>d</p>  <p>rocks</p>
<p>e</p>  <p>doll</p>	<p>f</p>  <p>balloon</p>

Activity 2: Draw your toy

C The game I like

Activity 1: Look and say



Activity 2: Tell us



They like _____.



He likes _____.

Activity 3: Say and act



Kenji Kenji
He is a runner.
He runs very fast.



Keji Keji
She plays basketball.
She always wins.

D Story

Activity 1: Listen and say

Playtime

Ochol and Riya are friends.

Riya and Ochol play with toys and dolls.

Sometimes they make balls using leaves and papers.

They also play football, hide and seek, and skipping.

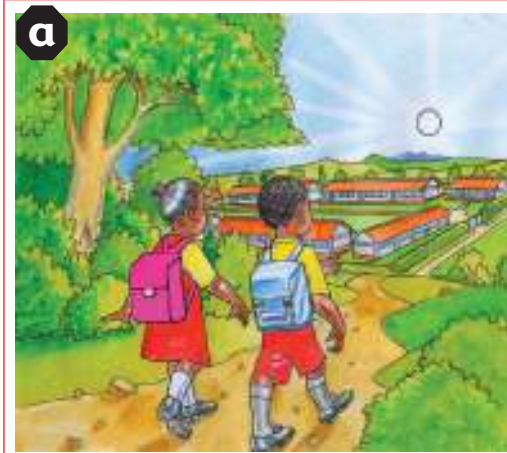


Activity 2: Tell us

- a) Talk about your best game.
- b) Teach your classmates a game.

A Different times

Activity 1: Guess the time

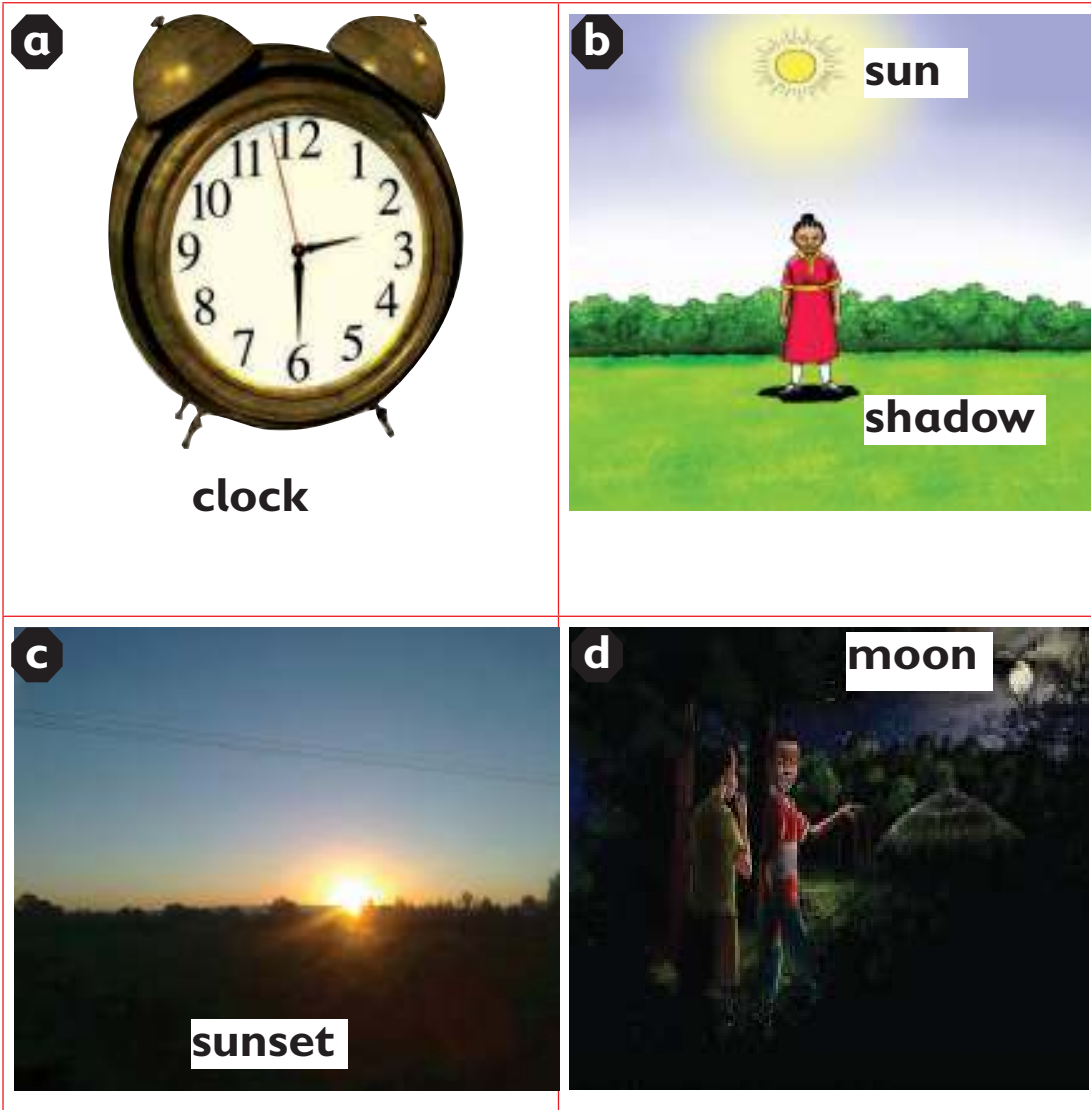


Activity 2: Tell your partner

- Tell your partner what time you wake up.
- Tell your partner what time you go to sleep.

B Different ways of telling time

Activity 1: Look and talk



Activity 2: Draw a clock

Tell your partner the parts of a clock.

C Units of time

Activity 1: Point and say

a



It is eight o'clock.

b



It is noon.

c



It is 10.30 am.

d



It is 2.30 pm.

Activity 2: Make a clock

Activity 3: Recite and act



Oh, I like my clock

I like it in the morning,
When I wake up.

I like it in the afternoon,
When I eat my lunch.









I like it in the evening,
When I play.

I like it in the night,
When I go to sleep.

D Different watches and clocks

Activity 1: Look and talk

<p>a</p> 	<p>b</p> 
<p>c</p> 	<p>d</p> 
<p>e</p> 	<p>f</p> 

E Story

Activity 1: Listen and tell

My day



My name is Mary.
I wake up in the morning.
I bathe and brush my teeth.
I have my breakfast.
I run to school.
At break time, I play with my friends.
I get back to class.
Then I go home for lunch.

Activity 2: Tell us

1. Guess what Mary does after lunch.
2. Tell your partner about your day.

A Peace and security at home

Activity 1: Listen and say

a



**My name is Judith.
This is my family.
They keep me safe
and happy.**

b



**My name is Mark.
I live with my uncle.
Sometimes I am sad
because I miss my father
and mother.**

Activity 2: Talk about your family

B Peace and security in school

Activity 1: Listen and mime



My name is Nancy.

I love my school.

We work together.

We do not take each other's things.



We play together.

We learn together.

We share our food.

We are kind to each other.

Activity 2: Draw your friends in school

C Peace and security in our community

Activity 1: Look and say



Activity 2: Play a game of peace



D Story

Activity 1: Listen and tell

Tony's big day



It was my brother's special day.
Many people came to our home.
There was a lot of food in our home.
Everyone ate a lot.
The visitors sang songs.
They danced happily.
They gave Tony many gifts.

Activity 2: Tell us

1. How would you feel if you were Tony?
2. Why is it good to live in peace?

A Different communication devices

Activity 1: Point and name

<p>a</p>  <p>radio</p>	<p>b</p>  <p>mobile phone</p>
<p>c</p>  <p>television</p>	<p>d</p>  <p>computer</p>
<p>e</p>  <p>laptop</p>	

Activity 2: Draw

Draw and name one item above.

B Using communication devices

Activity 1: Act and practise

**Hello Mother.
I miss you.**



Activity 2: Recite and mime



**I type
I read
I watch
All on my computer.**

Activity 1: Listen and tell

The mobile phone

A mobile phone is a telephone.
You can move around with it.
It is used to make and receive calls.
It can also write messages.
It helps us talk to those who are far.



Activity 2: Tell us

1. Talk about the mobile phone you have seen.
2. How do mobile phones help us?