



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 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

# 1

## Teacher's Guide

Primary English Teacher's Guide 1



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# ENGLISH

## Teacher's Guide 1

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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.

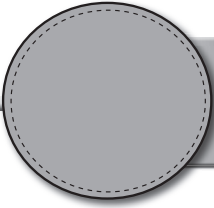
The Ministry of General Education and Instruction, Republic of South Sudan, is most grateful to all these key stakeholders for their overwhelming support to the design and development of this historic South Sudan National Curriculum. This historic reform in South Sudan's education system is intended 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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# General Introduction

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 competencies 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 competency based curriculum; the guide, as well as the Learner's Book provide 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 organized 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 details 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

## Development of vocabulary

The following activities will enable you help the learners to not only develop and grasp **new words** in English but also have fun while learning the language.

- At the beginning of each unit all the key words for each activity should be displayed in the environment, used and referred to during the teaching of the units.
- At the beginning and end of lessons correctly model the new words you have taught, have the learners repeat them in their own language and in English.
- Label classroom areas, and items then refer to these during the teaching of the activities.
- If possible, each day model all the words and ask the learners to say them again; they can repeat the words to themselves, their partners or the whole class. Encourage learners to use the words beyond the classroom set up.
- Regularly reinforce frequently used expressions like instructional phrases for example: write down, point at, draw, greetings such as hello, good morning, polite words such as please, thank you, sorry.

In addition to the above it will be beneficial at the end of each unit to play the following **vocabulary games** to reinforce vocabulary development:

### a. Chinese whispers

- i. Ask learners to form a circle.
- ii. In turns, each to think of a word they know in English and then whisper it to the person next to them.
- iii. The last person says what the word is. Then he/she whispers another word and the process continues until everyone has a chance to say his or her own word.



**b. Memory games**

- i. Place flashcards around the classroom.
- ii. In turns, ask learners to point at the correct flashcards when a word or words related to it are mentioned.
- iii. If the class is spacious the learners could run to the correct part of the room and stand next to the relevant flashcard.

**c. Miming games**

- i. Divide the class into two teams. One player from each team comes to the front of the class and sits with their back to the board. Tell the two players not to look round at the board.
- ii. Write three words on the board behind the two players. Make sure it is possible to mime all the words.
- iii. When you say 'go', the two teams start miming the first word to the players sat at the front of the class.
- iv. The first player to correctly guess the word wins a point for their team.
- v. The two teams then start miming the second word and so on.
- vi. When all three words have been guessed correctly or the two players give up, two new players come to the front and three new words are written on the board.
- vii. Play continues until everyone has had a turn guessing the mimes.
- viii. The team with the most points at the end of the game is the winner.
- ix. As a variation, have the teams take it in turns to play and set a time limit of one minute for the player to guess the three words on the board.

**d. Who am I?**

- i. In turns, let the learners say something about the particular topic that you will be learning at this time and the others to try and guess what it is that he or she is talking about.
- ii. The person who is able to guess right to be appreciated and clapped for.

**e. Beat the clock**

- i. This game requires learners to perform a given tasks within a certain time limit.
- ii. In groups ask learners to say a given number of words relating to a given topic that you have taught.
- iii. Tell them their time limits and ensure they strictly adhere to it
- iv. The points to be awarded to each group depending on the number of words each group were able to give within the specified time limits.

## Question words

Question words are function words used to ask a question such as *what, when, where, who, whom, why* and *how*. They are sometimes called **wh-words**.

Model how to ask questions to the learners. Through modelling, they will be able to copy your phrases and your facial expressions when they ask questions. For example, when you greet the learners always include a simple question like: 'How are you? Or *what did you do after school yesterday?*' Encourage the learners to ask their classmates or other people when they meet.

Ensure that there are question words on charts around the learning environment. For example:

1. Who is your friend?
2. Where do you live?
3. Why are you late?
4. Which is better- this one or that one?
5. How many days are there in a week?
6. What are you doing?
7. When are you going home?

## Strategies to support reading

Encourage learners to use the following strategies if they get stuck on a word:

- Sound out the word to read
- Read word in chunks and blend together
- Use initial letter and think of a word that makes sense
- Look carefully at the word, 'do I know it?'
- Read on then re-read and have a sensible guess, then check it makes sense.

## Strategies to understand the text:

- Re-read the text
- What do I already know about this
- Use context clues
- Infer meaning – read between the lines
- Think aloud – talk through it
- Locate key words
- Make predictions – think, pair, share
- Use word attack strategies
- Re-read to check understanding

# Unit 1

## Greetings

(Refer to the Learner's Book pages 1-7)

Learn about		Key inquiry questions
<p>Learners should be shown examples of greetings and be encouraged to talk about and demonstrate good greeting habits. In pairs, small groups and as a whole class, they practise greeting and bidding farewell during different time of the day through role-play.</p> <p>The words for greetings should be displayed for reference. These English greetings should be used in all lessons.</p> <p>Through think, pair and share, learners discuss the importance of greeting and bidding farewell. They also practise how to greet and bid farewell through conversation. They listen to and sing songs, recite rhymes and poems related to greetings and farewell.</p>		<ul style="list-style-type: none"> <li>How do we greet and bid farewell to different people during different times of the day?</li> </ul>
Learning outcomes		
Knowledge and understandings	Skills	Attitudes
<ul style="list-style-type: none"> <li>Understand a range of familiar spoken words related to greetings and farewell</li> <li>Recognise and understand familiar words in simple context related greetings and farewell</li> </ul>	<ul style="list-style-type: none"> <li>Answer simple questions and give basic information confidently to different people in different situations related to greetings and farewell</li> <li>Communicate through simple words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>Understand a range of familiar spoken words related to greetings and farewell</li> <li>Recognise and understand familiar words in simple context related greetings and farewell</li> </ul>
<p><b>Contribution to the competencies:</b></p> <p><u>Communication and co-operation:</u> Pair and group practice in greetings and bidding farewell</p>		
<p><b>Links to other subjects:</b></p> <p><u>Peace Education:</u> Promoting harmonious living</p>		

## **Assessment opportunities**

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

- Observation
- Conversation
- Product

## **An outline of the learning**

In this unit, learners should be told examples of greetings and be encouraged to talk about and demonstrate good greeting habits in their national language. In pairs, small groups and as a whole class, they practise greeting and bidding farewell during different time of the day through role-play.

The words for greetings should be displayed for reference. These English greetings should be used in all lessons.

Through think, pair and share, learners discuss the importance of greeting and bidding farewell in their national language. They also practise how to greet and bid farewell through conversation. They listen to and sing songs, recite rhymes and poems related to greetings and farewell.

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

There are both words and pictures in the Learner's Book, and as your learners are just beginning to learn English, it is important to read the text for them and they repeat after you. That way you will be 'modelling' pronunciation, speech and will help their development.

Learners should be encouraged to repeat after you and do things in a similar way as you have done. Phrases in the Learner's Book are relatively short and easy to learn. Ask the learners probing questions to assess their understanding and allow more able learners to respond to these questions where appropriate.

It is helpful to have some key words in English with an equal translation of the national language on posters or boards around the learning space so that they get used to seeing them and become familiar with the words. If possible, pictures can accompany the words. Learners could develop this collection as they progress through the unit.

## **The competencies**

This unit presents many opportunities for communication and opportunities to

think critically and creatively about different aspects of culture and identity. Learners are asked to work in pairs and groups, so there are continuous opportunities for co-operation and teamwork also. This unit provides good opportunities to create roles in groups so that for example there is a questioner, presenter and group leader. It is important in Primary 1 that the teacher models good communication skills, describing where appropriate features of good communication such as the use of open questions, active listening, correct grammar use and good body language. The activities provide a variety of ways to explore greetings and are also designed to instil an appreciation and respect for the culture and heritage of south Sudan.

### **Cross-cutting issues**

Peace education: promoting harmonious living. The learners get a deeper understanding of why they should have greetings which is a polite way of getting to know how one is fairing.

**A: Good morning (Refer to the Learner's Book pages 1-2)**

### **Activity 1: Look and say**

#### **Key words**

Good morning    Mother

#### **Learning Activities**

Introduce the activity by greeting learners in their national language and welcoming them to Primary 1. Give each learner a chance to introduce themselves to the class. Let the learners say if and how they greet their family members and each other in the morning. Let as many learners as possible respond to this.

Ask the learners to look at the pictures given in the Learner's Book. Let the learners tell you what they can see in the pictures. The discussion should be held in the national language. Pick out a few phrases from the learners' discussion for example the key words in this activity and translate them from the national language to English. Read the sentences in the Learner's Book as the learners listen and repeat after you. Explain the meaning of the new words.

Arrange the learners **in pairs** and ask them to practise the greetings using their own names. This will enhance their **communication skills**. Let the learners say the sentences to the class in turns. Correct the learners' pronunciation accordingly.

## Activity 2: Practise (*refer to Learner's Book page 2*)

### Key Words

teacher	children
---------	----------

### Learning activities

As this activity begins, ask the learners to recap what they learnt in the previous activity. Make sure that learners are able to pronounce the words they learnt in English correctly. Tell the learners to look at the picture in the Learner's Book and try to tell you what they think is being said in the pictures. This will promote the learners' **critical thinking skills**. As they have their discussion in their national language it is important that you pick out the key words supposed to be learnt in this unit and say them in English. Also encourage the learners to repeat them after you in English.

Read the words in the Learner's Book and let the learners repeat after you. Ask them if there are any familiar words that they have heard before from what you have read. Let them say in their national language in what context the words were used. This will enhance their **critical thinking skills**.

Let the learners practise the words. This activity can be done **as a class** because the learners are exchanging the greeting with you. Explain to the learners the meaning of the keywords. Make corrections on pronunciations where necessary.

## Activity 3: Sing and act (*refer to Learner's Book page 2*)

### Key word

All
-----

### Learning Activities

Introduce the activity by revising the previous activity. Do this by giving as many learners as possible a chance to stand, greet other learners before the class.

This activity can be done **as a class**. Read out the words of the song given. Let the learners say the words of the song after you. Guide the learners in finding a rhythm of the song and sing to the class. (It is important to practise the tune of the song before the class lesson.) Ask the learners to sing the song after you. You may sing a few lines or one line at a time depending on their ability.

Ask the learners whether they have heard any of the words in the song before and let them say in which context the words were used. This will enhance their **critical thinking skills**.

Divide the learners into small **groups**. Let them sing the song in their groups using their own names as you go round and observe. This will enhance their **co-operation skills**. Correct the learners accordingly. Explain the meaning of the key word to the learners. In the same groups, ask the learners to sing other songs about good morning in their national language since they are just being introduced to English. Let the groups sing to the class in turns. Conclude by awarding (even by a clap) the teams that sang best.

**As a class**, let the learners name the people we say good morning to. Emphasise to the learners the importance of saying good morning. Correct their pronunciations where necessary.

### **Assessment opportunities**

#### **Conversation**

Talk to pairs of learners as they practise the greetings and ask them to say the key words they have learnt in the good morning activities. Correct their pronunciation and encourage them to breakdown words into small syllables which are easier for them to learn pronunciation.

#### **Observation**

Observe how learners are working in their groups; are they able to correct each other's pronunciation on their own? Also assess if they are able to look at the pictures in the Learner's Books and connect them to the words that they are pronouncing.

**B: Good afternoon** (*Refer to the Learner's Book page 3*)

#### **Activity 1: Act and say**

##### **Key word**

Good afternoon

##### **Learning activities**

Introduce the activity by asking the learners to greet each other using good morning. Ask learners to say how they greet each other in the afternoon in their national language. Let as many learners as possible respond. Pick out a few phrases from the learners' discussion putting in mind the key words and then translate those words from the national language to English. This makes it easier for the learners to make a connection between the two words.

Ask the learners to look at the picture in the Learner's Book and tell you what they can see. This will promote their **critical thinking** skills. Read the sentences out aloud and ask the learners to say them after you.

Ask the learners to practise saying good afternoon to their deskmates in English. This will enhance their **communication** skills. Let them practise this as you go round correcting their pronunciation where necessary.

## **Activity 2: Say and practise**

### **Learning activities**

Read the greeting to the learner's as they listen to you. Repeat the greeting slowly as the learners say it after you. Select some individuals to role-play the greetings to the class. This will enhance their **co-operation** skills.

Encourage the learners to use their own names and those of their friends. Let the learners greet their deskmates. Correct the learners accordingly. Discuss with the learners about when we say good afternoon. Encourage them to greet each other more often.

### **Assessment opportunities**

#### **Observation**

Observe pairs of learners working together and consider how effectively they are co-operating with each other to better their pronunciation. Assess whether they are able to use English in their discussion.

**C: Goodbye** (*Refer to the Learner's Book page 4*)

## **Activity 1: Say and do**

### **Key word**

Goodbye

### **Learning activities**

Ask learners to look at the picture given in the Learner's Book. Let them say what they can see. You can ask the learners a few questions so as to probe their memory. For example, what do we call the lady waving to the young ones? Encourage them to answer you in English. This will ensure reinforcement and familiarity to the new terms learnt earlier.



Read the conversation for the learners and ask them to repeat after you. Tell the learners what goodbye means and explain to them the time when goodbye is said. Ask them whether it is okay to say goodbye to each other and why. Practise saying goodbye with learners.

Place the learners **in pairs** and ask them to say good bye to their deskmates. Let them use gestures. Let them practise with gestures then say the sentences to the class. Ask the class to clap for best performers. This will enhance their **co-operation** skills.

## **Activity 2: Recite and do**

### **Key word**

Friend
--------

### ***Learning Activities***

Introduce the lesson by revising the previous activity. Do this by giving as many learners a chance to say goodbye to their deskmates.

Read the text in the learners' book as they listen to you. Read again slowly as the learners repeat after you.

Ask the learners to name any word that they have heard before and let them say in which context the word was used. Explain the meaning of the keyword to the learners and let them practise pronouncing it. Select some individuals to role-play the greetings to the class. This will enhance their **co-operation** skills.

Encourage the learners to use their own names and those of their friends. Correct the learners accordingly.

### **Assessment opportunities**

#### **Observation**

Watch carefully how learners are working in pairs. Try to identify individuals who are able to pronounce the words correctly and assess whether they can correct each other's pronunciation even without your help.

## D: Good evening (*Refer to the Learner's Book page 5*)

### Activity 1: Say and role-play

#### Key Words

Good evening    father

#### *Learning activities*

Introduce the lesson by revising the previous activity. Do this by giving as many learners a chance to practise saying goodbye in English. Let them say the instances which the word goodbye can be used.

Ask the learners to look at the pictures in the Learner's Book and tell them to mention the people they can see in the pictures. Encourage them to mention the words of mother and children in English as they have already learnt them in the earlier activities. Let them now hold a discussion in their national language about the other things and people left unmentioned in the picture. From their discussion pick out the key words supposed to be learned in this unit and translate them into English.

Read the sentences in the Learners' Book and ask the learners to say them after you. Discuss with the learners when we say good evening. Guide and correct them that we say good evening after four o'clock to about seven o'clock. Let the learners name the people they say good evening to.

Explain the meaning of the key words to the learners. For example, the key word father means a male parent. Explain to them in their national language and do a translation of the name in English.

Practise this activity further **in pairs**. Let the learners practise saying good evening to their deskmates in English mentioning their names too. This will enhance their **co-operation** and **communication** skills. Ask them to say good evening to you too. Ask the learners to practise saying good evening to their parents when they go home after school.

### Activity 2: Sing and act

#### Key words

sun    say    night    goodnight

## ***Learning Activities***

Introduce the lesson by revising the previous activity. Do this by giving as many learners as possible a chance to say good evening to their friends.

Read out the words of the song given. Let the learners say the words of the song after you. Sing the song to the class. (It is important to practise the tune of the song before the lesson). Ask the learners to sing the song after you. You may sing a few lines or one line at a time depending on their ability.

Explain the meaning of the keywords to the learners in their national language and translate into English as it is in the Learner's Book.

Divide the learners into small groups. Let them sing the song in their groups as you go round and observe. This will enhance their **co-operation** skills. Correct the learners accordingly. In the same groups, ask them sing to the class in turns. Conclude by awarding (even by a clap) the teams that sang best.

Ask the learners **individually** to sing other songs about greetings in their national language since they are just being introduced to English. Let the class to clap for the best singers.

## **Assessment opportunities**

### **Conversation**

Talk to pairs of learners as they practise this activity and listen if they have understood the appropriate time to say good evening and goodnight. Also correct their pronunciation where necessary.

### **Observation**

Observe and be keen to hear if they are fluent in pronunciation when presenting.

E: How are you? Fine thank you (*Refer to the Learner's Book page 6*)

## **Activity 1: Look and say**

### **Key words**

I am fine

thank you

how are you

### ***Learning activities***

Ask the learners to look at the picture in their learners' books and discuss with them in the national language what is happening in the picture. Read the sentences

for them and ask them to say them after you. You can practise with learners while mentioning their names encourage them to mention your name too.

Explain to the learners the meaning of the keywords and the context in which they are used.

Divide the learners **in groups** and ask them to practise finding out how each one of them is. This will enhance their **co-operation** and **communication** skills. Ask the learners to say it to the class.

## **Activity 2: Sing**

### **Key word**

Hello
-------

### **Learning activities**

Read out the words of the song given. Let the learners say the words of the song after you. Sing the song to the class. (It is important to practise the tune of the song before the class lesson.). Ask the learners to sing the song after you. You may sing a few lines or one line at a time depending on their ability. For easier understanding translate the song into the national language.

Ask the learners if they are familiar with any word in the song. Let them say in which context they can relate the word to.

Divide the learners **in groups** and let them sing the song in English in their groups as you go round and observe. This will enhance their co-operation skills. Correct the learners accordingly.

Explain to the learners the meaning of the keywords and remind them the context within which they can be used.

In the same groups, ask learners to sing other songs about greeting in their national language since they are just being introduced to English. Let the groups sing to the class in turns. Conclude by awarding (even by a clap) the teams that sang best.

### **Assessment opportunities**

#### **Conversation**

Talk to the learners to see whether they understand the vocabularies used when greeting. Mention a certain word learnt in this activity in the national language and ask the learners to say the word in English. Correct their pronunciation where necessary.

## Observation

Observe as the learners present the song in English and assess if there is a progress in their pronunciation skills.

F: Say the greeting (*Refer to the Learner's Book page 7*)

## Learning activities

Let the learners study the pictures in the Learners' Book and let them say what they can see. Let them say what time of the day they think it is. Let as many learners as possible respond in their national language.

Ask the learners to match the pictures with the words that they have learnt in this unit. This will enhance their **critical thinking** skills.

Help them to discuss the pictures in details and give all the necessary explanations and assistance needed. This exercise is supposed to be done orally and **in groups**.

## Expected answers

Good evening

Good morning

Goodbye

Ask the learners to arrange the pictures in a chronological sequence. That is to sequence the pictures according to the time of the day that they occur.

## Assessment opportunities

### Conversation

Talk to groups of learners as they work in groups and ask them to explain their reasoning for answers to the questions. Encourage them to mention the words in English and correct them so as to improve their pronunciation skills.

### Observation

Observe how the learners are working in groups so as to match the words and the pictures. Are they able to co-ordinate well and come to an agreement? Are they able to pronounce the words correctly?

**GENERAL NOTE:** Throughout the unit, the teacher is encouraged to allow learners to hold discussions in national language while at the same time explaining to them concepts in national language. This should be applied throughout the book since the medium of learning in P1-P3 is national languages. However, this being the learning of English language, emphasis should be that learners are able to pick the key words in English, comprehend and make simple sentences in English and this should keep advancing as learners progress.

### **Play vocabulary games**

At the end of the unit, play any or a combination of these games with the learners to reinforce vocabulary learnt. These games are fully explained on pages 2-3 of this Teacher's Guide under Introduction. Refer for details.

- (a) Chinese whispers
- (b) Memory games
- (c) Miming games
- (d) Who am I?
- (e) Beat the clock

## Unit 2

## Myself

(Refer to the Learner's Book pages 8-12)

Learn about		Key inquiry questions
<p>Learners should be given simple vocabulary to enable them talk about themselves. Some should introduce themselves to the class while others listen.</p> <p>They should work together in role-play situation and play games which require them to use relevant vocabulary about themselves. A learner mimes his/her interests while the rest of the class could guess and say loud what they think he/she likes.</p> <p>Learners should also be given opportunity to listen to appropriate poems, stories, recite rhymes and sing songs with themes related to themselves They should practise spoken language and answer simple oral questions and give basic information about themselves.</p>		<ul style="list-style-type: none"> <li>How can we tell people about ourselves?</li> <li>Who are you? (name, age, sex, nationality, tribe, parents, sibling, friends, religion)</li> <li>What are your interests?</li> </ul>
Learning outcomes		
Knowledge and understandings	Skills	Attitudes
<ul style="list-style-type: none"> <li>Understand a range of familiar spoken words phrases about myself</li> </ul>	<ul style="list-style-type: none"> <li>Answer simple questions and give basic information by using a range of familiar words about themselves</li> <li>Communicate simple words and phrases about themselves</li> </ul>	<ul style="list-style-type: none"> <li>Show increasing confidence when speaking about and answering simple questions about themselves</li> <li>Appreciate that others are different and have different needs</li> </ul>
<p><b>Contribution to the competencies:</b></p> <p><u>Critical thinking</u>: Enhanced through miming</p> <p><u>Communication and co-operation</u>: Role play, storytelling and singing among others</p> <p><b>Links to other subjects:</b></p> <p><u>Peace Education</u>: Recognising other people's uniqueness</p>		

## **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 the learners develop their vocabulary in relation to talking about themselves. The activities will help learners to talk about themselves.

There are many opportunities within this unit for learners to practise and improve their speaking and listening skills. The activities listed here for this unit include some written texts, but the focus is on speaking and listening skills.

The learners will be given an opportunity to sing songs, listen to stories and recite rhymes with themes related to themselves. They should practise spoken language and answer simple oral questions and give basic information about themselves.

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

There are both words and pictures in the Learner's Book, and as your learners are just beginning to learn English, it is important to read the text for them and they repeat after you. That way you will be 'modelling' pronunciation, speech and will help their development.

Learners should be encouraged to repeat after you and do things in a similar way as you have done. Phrases in the Learner's Book are relatively short and easy to learn. Ask the learners probing questions to assess their understanding and allow more able learners to respond to these questions where appropriate.

It is helpful to have some key words in English with an equal translation of the national language on posters or boards around the learning space so that they get used to seeing them and become familiar with the words. If possible, pictures can accompany the words. Learners could develop this collection as they progress through the unit.

## **The learner competencies**

This unit presents many opportunities for communication and opportunities to think critically and creatively about different aspects of culture and identity. Learners are asked to work in pairs and groups, so there are continuous opportunities for



co-operation and teamwork also. This unit provides good opportunities to create roles in groups so that for example there is a questioner, presenter and group leader. It is important in Primary 1 that the teacher models good communication skills, describing where appropriate features of good communication such as the use of open questions, active listening, correct grammar use and good body language. The activities provide a variety of ways to explore oneself and are also designed to instil an appreciation and respect for the culture and heritage of south Sudan.

### **Cross-cutting issues**

Peace education: Recognising other people's uniqueness will enable the learners to appreciate and understand each other more.

**A: My name (Refer to the Learner's Book page 8)**

### **Activity 1: Listen and answer**

Key words

name    miss

### **Learning Activities**

Introduce this activity by asking the learners to say the different ways that they greet each other and their family members in the morning. Allow many learners to give their examples. The discussion should be held in the national language, though for the more able learners expect them to throw in a few English phrases that they learnt in the earlier activities.

Let the learners look at the picture in the Learner's Book and say what they can see. Ask the learners to be attentive as you read the greetings in the Learner's Book. Read carefully making sure to pronounce each word correctly. Stand in front of the class and greet the learners and introduce yourself adding your name for example my name is Miss Alam or Mr Omot.

Ask the learners to repeat the greeting and introduction after you until you make sure they have grasped the correct pronunciation for each word.

Let the learners practise greeting and introducing themselves to each other **in pairs**. Encourage them to greet their family members, the school staff and their school mates on a regular basis when they meet in the morning.

## Activity 2: Say

### Learning activities

Introduce the activity by asking individual learners what their name is. Let as many learners as possible respond to this. Ask the learners to be attentive as you read the text in the Learner's Book. Ask the learners to say the words after you until they master the pronunciation of each word.

Let the learners take turns to move to the front of the class to greet the class and introduce themselves. Encourage them to be audible. This will enhance their **communication** skills. Guide learners to use the words in the Learner's Book and their own names to introduce themselves to a friend. Correct pronunciation and accuracy accordingly.

Let the learners read and master the key words used during introduction.

## Activity 3: Listen and role-play

### Key Words

Girl    boy
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### Learning Activities

Introduce the activity by asking the learners to state whether they are a girl or a boy. Let as many learners as possible respond. Hold the discussion in the national language whereby you will have to do a translation of the key words to English. Explain to them that the word 'girl' refers to the female gender while the word 'boy' refers to the male gender. Read what Mercy is saying in the Learner's Book. Ask the learners to be attentive as you read. Read again and let the learners say each line after you until they memorise what Mercy is saying. Repeat the same thing with what John is saying.

Ask the learners if they came across any familiar words and let them say in what context the words have been used before. Explain to them that the word 'girl' refers to Mercy's gender. Also translate and explain that the word "boy" refer to John's gender.

Let the learners take turns to come to the front of the class and say what Mercy is saying, this time, replacing Mercy's and John's names with their own names and also mentioning their own gender.

## Activity 4: Draw yourself and say

### *Learning Activities*

Ask learners to draw themselves. Let them colour the pictures and show to the rest of the class as they introduce themselves and name their gender. Let them clap for the best picture.

### Assessment opportunities

#### Observation

Consider whether they are able to pronounce the words correctly after you. Listen as the learners pronounce the words in English when presenting their drawings.

#### Product

Consider whether the drawing is clear and relevant in the given context. Are the learners able to draw clear and distinctive pictures for their separate genders? This will determine if they have understood their different genders.

B: What is your name? (*Refer to the Learner's Book page 10*)

## Activity 1: Listen and act

### Key words

What      Your

### Learning activities

Ask the learners to be **in pairs**. Let them greet and introduce themselves to each other in the national language. Read the conversation in the Learner's Book and ask the learners to listen attentively. Read the conversation letting the learners repeat each line after you. Correct any pronunciation mistakes.

Ask the learners if they have come across any familiar words in the conversation and let them say in which context the words were used before.

Let the learners get **in pairs**. One of the learners will assume the role of pupil 1 and the other pupil 2. Read the conversation again letting the learners repeat after you until they memorise.

Let the pairs of learners take turns to act out the conversation this time replacing Keji's and Kenyi's names with their own names. Explain to them that pupil 2 is responding

to pupil 1 and that the word ‘pupil’ refers to a school-going child. Encourage them to pronounce words correctly while acting out the conversation.

### **Activity 2: Say in turns**

#### **Learning activities**

Introduce the activity by asking the learners to say what their names are. Let as many learners as possible respond. This discussion should be carried out in English as it is a reinforcement of the previous activity.

Let the learners repeat each sentence after you until they get the pronunciations right.

#### **Assessment opportunities**

##### **Conversation**

Talk to pairs of learners to assess whether they understood the concept of having different greetings for different times of the day.

##### **Observation**

Observe if the learners were paying attention as you read the conversation between pupil 1 and pupil 2 with the way act out the conversation between themselves. Consider whether they are able to pronounce the words correctly after you.

C: She is...and He is... (*Refer to the Learner’s Book page 11*)

### **Activity 1: Point and say**

#### **Key Words**

she    he    this

#### **Learning activities**

Introduce the lesson by asking the learners to say if they are a girl or a boy. Let as many learners as possible respond. Expect the more able learners to respond in English as they learnt it earlier. Read what the teacher is saying in the Learner’s Book to the class. Read again and let the learners repeat each sentence after you. Ask the learners if there are words that seem familiar to them. Let them say in which context the words were used before.

Ask two learners, one of each gender, to come to the front of the class and introduce them with the words in the Learners' Book this time using the learners' names. Explain to the learners that you are introducing the learners at the front of the class to them and that 'he' is used when referring to a boy and 'she' is used when referring to a girl. You can translate "she" and "he" in the national for the learner's easier understanding.

Ask the learners to get **in groups** of three. The groups should have each gender represented. Let the groups take turns in front of the class to introduce each other.

### **Activity 2: Play a naming game**

#### **Learning activities**

Introduce the lesson by asking the learners how they introduce themselves to learners that they have not met before. Let as many learners as possible respond. This discussion should be held in the national language.

Ask the learners to listen attentively as you read what the learners in the Learners' book are saying. Read again and let the learners repeat what you are saying after each line. Ask the learners if there are any familiar words that they have come across from previous lessons and in which context the word was used.

Let the learners get **in pairs** and practise introducing each other to the class. Let the learners take turns to do the presentation.

#### **Assessment opportunities**

##### **Conversation**

Talk to the learners to see whether the concept on gender was understood. Can they be able to introduce the other learner in English and in the correct gender context?

##### **Observation**

Observe as the learners practise introducing each other and check if their word order is correct in each sentence.

Assess whether the lesson was understood by listening in on whether they get the gender names right.

**D: My friends (Refer to the Learner's Book page 12)**

**Activity 1: Recite and do**

**Key words**

many                      friend

**Learning activities**

Let the learners hold a discussion in their national language explaining if they have friends, how many they are, what their genders and names are. Ask the learners to listen attentively as you read the text in the Learner's Book.

Read again and let the learners read each line after you. Ask the learners if there are any familiar words that they have come across and let them say in which context the words have been used in previous lessons.

Let the learners get **in groups** of three and let the groups take turns to come in front of the class to introduce each other. This will enhance their **communication** skills.

**Activity 2: Tell us**

**Key words**

Kind    honest    caring    loving    tall

**Learning activities**

Ask the learners to mention who their friends are in the class. Let as many learners as possible respond. Inform the learners that it is important to regard all their classmates as their friends. This discussion is to be held in the national language before you can pick out the key words and translate them into English.

Let the learners say what they like about their friends. You could give them pointers by mentioning that they could say whether their friend is kind, caring and many other positive qualities of a person. Let as many learners as possible respond to this.

**Assessment opportunities**

**Conversation**

Talk to the learners to see whether they understand the use of the key words.

**Observation**

Observe if the learners and consider whether they are able to pronounce the words

correctly after you.

Observe as the learners practise introducing their friends and make sure they are able to pronounce and identify each gender correctly. Are they using the specific vocabulary you have instructed them in this activity?

### **Play vocabulary games**

At the end of the unit, play any or a combination of these games with the learners to reinforce vocabulary learnt. These games are fully explained on pages 2-3 of this Teacher's Guide under the Introduction. Refer for details.

- (a) Chinese whispers
- (b) Memory games
- (c) Miming games
- (d) Who am I?
- (e) Beat the clock

# Unit 3

## Our home

(Refer to the Learner's Book pages 13-18)

Learn about		Key inquiry questions
<p>Learners should learn the vocabulary to talk about the home. The vocabulary should be displayed around the class and referred to. Learners should talk about their homes in a systematic way. In small groups and as a whole class they should name the people and things found at home.</p> <p>Through role-play and drama they demonstrate activities done at home.</p> <p>Learners should listen to appropriate stories, poems, sing songs, recite rhymes and solve riddles about their homes.</p> <p>They should discuss the different roles and responsibilities of different members at home. They should attempt to construct simple oral sentences about this.</p>		<ul style="list-style-type: none"> <li>· Who are the people found in our home?</li> <li>· What are the things found at home?</li> <li>· What are the different roles and responsibilities of family members?</li> <li>· What are the activities done at home?</li> </ul>
Learning outcomes		
Knowledge and understandings	Skills	Attitudes
<ul style="list-style-type: none"> <li>· Understand a range of familiar spoken words phrases about our home</li> </ul>	<ul style="list-style-type: none"> <li>· Answer simple questions and give basic information about their homes</li> <li>· Communicate through simple words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>· Show increasing confidence in speaking to different people in different occasions about homes</li> </ul>
Contribution to the competencies:		
<p>Communication, Critical thinking and Co-operation: Role play and group work</p>		



**Links to other subjects:**

Social studies: The family

Life skills: Talk about where they come from

Peace Education: Share and take turns

**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 the learners develop their vocabulary in relation to talking about the home. The activities will help learners to talk about their homes.

There are many opportunities within this unit for learners to practise and improve their speaking and listening skills. The activities listed here for this unit include some written texts, but the focus is on speaking and listening skills.

The learners will be given an opportunity to sing songs, listen to stories and recite rhymes with themes related to the home. They should practise spoken language and answer simple oral questions and give basic information about themselves.

**Using the Learner's Book**

There are both words and pictures in the Learner's Book, and as your learners are just beginning to learn English, it is important to read the text for them and they repeat after you. That way you will be 'modelling' pronunciation, speech and will help their development.

Learners should be encouraged to repeat after you and do things in a similar way as you have done. Phrases in the Learner's Book are relatively short and easy to learn. Ask the learners probing questions to assess their understanding and allow more able learners to respond to these questions where appropriate.

It is helpful to have some key words in English with an equal translation of the **national language** on posters or boards around the learning space so that they get used to seeing them and become familiar with the words. If possible, pictures can accompany the words. Learners could develop this collection as they progress through the unit.

## The competencies

This unit presents many opportunities for communication and opportunities to think critically and creatively about different aspects of culture and identity. Learners are asked to work in pairs and groups, so there are continuous opportunities for co-operation and teamwork also. This unit provides good opportunities to create roles in groups so that for example there is a questioner, presenter and group leader. It is important in Primary 1 that the teacher models good communication skills, describing where appropriate features of good communication such as the use of open questions, active listening, correct grammar use and good body language. The activities provide a variety of ways to explore our homes and are also designed to instil an appreciation and respect for the culture and heritage of south Sudan.

## Cross-cutting issues

Peace education: Through learning the structure of the home, the learners will learn and appreciate the importance of having family and this will lead to peaceful coexistence.

A: A home (*Refer to the Learner's Book page 12*)

A: A home (*Refer to Learner's Book page 13*)

### Activity 1: Look and talk

#### Learning activities

house path banana grass

Direct the learners' attention to the picture on the Learners' Book. Let them say whether they can see anything familiar to them in their national language. Guide the learners in naming all that they can see in the picture in their national language.

Let them explain how the home is different from their own homes in their national language. Ask them to name what they admire from the home in the picture.

From the discussion pick out the key words mentioned by the learners and have them translate into English and also make a point of explaining what they mean to the learners.

### Activity 2: Draw your home

#### Learning activities

Let the learners draw their homes. They should include the things in their compound. Ask them to colour the pictures. The best picture to be shown to the class as they name the items they have drawn in English and where stuck they can name them in their national language and you can translate them to English.

### **Assessment opportunities**

#### **Conversation**

Talk to the learners to see that they can identify the items in the pictures correctly. Can they be able to use the new vocabulary taught in English to name the items? Can they be able to pronounce the words correctly?

#### **Product**

Consider the drawing. Assess whether it is clear and relevant. Are the learners able to name in English the things they have drawn in their drawings? Correct their pronunciation where necessary.

**B: Things at home** (*Refer to the Learner's Book pages 14-15*)

#### **Activity 1: Point and name**

##### **Key words**

hen dog cow goat

##### **Learning activities**

Introduce the lesson by asking the learners to say the things that they have in their home. Let as many learners as possible respond.

Let learners look at the picture in the Learner's Book keenly and let them say what they can see in their national language. Responses will vary from learner to learner, so accept all sensible ones. For those who might miss the point, give appropriate guidance or prompts till they grasp the concept. Guide the learners in naming the different things in the picture in English. Also you could ask the more able learners to do a drawing of any of the animals in the picture and when teaching the key words in this activity and a name is mentioned the learner with that animal should step out and show the drawing of that animal.

## Activity 2: Look and name

### Key words

spoon knife jug pot cup glass

### Learning activities

Ask the learners to study the picture in the Learner's Book. Let them say in their national language if there is any item from the picture they have seen before. They should say where they have seen the items.

Let the learners name the items they are familiar with in the picture. Guide the learners in naming the items in English. Let them practise pronouncing the words correctly.

## Activity 3: Recite

### Learning activities

Read the words in the Learner's Book aloud to the learners. Let them repeat the words after you. Let the learners practise the words **in groups** using different ways e.g. whispering, shouting until they master the words. This will enhance their **co-operation** skills. They can also do this as a class where in turns they whisper the words, shout, speak slowly or quickly. Make it as interesting as you can.

They should then sing it **as a class**.

### Assessment opportunities

#### Conversation

Talk to the learners to see that they can describe the picture accurately. Assess the vocabularies the learners use to describe the pictures. Listen for the level of vocabulary your learners are able to produce without prompting and then decide how well they are performing in this area especially in pronunciation.

C: People at home (*Refer to the Learner's Book page 16*)

## Activity 1: Point and name

### Key words

brother sister

## **Learning activities**

Ask the learners to study the pictures in the Learner's Book. Let them describe what they can see in their national language. Encourage the learners to say the things or people they have learnt about in the previous activities. For example there is a mother, father, fork, glass, plate among other things. These new vocabularies learnt earlier on are supposed to be said in English so as to reinforce the words and have a progress in learning English.

Let them say whether they can relate to the scenario in the picture.

Let the learners mention the people that they live with at home. Let as many learners as possible participate.

Hold up the book and point each member of the family in the Learners' Book as you name them. Let the learners repeat each name after you. Ask the learners to say how many sisters and or brothers that they have.

Explain in the national language that a brother is an older or younger male who has the same parents as another person.

### **Activity 2: Look and say**

#### **Key word**

Grandmother
-------------

## **Learning activities**

Ask the learners to study the picture in the Learners' Book and let them say in their national language what they think is happening in the picture. Let as many learners as possible respond.

Read what Akot is saying in the learners' book and let the learners repeat each sentence after you. Explain to the learners who grandmother is in a family and let them describe their grandmothers. Encourage the learners to say why they like their grandmother using some of the vocabularies that you taught them when describing their friends.

### **Activity 3: Draw and name**

Let the learners draw any member of their family. Ask them to colour the pictures. The best picture to be shown to the class. They can also make it fun to learn by having them come to the front of the class and the class should name the member of family in the drawings.

## Conversation

Talk to the learners to see whether they can relate with the scenario presented in the Learner's Book. Assess whether they can understand the concept of family and that they can pronounce the words correctly.

## Product

Consider the drawing. Assess whether it is clear and relevant in this context. Has it assisted in the learning of new vocabulary?

D: Roles at home (*Refer to the Learner's Book page 17*)

### Activity 1: Look and talk

#### Key words

sweep    cook    wash    graze    maize

#### Learning activities

Let the learners look at the picture in the Learners' Book keenly and let them say what they can see in their national language. Responses will vary from learner to learner, so accept all sensible ones. For those who might miss the point, give appropriate guidance or prompts till they grasp the concept.

Ask the learners what kind of chores they do at home. Let them say the chores they love doing and those that they don't like. They should give reasons for this. Let as many learners as possible respond.

From the learner's discussion pick out the key words supposed to be learnt in this activity and translate them into English. Repeat the words as the learners say them after you.

### Activity 2: Rhyme

Read the rhyme in the Learner's Book as the learners listen attentively.

Read the rhyme again and the learners repeat each line after you. Insist on correct pronunciation of words.

Read the rhyme the third time and let the learners identify the words that sound the same..

Read the rhyme together with the learners and ask them to stand up when they read the words that rhyme. Let the learners recite the rhyme faster and stand up only

when they mention the rhyming words. Encourage them to make it fun.

### **Activity 3: Mime**

Select one learner at a time and ask them to look at the picture in the learner and then pick any activity they are comfortable miming. Let them mime the action to the class and then the learners to guess what activity it is. Their answer should be in English.

Let the learners say the keywords after you. Encourage them to pronounce the words correctly.

### **Assessment opportunities**

#### **Conversation**

Talk to the learners to see whether they can relate to the picture and whether they get the concept of chores. You can ask them to pronounce or say the key words as you listen and correct their pronunciation.

**E: Story (Refer to the Learner's Book page 18)**

### **Activity 1: Listen and mime**

#### **Key Words**

role    plate    grass    food    share    cutting    cooking    washing

#### **Learning activities**

Introduce the lesson by asking the learners to mention all the concepts that they have learnt in the unit so far, for example, people in the family, chores done at home among others.

Ask the learners to study the picture in the Learner's Book and say what they see.

Let as many learners as possible respond. Ask the learners to listen attentively as you read the text in the Learner's Book. Read again and let the learners repeat each sentence after you. Explain to learners in the national language what the text is all about. Make sure that the learners understand the activities going on in the text.

Ask the learners about any familiar words that they have come across and in which context the words have been used in previous lessons. Guide them in getting the concepts right.

Select one learner at a time and ask them to mime a certain action from the text and the class to guess what it is. The class should give the answer in English according to the vocabulary learnt. Let the learners mention all the family members and household chores mentioned in the story.

### **Activity 2: Tell us**

Ask the learners to mention the people that they live with. Let them say what chore each member of the family does at home.

Encourage the learners to speak in short English phrases like father cuts, mother cooks, brother washes among others.

### **Assessment opportunities**

#### **Conversation**

Talk to the learners to see whether they get the concept of the story, which talks about the people at home and chores done at home. Are they able to incorporate the new vocabulary learnt in English? Do they have any problems with the pronunciation?

#### **Play vocabulary games**

At the end of the unit, play any or a combination of these games with the learners to reinforce vocabulary learnt. These games are fully explained on pages 2-3 of this Teacher's Guide under Introduction. Refer for details.

- (a) Chinese whispers
- (b) Memory games
- (c) Miming games
- (d) Who am I?
- (e) Beat the clock



# Unit 4

## Our school

(Refer to the Learner's Book pages 19-24)

Learn about	Key inquiry questions
<p>Learners should be encouraged to discuss about the various people found in the school.</p> <p>Through think, pair and share, learners discuss about people in their school, things found in school and their class. Through role play, they demonstrate the activities done at school.</p> <p>They should sing songs and listen to stories and poems, recite rhymes, act dialogues or conversations, solve riddles and play whispering games with themes about their school. They should attempt to construct simple oral sentences.</p>	<ul style="list-style-type: none"> <li>• Who are the people in our school?</li> <li>• What are the things found in our school?</li> <li>• What are the activities done at school?</li> </ul>

Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> <li>• Understand a range of familiar spoken words and phrases about our school</li> </ul>	<ul style="list-style-type: none"> <li>• Answer simple questions orally and give basic information about their school</li> <li>• Communicate through simple words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Show increasing confidence in speaking to different people in different occasions about their school</li> <li>• Appreciate the value of school and develop the desire for lifelong education</li> </ul>

**Contribution to the competencies:**

Communication and Co-operation: Role play, pair work, discussion, singing songs etc.

**Links to other subjects:**

Social studies: Roles and responsibilities

Life Skills: Talk about where they come from (the school)

## **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 the learners develop their vocabulary in relation to their school. The activities will help learners to talk about their school.

There are many opportunities within this unit for learners to practise and improve their speaking and listening skills. The activities listed here for this unit include some written texts, but the focus is on speaking and listening skills.

The learners will be given an opportunity to sing songs, listen to stories and recite rhymes with themes related to themselves. They should practise spoken language and answer simple oral questions and give basic information about themselves.

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

There are both words and pictures in the Learner's Book, and as your learners are just beginning to learn English, it is important to read the text for them and they repeat after you. That way you will be 'modelling' pronunciation, speech and will help their development.

Learners should be encouraged to repeat after you and do things in a similar way as you have done. Phrases in the Learner's Book are relatively short and easy to learn. Ask the learners probing questions to assess their understanding and allow more able learners to respond to these questions where appropriate.

It is helpful to have some key words in English with an equal translation of the national language on posters or boards around the learning space so that they get used to seeing them and become familiar with the words. If possible, pictures can accompany the words. Learners could develop this collection as they progress through the unit.

## **The learner's competencies**

This unit presents many opportunities for communication and opportunities to think critically and creatively about different aspects of culture and identity. Learners are asked to work in pairs and groups, so there are continuous opportunities for

co-operation and teamwork also. This unit provides good opportunities to create roles in groups so that for example there is a questioner, presenter and group leader. It is important in Primary 1 that the teacher models good communication skills, describing where appropriate features of good communication such as the use of open questions, active listening, correct grammar use and good body language. The activities provide a variety of ways to explore our schools and are also designed to instil an appreciation and respect for the culture and heritage of south Sudan.

### **Cross-cutting issues**

Life skills: This unit will enable the learners to talk about where they come from.

### **Links to other subjects**

Social studies: The learners will be taught the roles and responsibilities of a head teacher in a school.

**A: A School (Refer to the Learner's Book page 19)**

### **Activity 1: Look and talk**

#### **Key words**

play school flag classroom cleaner ball

#### **Learning activities**

Let learners look at the picture in the Learners' Book keenly and let them say what they can see. Discussion should be in the national language and responses will vary from learner to learner, so accept all sensible ones. For those who might miss the point, give appropriate guidance or prompts till they grasp the concept.

Ask the learners if they have ever seen anything in the picture in their school.

Ask them to talk about the picture to their partner in their national language.

Let the learners read the keywords after you. Encourage them to pronounce the words correctly. Guide them in matching the keywords with the contents in the picture.

### **Activity 2: Draw and show**

Let the learners draw their parade ground area and the buildings that surround the area. Ask them to talk about their pictures to their partners in their national language.

## Assessment opportunities

### Conversation

Talk to the learners to see whether they can relate the picture to a school setting. Are they able to mention or pronounce vocabulary learnt in this activity well?

### Product

Consider the drawing. Assess whether it is clear and relevant. When they present the picture are they able to say the words used in this context in English?

**B: Things in school (*Refer to the Learner's Book pages 20-21*)**

### Activity 1: Look and say

#### Key words

desk table pencil book

#### Learning activities

Let the learners study the pictures in the Learner's Book. Ask them to tell you if they have ever seen such objects before. Let the learners touch these objects if they are found in class or point to them in the school compound. For example, point at the flag. Guide them in describing the pictures. Guide the learners in naming what is in the pictures in their national language.

Inquire whether the learners own or have seen any of the items in the pictures before and what they use it for. Tell the learners the names given to these things in English. Let them name the items in the classroom picture that can also be found in their classroom. Encourage them to give the names in English.

### Activity 2: Who am I?

#### Key words

ball bag duster pen rubber

#### Learning activities

Let the learners study the picture in the Learners' Book. Ask them to name any items that they have seen before or own in the picture. Let them say where they have seen the item in their national language.

Hold up the Learners' Book in front of the class and point at each item as you name

them in English. Doing a translation from national language to English makes the learners' understanding easier and faster. Let the learners repeat the name of each item after you.

To reinforce this new vocabulary learnt, let the learners enjoy playing the game who am I. Put one of the items learnt in this activity in a bag and then ask the learners to guess what item is in your bag. For example, In my bag I have a ...? Let the learners ask in their national language is it a book? If its not give them a chance to guess again. You can also give pointers to help them by describing the item. For example, if its a ball, say it is round or we use it for playing etc. Allow as many answers as possible until you get the correct answer. Ask the learners how to say the answer in English.

### **Activity 3: Sing and touch**

Read the song in the Learner's Book as the learners listen keenly. Now read each line and let the learners repeat after you.

Explain to them that what you have read is a song and guide them in finding a rhythm for the song. Help them recite, act and master the song.

Encourage the learners to continue the song using the items they have on their tables.

For example,

**On my table**

**I have one book.**

**What do you have?**

Allow each learner to participate in the singing using the items that they can find in the class.

### **Assessment opportunities**

#### **Conversation**

Talk to the learners to see whether they can identify and relate to the items in the pictures. Encourage them to name the items in English and correct their pronunciation where necessary.

#### **Observation**

Listen as the learners present the song to the class and assess whether they get the pronunciations of the words correct.

## C: People in school (*Refer to the Learner's Book page 22*)

### Activity 1: Look and name

#### Key words

Secretary    pupils

#### Learning activities

Let the learners study the pictures in the Learner's Book. Guide them in describing the pictures. Ask the learners if they can relate the activities in the pictures to real life activities. The discussion should be in the national language but for words like teacher and pupils encourage the learners to say them in English as they have encountered them before.

Let the learners say what is happening in each picture. Let as many learners as possible respond. Guide the learners in describing and naming the people in the pictures in English,

### Activity 2: Greet the people in your school

Remind the learners about the greetings they learnt in unit 1. Ask them to use the greetings including the people they have learnt in activity 1. Ask the learners to greet their teachers using the words good morning or good afternoon depending on the time of the day. For example, good morning teacher Akech.

Encourage the learners to go around the school greeting other people found in the school.

#### Assessment opportunities

**Conversation** Talk to the learners to see whether they can identify and relate the pictures to the people in their school. Have they learnt proper pronunciation of the new vocabulary?

#### Observation

Observe how learners pronounce and incorporate the new vocabulary learnt in this section. Are they able to pronounce them without your assistance?

## D: What we do in school (*Refer to the Learner's Book page 23*)

### Activity 1: Look and say

#### Key words

Assembly learn clean play

#### Learning activities

Let the learners study the pictures in the Learners' Book. Ask them to describe what they see in their national language. Let the learners mention where and what time the activities portrayed in the pictures take place in their school.

Let them name any items that they have come across in the previous activities. Guide and correct them where necessary. Introduce the new vocabulary in the national language to the learners and make sure you have explained to them well, then do a translation in English. Ask the learners to repeat the words in English after you.

### Activity 2: Practise and say

Read the sentences in the learners book aloud as the learners listen attentively.

Read the sentences again and let the learners read after you. Insist on correct pronunciation of the words.

**In pairs**, let the learners say each sentence as they point at the picture in Activity 1 in Learner's Book that displays the action in each sentence.

Move around the class and monitor how the learners say and point at the pictures.

#### Assessment opportunities

##### Conversation

Talk to the learners to see whether they can identify the things that they do in school from the pictures. Correct their pronunciation where necessary.

##### Observation

Observe whether the learners have understood the meaning of the new words as they name and point the pictures in the Learner's Book.

## E: Story (Refer to the Learner's Book page 24)

### Activity 1: Listen and tell

#### Key words

read write head teacher

#### Learning activities

Read the story in the Learner's Book as the learners listen keenly. Read the story again and this time let the learners repeat each sentence after you.

Explain to the learners that the head teacher is the head of the school.

Ask the learners to mention the words in the story that they have heard or used before. Let them mention the context in which the words were used. Ask the learners what the name of their head teacher is. Let as many learners as possible respond.

#### Activity 2: Tell us

Let the learners share what they learn in school and the things they like doing in school. The discussion should be in national language but encourage learners to mention phrases and words learnt earlier in English. This will enhance their **communication** skills.

#### Assessment opportunities

##### Conversation

Talk to the learners to see whether they can remember the words and vocabulary they have learned in previous activities.

##### Observation

Observe the learners as they complete the oral questions you ask them to assess whether there was understanding of the story.

#### Play vocabulary games

At the end of the unit, play any or a combination of these games with the learners to reinforce vocabulary learnt. These games are fully explained on pages 2-3 of this Teacher's Guide under Introduction. Refer for details.

- (a) Chinese whispers
- (b) Memory games
- (c) Miming games
- (d) Who am I?
- (e) Beat the clock



# Unit 5

## Our environment

(Refer to the Learner's Book pages 25-29)

Learn about		Key inquiry questions
<p>Learners should be given simple vocabulary to enable them talk about their environment</p> <p>In groups they should discuss about things in the environment and share with other groups. They should also discuss how human activities affect the environment and ways of conserving it</p> <p>Learners should listen to stories and poems, recite rhymes, sing songs, act dialogues/conversations on themes related to environment. They should be encouraged to construct simple oral sentences about the things found in their environment</p> <p>Through role-play, they should demonstrate how to conserve the environment and also draw pictures of things found in their environment and colour them</p>		<ul style="list-style-type: none"> <li>• What are the things that make up our environment?</li> <li>• What is the importance of things found in our environment?</li> <li>• In what ways do we damage environment?</li> <li>• How can we conserve our environment?</li> </ul>
Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> <li>• Understand a range of familiar spoken words, phrases about their environment</li> </ul>	<ul style="list-style-type: none"> <li>• Answer questions orally and give basic information about their environment</li> <li>• Communicate through simple words and phrases about their environment</li> </ul>	<ul style="list-style-type: none"> <li>• Show increasing confidence in speaking to different people and in different occasions about the environment</li> <li>• Appreciate the values of things found in their environment</li> </ul>
<p><b>Contribution to the competencies:</b></p> <p><u>Communication and Co-operation:</u> Enhanced through group discussion, role play, reciting rhymes etc.</p>		
<p><b>Links to other subjects:</b></p> <p>Social studies and Science: Appreciating the environment</p> <p><u>Environment and sustainability:</u> conserving the environment</p>		

## **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 the learners develop their vocabulary in relation to the environment. The activities will help learners to talk about their environment.

There are many opportunities within this unit for learners to practise and improve their speaking and listening skills. The activities listed here for this unit include some written texts, but the focus is on speaking and listening skills.

The learners will be given an opportunity to sing songs, listen to stories and recite rhymes with themes related to themselves. They should practise spoken language and answer simple oral questions and give basic information about the environment.

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

There are both words and pictures in the Learner's Book, and as your learners are just beginning to learn English, it is important to read the text for them and they repeat after you. That way you will be 'modelling' pronunciation, speech and will help their development.

Learners should be encouraged to repeat after you and do things in a similar way as you have done. Phrases in the Learner's Book are relatively short and easy to learn. Ask the learners probing questions to assess their understanding and allow more able learners to respond to these questions where appropriate.

It is helpful to have some key words in English with an equal translation of the national language on posters or boards around the learning space so that they get used to seeing them and become familiar with the words. If possible, pictures can accompany the words. Learners could develop this collection as they progress through the unit.

## **The learners competencies**

This unit presents many opportunities for communication and opportunities to think critically and creatively about different aspects of culture and identity. Learners are asked to work in pairs and groups, so there are continuous opportunities for co-operation and teamwork also. This unit provides good opportunities to create

roles in groups so that for example there is a questioner, presenter and group leader. It is important in Primary 1 that the teacher models good communication skills, describing where appropriate features of good communication such as the use of open questions, active listening, correct grammar use and good body language. The activities provide a variety of ways to explore the environment and are also designed to instil an appreciation and respect for the culture and heritage of south Sudan.

### **Crosscutting issues**

Environment and sustainability: Learners will be taught how to conserve the environment.

### **Links to other subjects**

Social studies and Science: The learners will learn how to appreciate the environment and its features.

**A: What is around us** (*Refer to the Learner's Book pages 25-26*)

### **Activity 1: Look and talk**

#### **Key words**

hill mountain tree river

#### **Learning activities**

Instruct learners to look through the window.

Ask each learner to explain to his/her neighbour what they can see. Explain to them that our environment is - what is around us.

Ask the learners to look at the picture in the Learner's Book and say what they can see in their national language. Pick out the mentioned words from the learners discussion and translate them in English. Say the key words and ask the learners to repeat after you. explain to the meaning of each word as you point the pictures in the Learner's Book.

### **Activity 2: Draw and colour**

#### **Learning activities**

Ask the learners to go outside the class and identify one item that they can draw.

Let them show their drawings to the class, after they show their drawings guide the class to name the item drawn in English.

### Activity 3: Point and name

#### Key words

bird grass flower forest

#### Learning activities

Instruct learners to look at the picture in the Learner's Book. Pick learners randomly and ask them to describe to the class what they can see in their national language. Let as many learners as possible take part in this.

Let the learners say if they have ever seen any of the animals in the picture. They should say where. Hold up the learners' book for the learners to see as you point and name the animals and other physical features in the picture in English. Let the learners repeat the names after you. Mention to them that the forest and its animals are important parts of the environment.

### Activity 4: Recite

#### Key words

animals plants

#### Learning activities

Read the poem aloud as the learners listen attentively. Read the poem again. Let them repeat each line after you.

Help the learners master the poem. Explain to the learners in their national language that the poem is about the components of the environment. Recite the poem using facial expressions and gestures. Let the learners recite the poem **in groups** of five. This will enhance their **co-operation** skills. Let the learners emulate your facial expressions and gestures as they recite the poem.

#### Assessment opportunities

##### Conversation

Talk to the learners to see whether they can identify the elements of the environment, that is, the physical features and the animals and name them in English according to the vocabulary they have learnt.

##### Observation

Assess whether there was understanding of the new words by observing whether the learners can use the keywords to identify the elements of the environment in the pictures.

Observe the learners present the poem and assess whether there is correct pronunciation of the words and usage of proper grammar structure as in the Learner's Book.

**B: Destroying our environment (Refer to the Learner's Book pages 27-28)**

### **Activity 1: Look and talk**

#### **Key words**

cut waste burn litter

#### **Learning activities**

Instruct learners to look at the pictures in the Learner's Book. Allow them to say what they can see in their national language and in turns. Let as many learners as possible respond. Accept reasonable responses. Explain to the learners that the actions depicted in the pictures serve to destroy the environment. Tell the learners the importance of keeping the environment clean and conserving it by not cutting down trees or burning forests.

Guide the learners in naming the pictures correctly in English according to the key words. Ask the learners to say the words after you until they get the pronunciation.

### **Activity 2: Sing**

#### **Learning activities**

Read the song aloud as the learners listen attentively. Read it again and ask the learners to repeat each line after you.

Find and practise a tune and rhythm for the song. Sing the song while incorporating actions, facial expressions and gestures. Encourage the learners to sing along.

You can also include other activities that destroy environment in the song. Let the learners emulate your facial expression and gestures as they sing the song.

### **Activity 3: Take a walk and talk**

#### **Learning activities**

In this activity, take the learners out of the classroom and go for a walk. Ask the learners to talk about what they can see in the school compound. The conversation should be in the national language, but encourage to mention a few phrases that they have learnt in this unit about the environment.

You can ask the learners questions like is there litter in our school? What do we do about it? Expect answers like keep it clean and pick up the litter

## Assessment Opportunities

### Conversation

Talk to the learners to see whether they can identify the ways in which human activity can destroy the environment encourage them to answer in English so you can be able to know the extent of their new vocabulary.

C: Protecting our environment (*Refer to the Learner's Book page 28*)

### Activity 1: Look and talk

#### Key words

plant water burn tree litter world clean

#### Learning activities

Let the learners study the pictures in the Learners' Book. Help them in describing what they can see in their national language. Let the learners name the pictures with the words that they have learned in previous activities.

Explain to the learners that the pictures display some of the measures that can be taken to protect the environment. For example through watering the plants, planting trees among others.

### Activity 2: Recite

#### Learning activities

Read the poem aloud as the learners listen attentively. Read the poem again. Let them repeat each line after you.

Help the learners master the poem. Explain to the learners that the poem is about the components of the environment. Recite the poem using facial expressions and gestures. Let the learners recite the poem **in groups** of five. This will enhance their **co-operation** skills. Let the learners emulate your facial expressions and gestures as they recite the poem.

## Assessment opportunities

### Conversation

Talk to the learners to see whether they can identify the different ways that they can protect the environment. Is their pronunciation of the key words correct? Can they use the new vocabulary in the correct context?

## D: Story (*Refer to the Learner's Book page 29*)

### Key words

care environment many

### Learning activities

#### Activity 1: Listen and tell

Let the learners study the picture in the Learner's Book. Let them guess what the story is about. Let as many learners as possible respond. Their discussion should be in the national language and if there are a few fast learners already using English to describe the pictures, make that their words are used in the correct context.

Read the story as the learners listen keenly. Read the story again this time letting the learners repeat each sentence after you. Instruct them to listen keenly as you are going to ask questions later.

Let the learners identify any new words they have heard or used in previous lessons. Let them say in which context the word was used.

#### Activity 2: Tell us

### Learning activities

Ask learners to tell their partner one way in which they can look after their environment. Share this with the class. Make a class poster of all the ways the class can look after the environment using the key words.

### Assessment Opportunities

#### Conversation

Talk to the learners to see whether they can identify the words that they have already used in previous lessons and the context in which they were used.

#### Observation

Observe as the learners complete the oral sentences to see whether the content of the story was captured. Also check that their pronunciation is correct and if they need more assistance.

### **Play vocabulary games**

At the end of the unit, play any or a combination of these games with the learners to reinforce vocabulary learnt. These games are fully explained on pages 2-3 of this Teacher's Guide under Introduction. Refer for details.

- (a) Chinese whispers
- (b) Memory games
- (c) Miming games
- (d) Who am I?
- (e) Beat the clock



# Unit 6

## Transport and Travel

(Refer to the Learner's Book pages 30-34)

Learn about		Key inquiry questions
<p>Learners should be guided to discover the four main types of transport. Individually and in small groups, they are encouraged to discuss about various means of transport and also encouraged to draw pictures of these common means of transport in their community these should then be displayed in the class so that the plenary determine the commonest types.</p> <p>They should be given the common vocabulary about distances and talk about how far away things are from their own homes.</p> <p>They should be given an opportunity to listen to stories and poems, recite rhymes, sing songs, role play and communicate through simple words and phrases orally about transport and travels.</p>		<ul style="list-style-type: none"> <li>• What are the common types of transport?</li> <li>• What are the means of transport in your community?</li> <li>• What are unit measures of distance?</li> </ul>
Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> <li>• Understand a range of familiar spoken words and phrases about transport and travel</li> </ul>	<ul style="list-style-type: none"> <li>• Answer simple oral questions and give basic information related to transport and travel</li> <li>• Communicate through simple words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Show increasing confidence in speaking to different people in different occasions about transport and travel</li> </ul>
<p><b>Contribution to the competencies:</b></p> <p><u>Communication and Co-operation:</u> Through debates, rhymes, role-play and group work</p>		
<p><b>Links to other subjects:</b></p> <p>Social Studies: Talking about transport</p>		

## **Assessment opportunities**

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

- Observation
- Conversation
- Product

## **An outline of the learning**

In this unit, learners should be guided to discover the four main types of transport. Individually and in small groups, they are encouraged to discuss about various means of transport and also encouraged to draw pictures of these common means of transport in their community these should then be displayed in the class so that the plenary determine the commonest types.

They should be given the common vocabulary about distances and talk about how far away things are from their own homes.

They should be given opportunity to listen to stories and poems, recite rhymes, sing songs, role play and communicate through simple words and phrases orally about transport and travels.

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

There are both words and pictures in the Learner's Book, and as your learners are just beginning to learn English, it is important to read the text for them and they repeat after you. That way you will be 'modelling' pronunciation, speech and will help their development.

Learners should be encouraged to repeat after you and do things in a similar way as you have done. Phrases in the Learner's Book are relatively short and easy to learn. Ask the learners probing questions to assess their understanding and allow more able learners to respond to these questions where appropriate.

It is helpful to have some key words in English with an equal translation of the national language on posters or boards around the learning space so that they get used to seeing them and become familiar with the words. If possible, pictures can accompany the words. Learners could develop this collection as they progress through the unit.

## **The learner's competencies**

This unit presents many opportunities for communication and opportunities to

think critically and creatively about different aspects of culture and identity. Learners are asked to work in pairs and groups, so there are continuous opportunities for co-operation and teamwork also. This unit provides good opportunities to create roles in groups so that for example there is a questioner, presenter and group leader. It is important in Primary 1 that the teacher models good communication skills, describing where appropriate features of good communication such as the use of open questions, active listening, correct grammar use and good body language. The activities provide a variety of ways to explore transport and travel and are also designed to instil an appreciation and respect for the culture and heritage of south Sudan.

### Links to other subjects

This unit provides a good opportunity to link into Social Studies. Through exploration of transport and travel, the learners are able to learn about different modes of transport and know which are the fastest ones, safest and ones that can be used for long distances and the ones convenient to them.

**A : Transport and Travel (Refer to the Learner's Book pages 29-32)**

### Activity 1: Point and name

#### Key words

ship    aeroplane    train    car

#### Learning activities

In pairs, ask learners to look at the pictures and say what they can see. Let them name the different modes of transport and let them say in their national language where they have seen or if they have ever used the different types of transport. Ask them to narrate what their experience was like when using the different vehicles.

They should be able to identify the car, train, aeroplane, and ship on water. Hold the learners' book up and point at each picture as you name it in English. Let the learners repeat after you. Guide them where necessary and give explanations.

### Activity 2: Draw

This activity should be done **individually**. Ask learners to draw any type of transport they know and colour it. Ask them to show the pictures to the class. You can ask one learner at a time to present their drawings as the class names the drawings in English.

Encourage the learners to draw neatly and award the best drawings by clapping for them and pinning them on the class notice board.

### Activity 3: Look and say

#### Key words

bus camel bicycle motorcycle
------------------------------

#### Learning activities

Ask the learners to look at the pictures on the Learner's Book. Ask them to name the types of transport they have come across in the previous activities in English. For the ones they do not know in English they can say them in their national language. Ask learners to say the words after you read them. Divide them **in groups** and let them say the words to each other in turns.

### Activity 4: Recite and act

#### Key words

high fly fast move long
-------------------------

#### Learning activities

Ask the learners to name the types of transport displayed in the Learners' Book in English. Read the sentences in the Learners' Book to the learners. Ask them to listen carefully.

This activity can be done **as a class**. Ask them to repeat each sentence after you. Read as you show the appropriate gestures to use, you can use hand gestures or body movements. Ask the learners to watch you carefully and repeat the actions after you.

Divide the learners **in groups**. Let learners say and memorise the sentences. Let them act it out as a poem using gestures and facial expressions. Let the different groups take turns in presenting their poems.

#### Assessment opportunities

##### Product

Check the drawings by the learners and assess whether there is creativity in the final product. Are they able to name in English the items in their drawings?

##### Conversation

Talk to learners about the types of transport and let them tell you which modes of

transport have they ever used, encourage answer you in English and correct their pronunciation.

### **Observation**

Observe how the learners are reciting and acting the poem. Are they able to pronounce the words correctly?

**B: How far.... (Refer to the Learner's Book pages 33-34)**

### **Activity 1: Guess and say**

#### **Learning activities**

Ask the learners to look at the pictures in the Learner's Book. Tell them to mention the different modes of transport they can see being used by different learners as they head to school.

Discuss with the learners in their national language about the distance each child is away from the school. Let them tell you which child will reach the school first and why and who will be the last. This will enhance their **critical thinking** skills. Ask them to discuss who is the farthest and who is nearest to the school.

Let the learners carry on with this activity **individually**. Let learners move around the class. Let them tell each other how long it is from your home to school.

**As a class** the learners to: Share how long it takes from home to school, State the means of transport.

Ask: Do you think you can get to school faster? Let them explain how.

Encourage them to mention words or phrases in English while answering.

### **Activity 2: Recite and role-play**

#### **Key words**

run	walks	going	catches	we
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#### **Learning activities**

Ask the learners to say the means of transport that they use when coming to school. Ask the learners to listen as you read the text in the learners' book. Read it and let them say it after you. Explain the text to learners in their national language for better understanding.

Ask learners to get **in groups** and discuss how long it takes them to get to school. This will enhance their **communication** skills.

Read the key words and ask the learners to say them after you. Explain to the learners what each word means.

### **Activity 3: Tell us**

#### **Learning activities**

Ask learners to get **in groups** and tell each other in their national language the modes of transport that they use when coming to school. Let them also say the means of transport used by their family members.

Pick out the different types of transport mentioned by learners in their discussion and ask them to say them in English. Has most of them have already been learnt in this unit.

#### **Assessment opportunities**

##### **Conversation**

Talk to learners as they discuss in their groups and ask them the reasoning behind the answers they have given. Do they have any difficulties when pronouncing certain words?

##### **Observation**

Observe how the learners are co-operating in their groups. Are they able to assist and correct each other's pronunciation on their own?

#### **Play vocabulary games**

At the end of the unit, play any or a combination of these games with the learners to reinforce vocabulary learnt. These games are fully explained on pages 2-3 of this Teacher's Guide under Introduction. Refer for details.

- (a) Chinese whispers
- (b) Memory games
- (c) Miming games
- (d) Who am I?
- (e) Beat the clock

# Unit 7

## Accidents and safety

(Refer to the Learner's Book pages 35-40)

Learn about		Key inquiry questions
<p>Learners should be given the common vocabulary about accidents and safety. They should be encouraged to talk about common accidents at home, on the way and in schools.</p> <p>Talking in pairs, small groups and as a whole class they should talk about causes of accidents at home, on the way and in schools.</p> <p>Learners should also be given opportunity to listen to stories and poems, recite rhymes, sing songs about accidents and should also retell stories about their own experiences and role play, dramatise and act dialogue where possible.</p>		<ul style="list-style-type: none"> <li>• What are the common types of accidents at home, on the way, at school, and in the class?</li> <li>• What are common causes of such accidents?</li> <li>• How can we avoid such accidents at home, on the way, at school and the class?</li> </ul>
Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> <li>• Understand a range of familiar spoken words and phrases about accidents and safety</li> </ul>	<ul style="list-style-type: none"> <li>• Answer simple oral questions and give basic information about accidents and safety</li> <li>• Communicate through simple oral words and phrase</li> </ul>	<ul style="list-style-type: none"> <li>• Show increasing confidence in speaking to different people in different occasions about accidents and safety</li> </ul>
<p><b>Contribution to the competencies:</b></p> <p><u>Creative thinking and Communication:</u> When safe-guarding themselves against accidents</p>		
<p><b>Links to other subjects:</b></p> <p>Science and Social Studies: When focusing on safety around us</p>		

## **Assessment opportunities**

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

- Observation
- Conversation
- Product

## **An outline of the learning**

In this unit learners should be given the common vocabulary about accidents and safety. They should be encouraged to talk about common accidents at home, on the way and in schools.

Talking in pairs, small groups and as a whole class they should talk about causes of accidents at home, on the way and in schools.

Learners should also be given opportunity to listen to stories and poems, recite rhymes, sing songs about accidents and should also retell stories about their own experiences and role play, dramatize and act dialogue where possible.

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

There are both words and pictures in the Learner's Book, and as your learners are just beginning to learn English, it is important to read the text for them and they repeat after you. That way you will be 'modelling' pronunciation, speech and will help their development.

Learners should be encouraged to repeat after you and do things in a similar way as you have done. Phrases in the Learner's Book are relatively short and easy to learn. Ask the learners probing questions to assess their understanding and allow more able learners to respond to these questions where appropriate.

It is helpful to have some key words in English with an equal translation of the national language on posters or boards around the learning space so that they get used to seeing them and become familiar with the words. If possible, pictures can accompany the words. Learners could develop this collection as they progress through the unit.

## **The learner competencies**

This unit presents many opportunities for communication and opportunities to think critically and creatively about different aspects of culture and identity. Learners are asked to work in pairs and groups, so there are continuous opportunities for



co-operation and teamwork also. This unit provides good opportunities to create roles in groups so that for example there is a questioner, presenter and group leader. It is important in Primary 1 that the teacher models good communication skills, describing where appropriate features of good communication such as the use of open questions, active listening, correct grammar use and good body language. The activities provide a variety of ways to explore accidents and safety and are also designed to instil an appreciation and respect for the culture and heritage of south Sudan.

### Links to other subjects

This unit provides a great opportunity to link into Science and Social studies. Safety is a major topic explored in this unit through the discussions on warnings about accidents and it also focuses safety around us through the exploration of different scenes and different accidents around those areas.

#### A. Common accidents at home (*Refer to the Learner's Book page 35*)

### Activity 1: Look and talk

#### Key words

fall    fire    cut    injure

#### Learning activities

**In pairs**, ask learners to observe the pictures in the Learner's Book. Ask them to name or describe the nature of accidents shown in the picture in their national language.

Divide the learners **in groups** and ask them to say where the accidents above happened. Let them suggest how such accidents can be avoided. This will enhance their **critical thinking** skills.

From the learners' discussion pick out a few phrases for example fire, cut and translate them into English. Say the phrases the words out loud and ask the learners to repeat after you.

Ask the learners if they have ever experienced any of the accidents at home and what they did for first aid? Was it very bad until they had to be taken to the hospital? How did they feel and how did their parents react?

## Presentation

In turns, let them present their answers to the class.

## Assessment opportunities

### Observation

Watch carefully how the learners present after their discussion. Are they able to incorporate the new English vocabulary you have taught them?

### Conversation

Talk to groups of learners about the pictures and ask them to give a description of what they think is happening in the pictures and why do they think so. Correct the learner's pronunciation where necessary.

**B: Common accidents in school** (*Refer to the Learner's Book page 36*)

## Activity 1: Look and talk

### Key words

nose bleed	fall
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### Learning activities

Before starting the activity ask the learners to give you examples of common accidents that they know occur in school. Let them discuss in their national language. Place the learners **in pairs** and ask them to look at the pictures keenly and discuss what is happening.

Ask the learners to present their answers to the class. You can go ahead and ask the learners how these accidents can be avoided and the first aid that can be administered if someone isn't badly injured. This will enhance their **critical thinking** skills.

After the learners' discussion and presentations, pick the key words and translate them to English. Say them out loud and ask the learners to repeat them after you. Give them explanations for the words.

## Assessment opportunities

### Conversation

Talk to pairs of learners about the pictures, checking that they can describe the pictures correctly. Are they using vocabulary appropriate to the contexts in which they are speaking? Listen for the level of vocabulary your learners are able to produce without prompting and then decide how well they are performing in this area.

## C: Common accidents in the communities (*Refer to the Learner's Book page 37*)

### Activity 1: Look and talk

#### Key words

Road danger animal fall bicycle

#### Learning activities

**As a class**, ask pupils to look at the picture in the Learners' Book and say what is happening in the national language. Ask them: What can happen to these children? Do you play on the road? Why is it wrong to do so?

Place the learners **in groups** and ask them to describe what they can see in the pictures in the Learner's Book. Ask them to describe each accident and how it can be avoided. This will enhance their **critical thinking** and **communication** skills.

Using English read out the key words in the Learner's Book and ask the learners to say them after you. Explain to them what each word is used to describe in each of the pictures.

### Activity 2: Tell us

#### Learning activities

Let the learners take turns to talk about other accidents they have seen in school and at home. Let them share ideas on how these accidents can be avoided. This will enhance their **critical thinking** and **communication** skills.

Encourage them to speak in a few English phrases when holding their discussion.

#### Assessment opportunities

##### Conversation

Talk to groups of learners and let them explain to you why they came up with the answers that they have and their reasoning behind it. Correct their pronunciation where necessary.

##### Observation

Assess how well learners are involved in group discussions and the quality and relevance of their contributions. Are they able to assist each other master the new vocabulary?

## D: Helping during accidents (*Refer to the Learner's Book page 38*)

### Activity: Look and say

#### Key words

first aid ambulance help doctor

#### Learning activities

Hold a discussion **as a class** in the national language. Ask the learners to tell how they help in case there is an accident whether at home, school or in the community. If they have never helped during an accident, then ask them to tell how they have observed the elders in the community help out during the accidents.

Ask the learners to look at the pictures in the Learner's Book and **in groups**, let them discuss what is happening. This will enhance their **co-operation** skills. You can ask the learners to take turns in presenting their answers to the class. Explain each picture to the learners and what it means. For example the ambulance you can tell them that it is a special vehicle that is used by the hospitals to transport patients to the hospital and it has special equipment that can be used to administer first aid to the patient before they get to the hospital.

Read out the key words and ask the learners to say them after you.

#### Activity 2: Tell us

Read the questions in the Learner's Book and explain to them what is being asked in the national language. Let the learners tell you how they help when accidents occur. To see if they were attentive let them tell you the work of an ambulance. These questions are supposed to be answered orally. You can go ahead and explain to them that it is important to help in accidents if they can.

#### Assessment opportunities

##### Conversation

Talk to learners as they discuss and ask them to explain how they came up with the answers. Listen for the level of vocabulary your students are able to produce without your help.

## E: Warning others about accidents (*Refer to the Learner's Book page 39*)

### Activity 1: Recite and role-play

#### Key words

medicine sick hurt

#### Learning activities

Read the speech bubbles and ask the learners to say them after you. Explain to learners that when giving warnings you use “**do not....**” explain in the national language first. Read the key words in English and do a translation of them in the national language and explain to the learners what they mean.

Divide **in groups**, let pupils select any two accidents that happen at home. Let them come up with warnings against those accidents. Ask them to role play the warnings in respective groups. This will enhance their **communication** skills.

#### Presentation

Ask them to role-play their warnings before the class and give them a chance to suggest who had the best warning.

Ask the learners to **individually** draw a picture about one accident at home. Let them suggest a warning to family members on how to avoid it.

#### Assessment opportunities

#### Observation

Observe the learners as they do the presentation. Are they able to pronounce the words accurately? Can they use the new vocabulary in the right context? Is their fluency in short phrases of English increasing?

## F: Story (*Refer to the Learner's Book page 40*)

### Activity 1: Listen and say

#### Key words

lie bee

#### Learning activities

**As a class**, ask learners to listen as you read the story entitled ‘Bees in Class.’ Make the narration as interesting as possible. Repeat the story explaining it in the national language so that the learners can understand.

## **Talk about the story**

**In groups**, ask the learners to talk about the story. Let learners retell the story above in the best way they understood. This will enhance their **communication** skills.

Ask them: Why do you think mark was hurt.

Read out the key words and ask the learners to say them after you. explain to them what each word means.

## **Presentation**

Let pupils take turns to present their answers to the class.

## **Activity 2: Tell us**

**As a class**, read the story again and ask learners to answer the questions in the Learners' Book orally in class with your guidance.

## **Assessment opportunities**

### **Observation**

Listen to the learners as they say the words. Are they able to pronounce the words well? Consider if the learners are able to talk and present their ideas confidently and express themselves in short English phrases.

### **Play vocabulary games**

At the end of the unit, play any or a combination of these games with the learners to reinforce vocabulary learnt. These games are fully explained on pages 2-3 of this Teacher's Guide under Introduction. Refer for details.

- (a) Chinese whispers
- (b) Memory games
- (c) Miming games
- (d) Who am I?
- (e) Beat the clock

# Unit 8

## Health And hygiene

(Refer to the Learner's Book pages 41-47)

Learn about		Key inquiry questions
<p>Learners should be given the common vocabulary about the body. Through think, pair and share, learners name the different parts of their body.</p> <p>They should be encouraged to discuss in groups the various functions of the different parts of the body. Individually and as a whole class, they demonstrate the different ways of keeping our bodies clean e.g. brushing our teeth.</p> <p>They should listen to appropriate stories and poems on health and hygiene. They should also sing songs and recite rhymes related to health and hygiene and are encourage to drawing and naming the different body parts.</p>		<ul style="list-style-type: none"> <li>• What are the different parts that make up our body?</li> <li>• What are the functions of these various parts of the body?</li> <li>• How can we keep our bodies clean?</li> </ul>
Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> <li>• Learners should be able to understand a range of familiar spoken words and phrases about health and hygiene</li> </ul>	<ul style="list-style-type: none"> <li>• Answer simple oral questions and give basic information about health and hygiene</li> <li>• Communicate through simple oral words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Show increasing confidence in speaking to different people in different occasions about health and hygiene.</li> </ul>
<p><b>Contribution to the competencies:</b></p> <p><u>Communication and Co-operation:</u> Group work and discussion</p>		
<p><b>Links to other subjects:</b></p> <p>Science: Aspects of health and hygiene practises</p> <p><u>Life Skills:</u> health and hygiene</p>		

## **Assessment opportunities**

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

- Observation
- Conversation
- Product

## **An outline of the learning**

In this unit learners should be given the common vocabulary about the body. Through think, pair and share, learners name the different parts of their body.

They should be encouraged to discuss in groups the various functions of the different parts of the body. Individually and as a whole class, they demonstrate the different ways of keeping our bodies clean e.g. brushing our teeth.

They should listen to appropriate stories and poems on health and hygiene. They should also sing songs and recite rhymes related to health and hygiene and are encouraged to drawing and naming the different body parts.

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

There are both words and pictures in the Learner's Book, and as your learners are just beginning to learn English, it is important to read the text for them and they repeat after you. That way you will be 'modelling' pronunciation, speech and will help their development.

Learners should be encouraged to repeat after you and do things in a similar way as you have done. Phrases in the Learner's Book are relatively short and easy to learn. Ask the learners probing questions to assess their understanding and allow more able learners to respond to these questions where appropriate.

It is helpful to have some key words in English with an equal translation of the national language on posters or boards around the learning space so that they get used to seeing them and become familiar with the words. If possible, pictures can accompany the words. Learners could develop this collection as they progress through the unit.

## **The learner's competencies**

This unit presents many opportunities for communication and opportunities to think critically and creatively about different aspects of culture and identity. Learners are asked to work in pairs and groups, so there are continuous opportunities for



co-operation and teamwork also. This unit provides good opportunities to create roles in groups so that for example there is a questioner, presenter and group leader. It is important in Primary 1 that the teacher models good communication skills, describing where appropriate features of good communication such as the use of open questions, active listening, correct grammar use and good body language. The activities provide a variety of ways to explore health and hygiene and are also designed to instil an appreciation and respect for the culture and heritage of south Sudan.

### **Links to other subjects**

This unit provides a great opportunity to link into Science: Aspects of health and hygiene practises. For example personal hygiene and how one can keep health.

### **Cross-cutting issues**

Life skills: health and hygiene. This helps learners learn about good hygiene habits that they can practise whether at home or in school. The learners are also able to learn about different parts of body and their uses.

**A: Parts of the body (Refer to the Learner's Book pages 41-43)**

### **Activity 1: Point and name**

#### **Key words**

body hand eye ear leg neck nose mouth

#### **Learning activities**

Divide the learners **in groups** and ask them to look at the picture of the boy and name the parts of the body shown. Let them share their knowledge with the class. The learners can name the parts in their national language before you introduce them to naming the parts in English. Name the parts while you point at each part of the body on your body. Ask the learners to say the words after you while pointing at the correct body part.

**In pairs**, ask learners to point to their own body on the parts labelled in the picture. Ask them to name the parts as they touch them.

## Activity 2: Draw yourself

### Learning activities

**Pairs**, ask learners to draw themselves and name parts of the body.

**Note:** Teacher to model one big picture and children to come out and label parts of the body using cards.

## Activity 3: Sing and act

### Key words

shoulder	toes	knees
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### Learning activities

**As a class**, ask learners to say the words of the song after you. Sing the song to the learners and ask them to sing the song. Make sure you point or touch each body part as you sing about it. This activity is to reinforce what has been learnt in the previous activity, so it's best if say the words in English.

Ask learners to sing the song **in groups**. Ask them to sing other songs about body parts even in their national language. This will enhance their **co-operation** skills. Ask them to sing to the class while they show actions.

**Individually**, ask: Do you know any other song about parts of the body? Let them sing to the class. Encourage them to sing the song in their national language.

## Activity 4: Say and touch

### Learning activities

Read the words in the Learner's Book and ask them to listen to you carefully. Practise for some time and ask them to repeat the words after you. Ask them to say the words while pointing at the body parts they are mentioning.

## Activity 5: Recite and touch

Read the text written in the Learner's Book and ask them to say the words after you. Repeat the activity now while pointing out the words as you mention them. The learners should do this with you.

Ask learners **in pairs** to sing the song given in the Learner's Book as they touch the parts of the body mentioned.

Ask the learners in turns, to sing to the class.

## Assessment opportunities

### Observation

Listen as the learners act out the song. Assess whether they are able to properly connect what they are singing with the new vocabulary introduced and point out the correct part of the body.

Observe the learners as they say words after you. Is their pronunciation accurate?

**B: Uses of the parts of the body** (*Refer to the Learner's Book pages 44-45*)

### Activity 1: Play the game

#### Key words

breathe      see      hear

#### Learning activities

Ask the learners to be **in pairs**. Let learners play the '**show me your**' game. Ask them to play it faster and faster. You can begin the activity by playing the game first so that the learners who do not understand can seek clarification from you. Start with the game in the Learner's Book.

Divide the learners **in groups** and ask them to play the full game by asking about every part of the body. Remind them to say the uses of the named parts of the body. This will enhance their **co-operation** skills. Let them play the game faster and faster. Clap for the people who get everything right.

Read the key words and tell the learners what they mean in their national language. Read the words again and ask the learners to say them after you until you are comfortable with their pronunciation.

### Activity 2: Tell us

#### Key words

walk      eat      touch      hear      feet      hands      ears      mouth

#### Learning activities

Ask the learners to be **in pairs**. Let them look at the pictures in the Learners Books and tell them to guess what they think is happening in the pictures. Discuss with

them what is happening in the pictures and explain to them in their national language and ask them if they can be able to translate their answers in English.

### Expected answers

I walk with my feet.
I eat with my mouth.
I hear with my ears.
I touch with my hands.

Ask learners to say five parts of the body in their national language. Ask them to mention their names in English.

Let them say the uses of the body parts.

Ask them to share their answers with the class.

### Assessment opportunities

#### Observation

Observe as the learners play the 'show me' game and assess whether the learners understood the different names of the parts of the body.

#### Conversation

Talk to the learners to assess whether they understand the uses of different body parts. Also correct their pronunciation where necessary.

C: Keeping our bodies clean (*Refer to the Learner's Book page 46*)

### Activity 1: Look and talk

#### Key words

bathe brush wash comb nails

#### Learning activities

Ask learners to look at the pictures and discuss them **in pairs**. Let learners say what the children are doing. Ask: Do you do the things above? Why? The discussion should be in the national language.

Hold a discussion **as a class**. Let learners say ways in which we keep our bodies clean. Ask them what they did this morning to keep clean. Ask: What can happen if we do not keep our bodies clean?

Read the key words in the Learner's Book and ask them to say the words after you in English. Explain what each word means in the national language.

**In groups**, ask learners if they know any poem or song about hygiene. Let them sing or recite it to their group. Let them teach their group and introduce facial expressions. Ask them to sing the song to the class as a group.

Talk to groups of learners and hear their views on their personal hygiene. What is their daily routine? Ask them to mention good and bad hygiene practises and why they think those are the good ones and those others are the bad ones.

### **Assessment opportunities**

#### **Observation**

Are the learners using the specific vocabulary you have instructed them in this unit?  
Are they using vocabulary appropriate to the contexts in which they are speaking?  
Are they able to show various parts of the body and say their correct uses?

**D: Story** (*Refer to the Learner's Book page 47*)

#### **Activity 1: Listen and say**

##### **Key word**

clean brushes bathes teeth washes

##### **Learning activities**

Ask the learners to listen as you read the story given. You can read the story again so that the learners can understand it better. Explain the story to the learners in the national language. Also incorporate gestures while narrating the story to ensure that the learners understand.

You can measure their understanding by asking a few questions. For example: which ways did ken use to keep his hygiene and why? The learners can mention the different ways they have heard read in the story.

Read the key words and explain to the learners what they mean in the national language. Read the words again and ask the learners to say them after you.

## **Activity 2: Tell us**

### **Learning activities**

Read the questions in the Learners' Book aloud. Explain them to the learners in their national language. **As a class**, let as many learners as possible respond.

**Individually**, ask learners to think of five things they can share with their families about cleanliness.

### **Assessment opportunities**

#### **Observation**

Observe if the learners are able to show increasing confidence in speaking to different people in different occasions about health and hygiene. For example when you read the story and asked the oral questions. Were they able to answer the questions correctly and pronounce the words correctly?

#### **Play vocabulary games**

At the end of the unit, play any or a combination of these games with the learners to reinforce vocabulary learnt. These games are fully explained on pages 2-3 of this Teacher's Guide under Introduction. Refer for details.

- (a) Chinese whispers
- (b) Memory games
- (c) Miming games
- (d) Who am I?
- (e) Beat the clock

# Unit 9

## Nutrition

(Refer to the Learner's Book pages 48-52)

Learn about	Key inquiry questions
<p>Learners should be given the common vocabulary about food and meals. They should be encouraged to talk about the different types of food they eat every day.</p> <p>In pairs and in small groups, they discuss the various types of foods and describe how they are got. Through role-play and dramatisation, they demonstrate, ways of keeping food safe.</p> <p>They should listen to appropriate stories, poems, sing songs, recite rhymes and play whispering games about food. Individually they should be encouraged to draw and colour the food they like most and those they do not like.</p> <p>Learners should be encouraged to construct correct oral sentences using words and phrases related to nutrition.</p>	<ul style="list-style-type: none"> <li>• What are the common types of food we eat every day?</li> <li>• How do we get the different types of food?</li> <li>• How can we keep our foods safe?</li> </ul>

Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> <li>• Understand a range of familiar spoken words and phrases about nutrition</li> </ul>	<ul style="list-style-type: none"> <li>• Answer simple oral questions and give basic information about nutrition</li> <li>• Communicate through simple words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Show increasing confidence in speaking to different people and in different occasions about nutrition</li> </ul>

**Contribution to the competencies:**

Communication and Co-operation: Group work, storytelling and singing

**Links to other subjects:**

Science and Social Studies: Through different types of food grown by different people

Life Skills: Keeping healthy

## **Assessment opportunities**

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

- Observation
- Conversation
- Product

An outline of the learning

In this unit learners should be given the common vocabulary about food and meals. They should be encouraged to talk about the different types of food they eat every day.

In pairs and in small groups, they discuss the various types of foods and describe how they are got. Through role-play and dramatisation, they demonstrate, ways of keeping food safe.

They should listen to appropriate stories, poems, sing songs, recite rhymes and play whispering games about food. Individually they should be encouraged to draw and colour the food they like most and those they do not like.

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

There are both words and pictures in the Learner's Book, and as your learners are just beginning to learn English, it is important to read the text for them and they repeat after you. That way you will be 'modelling' pronunciation, speech and will help their development.

Learners should be encouraged to repeat after you and do things in a similar way as you have done. Phrases in the Learner's Book are relatively short and easy to learn. Ask the learners probing questions to assess their understanding and allow more able learners to respond to these questions where appropriate.

It is helpful to have some key words in English with an equal translation of the national language on posters or boards around the learning space so that they get used to seeing them and become familiar with the words. If possible, pictures can accompany the words. Learners could develop this collection as they progress through the unit.

## **The learner's competencies**

This unit presents many opportunities for communication and opportunities to think critically and creatively about different aspects of culture and identity. Learners



are asked to work in pairs and groups, so there are continuous opportunities for co-operation and teamwork also. This unit provides good opportunities to create roles in groups so that for example there is a questioner, presenter and group leader. It is important in Primary 1 that the teacher models good communication skills, describing where appropriate features of good communication such as the use of open questions, active listening, correct grammar use and good body language. The activities provide a variety of ways to explore nutrition and are also designed to instil an appreciation and respect for the culture and heritage of South Sudan.

### **Links to other subjects**

This unit provides a great opportunity to link into Science and Social Studies: Through the learning of different types of food grown by different people. How different foods are stored and how they are preserved so as to last longer.

### **Cross-cutting issues**

Life skills: keeping healthy. As nutrition deals with food in relation to growth and health, this a good way of introducing learners to different types of foods that can aid in their daily growth.

**A: Foods we eat (Refer to the Learner's Book pages 48-49)**

### **Activity 1: Look and talk**

#### **Key words**

Food

#### **Learning activities**

Before this activity begins ask the learners to mention the items and people from the picture that they earlier learnt from the unit called **home**. Expect answers like father, mother, children, brother, glass, spoon, plate among others. Encourage the learners to mention them in English.

**In pairs**, ask the learners to look at the pictures on the Learner's Book. Let them ask their deskmates what they can see. Ask them: What are the people eating? Name the foods in their national language. Let them share with the class.

**In groups**, ask learners to name the foods they eat almost every day. Ask them: Do you grow any of these foods at home? Which ones? What can happen to us if we do not eat good food? Let learners list all the foods one needs to eat to be in good health.

Mention the key word that is food and ask the learners to say it after you. explain to them what it means in their national language.

### **Activity 2: Tell your partner what you ate last night**

#### **Key words**

Ate last night what
---------------------

#### **Learning activities**

Introduce the activity by asking the learners to say the types of food they know. They should be able to give the names in English as they had learnt earlier.

Encourage the learners to tell their partners what they ate the night before in English.

#### **Assessment opportunities**

##### **Conversation**

Talk to the learners about different types of foods. Are they able to remember some of the types of food already learnt? Remind them if need be.

##### **Presentation**

Let pupils share your answers with the class.

### **Activity 3: Look and name**

#### **Learning activities**

**In groups**, ask learners to look at the pictures and name the types foods they can see in their national language. Let them name as many types of food they can see. Ask: how are the types of food shown good to us?

- Kisra
- Arrow root
- Beans
- Potatoes
- Vegetables
- Rice

Read the words out in English as you point out to each picture and ask the learners to say the words after you.

**As a class**, let learners to name all the foods they commonly eat. Let them say the

importance of these foods. Let them say which ones are missing from the list. Ask: What can you do to have the foods missing? Expect varied answers as the learners are presenting their own opinions.

### **Assessment opportunities**

#### **Observation**

Observe learners while they are talking about the picture in the Learner's Book. Are they able to remember and pronounce words accurately in English?

**B: Types of foods (Refer to the Learner's Book page 50)**

#### **Activity 1: Recite and name**

##### **Key words**

grow strong disease good protect

##### **Learning activities**

Ask the learners to look at pictures in the Learner's Book. Let them look at the pictures keenly and tell you if they know any of the foods in the pictures. Ask them which foods they prefer in the ones drawn in the pictures and why? They can also tell you why they despise or don't prefer some types of foods. They can give you the names of the food in their national language before you introduce to them the words they go by in English. You can also tell the learners the health benefits of the foods.

#### **Activity 2: Who am I?**

Get a chart and draw pictures of the following foods.

- bananas
- bread
- millet
- cassava
- potatoes
- sweet potatoes
- maize
- rice

- mangoes
- pineapples
- oranges
- passion fruits
- kales
- tomatoes
- cabbages
- onions

Label the foods on the charts correctly in English. Display the chart on the chalk board for all the learners to see.

Point at the items on the chart and select learners randomly to name the foods in their national language. Give the learners the English name of the foods.

Let the learners get into **groups** of five. Point at the foods on the chart and let the groups take turns to name the foods as you point at them in English.

The group that names the most words wins. Let the rest of the class applaud the winning group(s).

### **Assessment opportunities**

#### **Conversation**

Talk to learners and check that they are able to describe the foods in the Learner's Books and that can answer simple oral questions and give basic information about nutrition in English. Correct their pronunciation where necessary.

C: How to keep food safe (*Refer to the Learner's Book page 51*)

#### **Activity 1: Look and talk**

##### **Key words**

dry    fridge    milk    sun    food

##### **Learning activities**

**In pairs**, let the learner's look at the pictures in the Learner's Book and name what they are able to see in their national language.

**As a class**, let the learners discuss how each picture above shows safe keeping of food. Let them say how community keeps food safe. Ask: What method would you want your family to use to keep food safe?

The first picture shows food that has been covered to keep it safe. This method prevents flies and germs from setting on the food.

The third picture shows food stored in the fridge which is a modern and effective way of preserving food especially to people who have a connection to electricity. This method is common to people who live in the urban areas.

Second picture shows preservation of food through sun drying which is used mostly in rural areas to dry things like fish and meat.

Some learners may be able to talk about:

- Granary, which is used to store food stuffs after harvesting.
- Salting is a method used to preserve food by adding salt to it. It is one of the oldest methods of preserving food.

Read out the key words and ask the learners to say them after you in English. Talk to learners and ask them how they keep their food safe back at home. Also talk to learners and listen to their opinions on why it is good to keep all their foods safe. Ask them to give explanations on why they think those are the correct answers.

### **Assessment opportunities**

#### **Conversation**

Point each picture as you go round the class and listen to the learners answers in English. Are they able to pronounce the words correctly or they still need your help?

**D : Story** (*Refer to the Learner's Book page 52*)

#### **Activity 1: Listen and tell**

##### **Key words**

farm    grow    milk    meat    hens    vegetables

##### **Learning activities**

Ask the learners to look at the picture in the Learner's Book and name what they can see in English.

Read the story in the Learner's Book to the learners as they listen. Ask the learners to listen carefully. Explain the story to the learners in the national language. Ask the learners to go into groups and take turns to retell the story to their groups as they have understood it. Ask the learners to tell the others why they love their homes and the food they have in their homes.

Read the key words in English and ask the learners to say them after you. Give explanations of the words in the national language.

### **Activity 2: Tell us**

**In groups**, ask learners to discuss the questions given in the Learner's Book orally. Read the questions in the Learner's Book and explain to the learners in the national language. Lead the discussion. Let them take turns to present their answers to the class.

### **Assessment opportunities**

#### **Conversation**

Talk to groups of learners as they discuss to check their understanding of the story. Encourage them to talk in English phrases.

#### **Observation**

Watch carefully how learners are working in their groups and assess whether they are able to incorporate the English phrases they have learnt in their discussion. Also assess if the vocabularies are used in the correct context.

### **Play vocabulary games**

At the end of the unit, play any or a combination of these games with the learners to reinforce vocabulary learnt. These games are fully explained on pages 2-3 of this Teacher's Guide under Introduction. Refer for details.

- (a) Chinese whispers
- (b) Memory games
- (c) Miming games
- (d) Who am I?
- (e) Beat the clock

# Unit 10

## Weather

(Refer to the Learner's Book pages 53-56)

Learn about		Key inquiry questions
<p>Learners should be given the basic vocabulary to talk about the weather. They should be encouraged to talk about the different elements of weather.</p> <p>In small groups and as a whole class, learners should discuss about the activities done during different seasons of the year and the various effects of different weather patterns on people, plants and animals.</p> <p>They should be exposed to songs, poems, dialogues, riddles, plays and stories on themes related to weather.</p> <p>Learners should be given opportunity to construct simple oral sentences about weather. They can also draw and pictures of different weather and be encouraged to talk about their pictures.</p>		<ul style="list-style-type: none"> <li>• What makes up weather?</li> <li>• What the activities done during different seasons?</li> <li>• What are the effects of weather?</li> </ul>
Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> <li>• Understand a range of familiar spoken words and differentiate facts and opinions about the different elements of weather</li> </ul>	<ul style="list-style-type: none"> <li>• Answer simple oral questions and give basic information about weather</li> <li>• Communicate through simple oral words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Show increasing confidence in speaking to different people in different occasions about weather</li> </ul>
<p><b>Contribution to the competencies:</b></p> <p><u>Communication and Co-operation:</u> Role-play, pair work and discussion</p>		
<p><b>Links to other subjects:</b></p> <p><u>Social Studies and Religious Education:</u> Emphasising the idea of people living and working together</p>		

## **Assessment opportunities**

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

- Observation
- Conversation
- Product

## **An outline of the learning**

In this unit, learners should be given the basic vocabulary to talk about the weather. They should be encouraged to talk about the different elements of weather.

In small groups and as a whole class, learners should discuss about the activities done during different seasons of the year and the various effects of different weather patterns on people, plants and animals.

They should be exposed to songs, poems, dialogues, riddles, plays and stories on themes related to weather.

Learners should be given opportunity to construct simple oral sentences about weather. They can also draw and pictures of different weather and be encouraged to talk about their pictures.

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

There are both words and pictures in the Learner's Book, and as your learners are just beginning to learn English, it is important to read the text for them and they repeat after you. That way you will be 'modelling' pronunciation, speech and will help their development.

Learners should be encouraged to repeat after you and do things in a similar way as you have done. Phrases in the Learner's Book are relatively short and easy to learn. Ask the learners probing questions to assess their understanding and allow more able learners to respond to these questions where appropriate.

It is helpful to have some key words in English with an equal translation of the national language on posters or boards around the learning space so that they get used to seeing them and become familiar with the words. If possible, pictures can accompany the words. Learners could develop this collection as they progress through the unit.

## **The learner's competencies**

This unit presents many opportunities for communication and opportunities to



think critically and creatively about different aspects of culture and identity. Learners are asked to work in pairs and groups, so there are continuous opportunities for co-operation and teamwork also. This unit provides good opportunities to create roles in groups so that for example there is a questioner, presenter and group leader. It is important in Primary 1 that the teacher models good communication skills, describing where appropriate features of good communication such as the use of open questions, active listening, correct grammar use and good body language. The activities provide a variety of ways to explore weather and are also designed to instil an appreciation and respect for the culture and heritage of South Sudan.

### **Links to other subjects**

Social Studies and Religious Education: Emphasising the idea of people living and working together.

### **Crosscutting issues**

**A: Elements of weather (Refer to the Learner's Book pages 53-54)**

### **Activity 1: Look and talk**

#### **Key words**

rain sun clouds wind weather

#### **Learning activities**

**In pairs**, instruct learners to look outside the window. Let them tell their deskmate what they can see in their national language.

Read the key words in English and ask the learners to say them after you. Repeat the words now with an explanation in the national language. Ask the learners to pick one word and match it with a picture to show what they saw outside.

### **Activity 2: Draw the weather today**

#### **Learning activities**

**In pairs**, let the learners look at the weather outside. Ask them to describe it using the words learnt above.

**Individually**, ask the learners to draw a picture of the weather. Let them show their pictures to the class. Ask the class to name in English each picture shown.

One of the most important things that you as a teacher should know is to respond or react to a learner's drawings in the right way. Negative comments and corrections may be discouraging. Also, if you point out what is wrong without appreciating what is good, they will lose interest in it. Remember, the key is to be positive.

### **Activity 3: Recite and act**

#### **Key words**

warm wet

#### **Learning activities**

Read the song in the Learner's Book ask the learners to say the words after you. Sing the song to the learners. Let the learners sing the song after you. Explain to the learners the meaning of the song in their national language. Encourage children to make a new line using wind, wind wind.

#### **Assessment opportunities**

#### **Product**

Check the learners' drawings. Ask them to match the drawing with the correct name and if they do not get it right, encourage them to try again.

#### **Observation**

Listen to the learners' pronunciation and assess if they are able to pronounce fluently. Correct them where necessary. Can learners make a new line using the word 'wind' or any of their choice.

**B: Activities of the year (Refer to the Learner's Book page 55)**

### **Activity 1: Look and talk**

#### **Key words**

harvest plant weed plough

#### **Learning activities**

Let the learners do this activity **in pairs**. Let learners look at the pictures in the Learner's Book. Let them tell their deskmates in their national language what they can see in the pictures.

Ask learners to mention times of the year they think are shown in the pictures.

Let learners talk about the activities that people do in your community from January to December.

**For example:** People plant in March.

Ask pupils: do you think people do those activities at those times?

Read the key words slowly and ask the learners to say them after you. Explain to the learners the meaning of each word in the national language while pointing the picture that each word matches with.

## **Activity 2: Mime the activities**

### **Learning activities**

Let the learners look and study the items in the Learner's Book again.

Let the learners get into **groups** of four and take turns to mime the actions displayed in activity 1 in the Learner's Book.

The learners are expected to name the action in English before they mime it. Let the groups take turns go mime before the class.

### **Assessment opportunities**

#### **Conversation**

Talk to the learners as they describe the pictures and assess the level of vocabularies used. Assess whether the learners are familiar and can relate to the activities displayed in the Learner's Book.

#### **Observation**

Observe the learners as they mime and name the actions and assess whether there was an understanding of the new words learned.

**C: Effects of weather** (*Refer to the Learner's Book page 56*)

## **Activity 1: Listen and tell**

### **Key word**

cold	feel	sit	reaches	fire
------	------	-----	---------	------

### **Learning activities**

Read the story below to the learners. Let them listen and say it after you. Explain the story in the national language and read it again incorporating the gestures for the

learners to understand it better.

**In groups**, ask the learners to talk about the story.

Ask the learners a few questions based on the passage.

Why was John running?

Why was John feeling cold?

### **Presentation**

Let them take turns to present their answers to the class.

### **Activity 2: Tell us**

#### **Learning activities**

Read the sentences in the Learner's Book and ask the learners to say them after you.

Let the learners discuss the questions as a class. Guide and correct them where necessary.

#### **Assessment opportunities**

##### **Observation**

Watch carefully how learners are working in their groups are they able to communicate in English phrases? Can they correct each other's pronunciation without your help?

##### **Play vocabulary games**

At the end of the unit, play any or a combination of these games with the learners to reinforce vocabulary learnt. These games are fully explained on pages 2-3 of this Teacher's Guide under Introduction. Refer for details.

- (a) Chinese whispers
- (b) Memory games
- (c) Miming games
- (d) Who am I?
- (e) Beat the clock

# Unit 11

## Occupations

(Refer to the Learner's Book pages 57-61)

Learn about		Key inquiry questions
<p>Learners should be given the basic vocabulary to talk about occupations. They should be encouraged to talk about occupations. Learners are exposed to different types of jobs people do in their community.</p> <p>In pairs and in small groups they should be encouraged to talk about the activities people do in their community to get money, the things people make and how they spend the money they get.</p> <p>They should be given an opportunity to listen to appropriate stories, rhymes, poems and riddles related to occupation. They should act conversations, dramatise and role-play themes related to occupation.</p> <p>Learners should also be given opportunity to practise simple oral sentences about occupation.</p>		<ul style="list-style-type: none"> <li>• What jobs do people do in your community?</li> <li>• What things do people in your community make to get money?</li> <li>• What do people do with the money they get?</li> </ul>
Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> <li>• Understand a range of familiar spoken words and phrases about occupations</li> </ul>	<ul style="list-style-type: none"> <li>• Answer simple oral questions and give basic information about occupations</li> <li>• Communicate through simple words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Show increasing confidence in speaking to different people in different occasion about occupations</li> </ul>
<p><b>Contribution to the competencies:</b></p> <p><u>Communication and Co-operation:</u> Pair, group work and discussion</p> <p><b>Links to other subjects:</b></p> <p><u>Life Skills:</u> occupations</p>		

## **Assessment opportunities**

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

- Observation
- Conversation
- Product

## **An outline of the learning**

In this unit learners should be given the basic vocabulary to talk about occupations. They should be encouraged to talk about occupations. Learners are exposed to different types of jobs people do in their community.

In pairs and in small groups they should be encouraged to talk about the activities people do in their community to get money, the things people make and how they spend the money they get.

They should be given opportunity to listen to appropriate stories, rhymes, poems and riddles related to occupation. They should act conversations, dramatise and role-play themes related to occupation.

Learners should also be given opportunity to practise simple oral sentences about occupation.

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

There are both words and pictures in the Learner's Book, and as your learners are just beginning to learn English, it is important to read the text for them and they repeat after you. That way you will be 'modelling' pronunciation, speech and will help their development.

Learners should be encouraged to repeat after you and do things in a similar way as you have done. Phrases in the Learner's Book are relatively short and easy to learn. Ask the learners probing questions to assess their understanding and allow more able learners to respond to these questions where appropriate.

It is helpful to have some key words in English with an equal translation of the national language on posters or boards around the learning space so that they get used to seeing them and become familiar with the words. If possible, pictures can accompany the words. Learners could develop this collection as they progress through the unit.

## The learner's competencies

This unit presents many opportunities for communication and opportunities to think critically and creatively about different aspects of culture and identity. Learners are asked to work in pairs and groups, so there are continuous opportunities for co-operation and teamwork also. This unit provides good opportunities to create roles in groups so that for example there is a questioner, presenter and group leader. It is important in Primary 1 that the teacher models good communication skills, describing where appropriate features of good communication such as the use of open questions, active listening, correct grammar use and good body language. The activities provide a variety of ways to explore occupations and are also designed to instil an appreciation and respect for the culture and heritage of South Sudan.

## Cross-cutting issues

Life skills: occupations. Discussions on different occupations should give learners a chance to explore different occupations found worldwide and they can also express their interests.

A: Different occupations (*Refer to the Learner's Book pages 57-58*)

## Activity 1: Look and name

### Key words

doctor teacher farmer pilot

### Learning activities

**In pairs**, ask the learners to look at the pictures in the Learner's Book and name the occupations represented in their national language. Guide them to identify the correct occupation presented in the pictures in English. Read the key words and ask the learners to say them after you. Point out each picture as you mention the words in English.

Ask the learners if any of the people presented in the pictures are found in their communities. Let them tell you in their national language if they have ever interacted with any of them. This will enhance their **communication** skills.

Ask the learners to identify their future occupations (if any) and encourage them to keep the interest in what they are passionate about.

## Activity 2: Role-play

### Learning activities

In groups ask the learners to say the occupations they admire the most. Tell the learners to choose one of the occupations and think of the actions that are associated with the occupation.

The learners to then role-play these actions in their groups before the class. Ask the other learners to guess the occupations being presented. You can model to the learners an activity such as digging and ask the learners to guess which occupation you have acted out.

## Activity 3: Say and role-play

### Key words

weave treat weaver sick
-------------------------

### Learning activities

Let learners listen as you read the speech bubbles and respond as directed in the Learner's Book. Explain to the learners what is being said in the Learner's Book in the national language.

Divide the learners **in groups**. Let learners discuss other activities people do for money in their community. Let them discuss how the activities are important. Let them share their answers with the class. This will enhance their **co-operation** skills.

**Note:** The activities that people do for money are called occupations.

### Assessment opportunities

#### Conversation

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

#### Observation

Listen as the act out the dialogue, assess whether they are able to properly mention the words correctly. Is their speech becoming fluent?



## B: Occupations in our community (*Refer to the Learner's Book page 59*)

### Activity 1: Point and name

#### Key words

hair dresser   tailor   grocer   fish monger   carpenter

#### Learning activities

Ask the learners to look at the pictures in the Learner's Book. Let the learners tell you what they think the people in the pictures are doing and what names can they give to them in their national language. Also encourage any learner who knows their name in English to mention it to the class. This will enhance their **critical thinking** skills. Ask them if they have such people in their communities and what do they do? Let them give the names they use to refer to them in their national language then you could tell them the names in English.

Mention each name in English as you point out the picture and the occupation you have mentioned. Ask the learners to say the words after you.

Explain as follows: ask the learners if they know who makes the chairs, tables and desks that they use in the classroom. Tell the learners that the person that makes items out of wood is called a carpenter.

### Activity 2: Guess my occupation

#### Learning activities

This activity is basically to assess if the learners can recall some of the occupations already taught.

In groups, model to the learners how to carry out the guessing activity. Do this by giving them two or three examples. For instance:

- I help treat sick people, who am I? **A doctor.**
- I make clothes who am I? **A tailor.**
- I teach pupil's, who am I? **Teacher.**

Allow learners ample time to carry out the guessing activity using other occupations already taught.

## Assessment opportunities

### Observation

Observe as the learners guess the occupations depending on the descriptions given. Are they able to correctly guess the occupations? Give necessary guidance.

### Assessment opportunities

### Conversation

Talk to groups of learners about the pictures, checking that they can describe the pictures correctly and mention the names of the occupations accurately in English.

### Product

Consider the drawing. Assess whether it is clear and relevant in the given context. Have the drawings assisted the learners to learn the new vocabulary appropriately?

**C: Story (Refer to the Learner's Book pages 60-61)**

### Activity 1: Listen and say

#### Key words

Farm

#### Learning activities

Ask the learners to study the picture in the Learners' Book and let them name what they see in their national language. Ask them to guess what the story is about. Accept any relevant responses.

Read the story 'Mr Wole's Farm' aloud as the learners repeat each sentence after you. Ask them to pay attention as you give the details of the story in the national language.

### Activity 2: Tell us

#### Learning activities

Read the story again and ask the learner the questions in the Learner's Book. Guide learners to respond appropriately to the questions in the Learner's Book. Expect varied answers as the learners will share their own opinions.

### Activity 3: Play a game

#### Key words

Engineer
----------

Ask the learners to look at the picture in the Learner's Book and ask them to say what they can see. Read the text in English and ask the learner to repeat after you. Explain to the learners what the text means in their national language.

Let the learners take turns to explain to the class how their favourite game is played. They should also mention the rules of the game. This will enhance their **communication** skills.

#### Assessment opportunities

##### Conversation

Talk to learners as they answer the oral questions. Gauge if their listening skills have improved. Are they able to remember things that were read in the story when you ask them oral questions?

##### Observation

Observe whether the learners understand what games entail as they present details about their favourite occupations. Are they able to portray and pronounce correctly the occupations learnt in this unit?

#### Play vocabulary games

At the end of the unit, play any or a combination of these games with the learners to reinforce vocabulary learnt. These games are fully explained on pages 2-3 of this Teacher's Guide under Introduction. Refer for details.

- (a) Chinese whispers
- (b) Memory games
- (c) Miming games
- (d) Who am I?
- (e) Beat the clock

# Unit 12

## Games and sports

(Refer to the Learner's Book pages 62-66)

Learn about		Key inquiry questions
<p>Learners should be given the basic vocabulary to talk about the weather. They should be encouraged to talk about the games they like most and why.</p> <p>In pairs, small groups and as a whole class, they make a list of play materials they commonly use. As a class they should be encouraged to come up with a list of good playing habits.</p> <p>Learners should be given opportunity to listen to stories, poems, sing songs, and solve riddles, act dialogues and role play about games and sports. Learners should be encouraged to construct oral sentences that are correctly punctuated.</p>		<ul style="list-style-type: none"> <li>• What games do you like most?</li> <li>• What common materials do you use when playing?</li> <li>• How can we practise good playing habits?</li> </ul>
Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> <li>• Understand a range of familiar spoken words and phrases about games and sport</li> </ul>	<ul style="list-style-type: none"> <li>• Answer simple oral questions and give basic information about games and sports</li> <li>• Communicate through simple words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Show increasing confidence in speaking to different people in different occasions about games and sports</li> </ul>
<p>Contribution to the competencies:</p> <p><u>Creating thinking:</u> Application of good playing habits</p> <p><u>Communication and Co-operation:</u> Pair, group work and singing</p>		
<p>Links to other subjects:</p> <p>Physical education</p> <p><u>Life skills:</u> staying healthy</p>		

## **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 the learners develop their vocabulary in relation to games and sports. The activities will help learners to talk about different games and sports.

There are many opportunities within this unit for learners to practise and improve their speaking and listening skills. The activities listed here for this unit include some written texts, but the focus is on speaking and listening skills.

The learners will be given an opportunity to sing songs, listen to stories and recite rhymes with themes related to themselves. They should practise spoken language and answer simple oral questions and give basic information about games and sports.

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

There are both words and pictures in the Learner's Book, and as your learners are just beginning to learn English, it is important to read the text for them and they repeat after you. That way you will be 'modelling' pronunciation, speech and will help their development.

Learners should be encouraged to repeat after you and do things in a similar way as you have done. Phrases in the Learner's Book are relatively short and easy to learn. Ask the learners probing questions to assess their understanding and allow more able learners to respond to these questions where appropriate.

It is helpful to have some key words in English with an equal translation of the national language on posters or boards around the learning space so that they get used to seeing them and become familiar with the words. If possible, pictures can accompany the words. Learners could develop this collection as they progress through the unit.

## **The learner's competencies**

This unit presents many opportunities for communication and opportunities to think critically and creatively about different aspects of culture and identity. Learners

are asked to work in pairs and groups, so there are continuous opportunities for co-operation and teamwork also. This unit provides good opportunities to create roles in groups so that for example there is a questioner, presenter and group leader. It is important in Primary 1 that the teacher models good communication skills, describing where appropriate features of good communication such as the use of open questions, active listening, correct grammar use and good body language. The activities provide a variety of ways to explore games and sports and are also designed to instil an appreciation and respect for the culture and heritage of South Sudan.

### **Cross-cutting issues**

Life skills: Learners will learn different ways of staying healthy through games and sports.

### **Links to other subjects**

Physical education: Learners will learn different exercises they can do when engaging in sports activities.

Social Studies and Science: The learners will learn how to appreciate the environment and its features.

## **A: Different games (*Refer to the Learner's Book page 62*)**

### **Activity 1: Role-play**

#### **Key words**

race   skip   tyre   hide and seek

#### **Learning activities**

Introduce the activity by asking the learners what games they like playing in their Payam and in school. Let as many learners as possible respond in their national language. Answers will vary from child-to-child and all are acceptable as long as they are relevant.

Ask the learners to look at the pictures in the Learner's Book and describe what they can see. Let them point at the games or sports that they are familiar with. Guide the learners in naming the games being displayed in English. Ask them to repeat them slowly while pointing the pictures according to their correct names.

Organise to have the play materials displayed in the learners' book by asking the learners to bring them or by availing the ones the learners cannot access. Take the

learners to the playground and **in groups**, let them practise different games and sports. This will enhance their co-operation skills.

### **Assessment opportunities**

#### **Conversation**

Talk to the learners to see whether they are familiar with any games or sports and whether they understand they can be able to name them in English.

### **B: Common play materials (Refer to Learner's Book page 63)**

#### **Activity 1: Look and name**

##### **Key words**

toy rope ball balloon doll rocks
----------------------------------

#### **Learning activities**

Let the learners study the pictures in the Learner's Book. Let them point at the items that they have seen or used before and name them in English. Let them illustrate how the items are used.

Read the keywords aloud as the learners listen .Let the learners repeat the words after you. Guide the learners in matching the keywords with the pictures.

#### **Activity 2: Draw your toy**

##### **Learning activities**

Ask the learners to say which of the toys that they own is their favourite. Ask them to draw and colour the toy. Let the learners talk about their toys and name them. Encourage the learners to give the name in English.

Those that do not own any toys should draw the toy that they admire the most and would love to own. Ask learners to say why they drew that toy.

### **Assessment opportunities**

#### **Observation**

Observe the learners as they identify the play materials and assess whether they able to pronounce the names correctly.

#### **Product**

Consider the drawing. Assess whether it is clear and relevant in this context. Did the drawings assist the learners to learn the new vocabulary?

## C: The game I like (Refer to the Learner's Book pages 64-65)

### Activity 1: Look and say

#### Key words

football run ride swim like

#### Learning activities

Ask the learners the kind of sports they like. Let as many learners as possible respond in their national language.

Read the text in the speech bubbles as the learners listen attentively. Read the text again and let the learners repeat after you. Let them share what they know about the sporting activities mentioned.

Guide the learners in describing what each sporting activity entails.

### Activity 2: Tell us

#### Key words

They he

#### Learning activities

Let the learners study the pictures in the Learner's Book and say whether they recognise the sporting activities displayed. Guide the learners in identifying the sporting activities displayed. Let the learners use any of the words that they have learned in previous lessons to describe what they see in the picture. This will enhance their **critical thinking** and **communication** skills.

Read the text in the Learner's Book and let the learners complete the sentences orally in English.

### Activity 3: Say and act

#### Key words

fast always win basketball

#### Learning activities

Let the learners study the pictures in the Learner's Book. Let them say which sporting activities have been displayed. Give as many learners as possible a chance to respond to this in their national language.



Guide the learners in identifying the sporting activities displayed.

Read the text in the Learner's Book as the learners listen attentively. Notify them when you mention the keywords that describe the sports displayed.

Read the text again and this time let the learners repeat after each line. Let the learners master the text and present it in front of the class using the appropriate gestures.

### **Assessment opportunities**

#### **Conversation**

Talk to the learners to see whether they can identify different sports and games and name them in English.

#### **Observation**

Observe as the learners talk about the games they like and assess how much they know and are involved in games and sports. Are they able to incorporate the short English phrases they have learnt?

**D: Story (Refer to the Learner's Book page 66)**

### **Activity 1: Listen and say**

#### **Key word**

paper leaves

#### **Learning activities**

Let the learners study the picture in the story and let them use the words they have learnt in previous activities to describe what they see using English phrases. Ask them to guess in their national language what the story is about with reference to the picture description.

Read the story 'Playtime' in the Learners' Book. Read the story again and this time let the learners repeat the sentences after you.

Ask the learners to identify any familiar words that they have come across in the story and let them mention in what context the words were used in the previous lessons.

## **Activity 2: Tell us**

### **Learning activities**

Read the sentences to the learners orally and guide them in completing them with the right answers.

### **Assessment opportunities**

#### **Conversation**

Talk to the learners to see whether they can identify the words that they have already used in previous activities and the context in which they were used.

#### **Observation**

Observe as the learners complete the oral sentences to see whether the content of the story was captured. Correct their pronunciation where necessary.

### **Play vocabulary games**

At the end of the unit, play any or a combination of these games with the learners to reinforce vocabulary learnt. These games are fully explained on pages 2-3 of this Teacher's Guide under Introduction. Refer for details.

- (a) Chinese whispers
- (b) Memory games
- (c) Miming games
- (d) Who am I?
- (e) Beat the clock

# Unit 13

## Telling time

(Refer to the Learner's Book pages 67-72)

Learn about		Key inquiry questions
<p>Learners should be given the basic vocabulary to talk about the time. They should be encouraged to talk about the different ways of telling time e.g. using a clock, by the position of the sun and shadows.</p> <p>As a whole class they should be given the opportunity to identify and talk about units of time e.g. hours, minutes and seconds. In groups they should be guided to draw clock face and practise telling time.</p> <p>They should also be given an opportunity to listen to songs, stories, poems, riddles and act dialogues about telling time. They should also be encouraged to draw the different types of clocks and watches (<i>digital and analogue</i>).</p>		<ul style="list-style-type: none"> <li>• How can we tell time?</li> <li>• What are the units of telling time?</li> <li>• What are the different sorts of clocks and watches?</li> </ul>
Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> <li>• Understand a range of familiar spoken words and phrases about telling time</li> </ul>	<ul style="list-style-type: none"> <li>• Answer simple oral questions and give basic information about telling time</li> <li>• Communicate through simple oral words and phrases about telling time</li> </ul>	<ul style="list-style-type: none"> <li>• Show increasing confidence in speaking to different people in different occasions about time</li> </ul>
<p>Contribution to the competencies:</p> <p><u>Communication and Co-operation</u>: Role-play, pair work and discussion</p>		
<p>Links to other subjects:</p> <p>Mathematics and Science: Dealing with time and measures</p>		

## **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 the learners develop their vocabulary in relation to telling time. The activities will help learners to talk about different ways of telling the time of day.

There are many opportunities within this unit for learners to practise and improve their speaking and listening skills. The activities listed here for this unit include some written texts, but the focus is on speaking and listening skills.

The learners will be given an opportunity to sing songs, listen to stories and recite rhymes with themes related to themselves. They should practise spoken language and answer simple oral questions and give basic information about telling time.

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

There are both words and pictures in the Learner's Book, and as your learners are just beginning to learn English, it is important to read the text for them and they repeat after you. That way you will be 'modelling' pronunciation, speech and will help their development.

Learners should be encouraged to repeat after you and do things in a similar way as you have done. Phrases in the Learner's Book are relatively short and easy to learn. Ask the learners probing questions to assess their understanding and allow more able learners to respond to these questions where appropriate.

It is helpful to have some key words in English with an equal translation of the national language on posters or boards around the learning space so that they get used to seeing them and become familiar with the words. If possible, pictures can accompany the words. Learners could develop this collection as they progress through the unit.

## **The learner's competencies**

This unit presents many opportunities for communication and opportunities to think critically and creatively about different aspects of culture and identity. Learners are asked to work in pairs and groups, so there are continuous opportunities for

co-operation and teamwork also. This unit provides good opportunities to create roles in groups so that for example there is a questioner, presenter and group leader. It is important in Primary 1 that the teacher models good communication skills, describing where appropriate features of good communication such as the use of open questions, active listening, correct grammar use and good body language. The activities provide a variety of ways to explore telling time and are also designed to instill an appreciation and respect for the culture and heritage of South Sudan.

### **Cross-cutting issues**

Life skills: Learners will learn how to tell the time using a watch and clock.

### **Links to other subjects**

Mathematics and science: Learners will learn how to deal with time and measures of time.

**A: Different times (*Refer to the Learner's Book page 67*)**

### **Activity 1: Guess the time**

#### **Key words**

morning afternoon evening night

#### **Learning activities**

Let the learners study the pictures in the Learners' Book and discuss what they can see in their national language. Guide them in describing the pictures and explain to them that the pictures display different times of day. Read the key words in English and ask the learners to say them after you. Repeat the words slowly while point each picture in the Learner's Book.

Let the learners say what the children are doing. Let them say what time of the day they think it is in every picture. Ask the learners to sequence the activities given. Guide and emphasise on the words already learnt e.g. morning, afternoon, evening and night.

### **Activity 2: Draw yourself waking up**

#### **Learning activities**

Ask the learners what time they wake up in the morning. Let them say how they know it is time to wake up.

Let the learners tell when they go to sleep. How do they know it is time to sleep?

### **Observation**

Are the learners able to tell when they wake up or when they go to sleep?

**B: Different ways of telling time** (*Refer to the Learner's Book page 68*)

### **Activity 1: Look and talk**

#### **Key words**

clock hour hand minute hand sun moon sunset shadow

#### **Learning activities**

Introduce the lesson by asking the learners different ways that they use to tell what time of the day it is. Let as many learners as possible respond to this. Guide the learners in describing the pictures in the Learner's Book.

Explain to them that those are different ways of telling time.

#### **Note:**

Inform the learners that they can tell the time by using their shadows or the position of the sun. Show them how.

Read the key words in English and explain to the learners what they mean. Ask them to say them after you.

### **Activity 2: Draw a clock**

Let the learners draw clocks. Remind them that the long hand shows minutes and the short hand shows hours.

Encourage learners to talk about the clocks they have drawn. Ask the learners to tell their partners about the different parts of a clock. Encourage them to use English phrases.

Read the keywords aloud as the learners listen. Let the learners repeat the words after you. Guide the learners in matching the keywords with the pictures in activity 1.

#### **Assessment opportunities**

#### **Conversation**

Talk to the learners to assess whether they know of any way of telling the time in

English according to the vocabulary they have learnt.

### **Product**

Consider the drawing. Assess whether it is clear and relevant in this context and the new words learnt.

**C: Units of time (Refer to the Learner's Book pages 69-70)**

### **Activity 1: Point and say**

#### **Key words**

am pm noon o'clock

#### **Learning activities**

Explain to the learners that hours, minutes and seconds are the prime units of time.

Guide the learners in reading the time off the clocks in the Learners' Book. Explain to them in their national language that the short hand of the clock indicates the hour while the long hand indicates the minutes of time.

Bring a clock to class which you will set at different times and let the learners take turns to say what time it is.

Explain to the learners that;

am is used when telling time during the morning hours.

pm is used when telling time in the afternoon, evening and night time hours.

### **Activity 2: Make a clock**

#### **Learning activities**

In this activities ask the learners to make a clock using the manilla paper, glue and draw arms of the clock e.g. the length of a long and short hand. Guide the learners to make a circle and cut it out from the manilla paper. Assist them to number different times of the clocks. Ask the learners to present their drawings to the class. Award the best drawing.

### **Activity 3: Recite and act**

#### **Key words**

wake up lunch

## Learning activities

Read out the words of the poem as the learners listen keenly. Read the words of the poem again and this time let the learners repeat each line after you. Explain to the learners in their national language while incorporating gestures for easier understanding. Guide the learners in reciting the poem and let them master the song.

Let them get **in groups** and practise reciting the poem. The groups should take turns to present the poem to the class. This will enhance their **co-operation** skills. Applaud the group with the best presentation.

Ask the learners whether they know any other songs that talk about time. Let them take turns to present the songs to the class.

## Assessment opportunities

### Conversation

Talk to the learners to assess whether they are familiar with clocks and whether they can tell the time in English by looking at a clock.

### Observation

Observe the learners as they present the poem and songs and assess whether they are able to pronounce and articulate appropriately on their own.

D: Different watches and clocks (*Refer to the Learner's Book page 71*)

## Activity 1: Look and talk

### Key words

watch

## Learning activities

Introduce the lesson by asking the learners whether they own a watch or a clock at home. Let them study the pictures in the Learner's Book and let them point which of the watches and clocks that they are familiar with.



## Assessment Opportunities

### Conversation:

Talk to the learners to assess whether they are able to mention in English and differentiate between a wall clock and a watch.

E: Story (*Refer to the Learner's Book page 72*)

### Activity 1: Listen and tell

#### Key words

breakfast    break time    lunch

#### Learning activities

Introduce the lesson by letting the learners narrate what their typical schedule for the day is. Give as many learners as possible a chance to narrate in their national language.

Read the story 'My day' in the Learner's Book. Read the story again and this time let the learners repeat the sentences after you. Ask the learners to pay attention to the content in the story as you are going to ask them questions later.

Guide the learners in identifying any familiar words that they have come across in the story and let them mention in what context the words were used in the previous activities.

### Activity 2: Tell us

#### Learning activities

Read and guide the learners in answering the questions in the Learners' Book. Model and ask learners in pairs to tell their partner about their day.

#### Assessment opportunities

### Conversation

Talk to the learners to see whether they can identify the words that they have already used in previous activities and the context in which they were used. Can they be able to mention the words in English?

## **Observation**

Observe as the learners complete the oral sentences to see whether the content of the story was captured.

## **Play vocabulary games**

At the end of the unit, play any or a combination of these games with the learners to reinforce vocabulary learnt. These games are fully explained on pages 2-3 of this Teacher's Guide under Introduction. Refer for details.

- (a) Chinese whispers
- (b) Memory games
- (c) Miming games
- (d) Who am I?
- (e) Beat the clock

# Unit 14

## Peace

(Refer to the Learner's Book pages 73-76)

Learn about		Key inquiry questions
<p>Learners should be given the basic vocabulary to talk about peace and security. They should be encouraged to talk about peace and security at home and in school. They should also be given pictures, and through their experience identify signs of land mines in small groups and also talk about the importance of maintaining peace and security.</p> <p>Learners should also be exposed to songs, stories, riddles, tongue twisters dialogues and debates about peace and security.</p> <p>They should also be given opportunities to watch appropriate videos and then discuss what they have seen. They should construct oral sentences correctly.</p>		<ul style="list-style-type: none"> <li>• How do to make peace at home and in school?</li> <li>• Why is it important to keep peace and security at home and in school?</li> <li>• What are land mines?</li> <li>• What are the signs of landmines?</li> </ul>
Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> <li>• Learners should be able to understand a range of familiar spoken words and phrases about peace and security</li> </ul>	<ul style="list-style-type: none"> <li>• Answer simple oral questions and give basic information about peace and security</li> <li>• Communicate through simple words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Show increasing confidence in speaking to different people in different occasions about peace and security</li> </ul>
<p><b>Contribution to the competencies:</b></p> <p><u>Communication and Co-operation:</u> Role-play, drama and reciting rhymes</p>		
<p><b>Links to other subjects:</b></p> <p>Social Studies</p> <p><u>Peace Education:</u> peace and security</p>		

## **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 the learners develop their vocabulary in relation to talking about peace. The activities will help learners to talk about peace.

There are many opportunities within this unit for learners to practise and improve their speaking and listening skills. The activities listed here for this unit include some written texts, but the focus is on speaking and listening skills.

The learners will be given an opportunity to sing songs, listen to stories and recite rhymes with themes related to themselves. They should practise spoken language and answer simple oral questions and give basic information about maintaining peace.

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

There are both words and pictures in the Learner's Book, and as your learners are just beginning to learn English, it is important to read the text for them and they repeat after you. That way you will be 'modelling' pronunciation, speech and will help their development.

Learners should be encouraged to repeat after you and do things in a similar way as you have done. Phrases in the Learner's Book are relatively short and easy to learn. Ask the learners probing questions to assess their understanding and allow more able learners to respond to these questions where appropriate.

It is helpful to have some key words in English with an equal translation of the national language on posters or boards around the learning space so that they get used to seeing them and become familiar with the words. If possible, pictures can accompany the words. Learners could develop this collection as they progress through the unit.

## The learner's competencies

This unit presents many opportunities for communication and opportunities to think critically and creatively about different aspects of culture and identity. Learners are asked to work in pairs and groups, so there are continuous opportunities for co-operation and teamwork also. This unit provides good opportunities to create roles in groups so that for example there is a questioner, presenter and group leader. It is important in Primary 1 that the teacher models good communication skills, describing where appropriate features of good communication such as the use of open questions, active listening, correct grammar use and good body language. The activities provide a variety of ways to explore peace and are also designed to instil an appreciation and respect for the culture and heritage of South Sudan.

## Cross-cutting issues

Peace education: the learners will learn different ways how to promote and maintain peace and security at home and in school.

## Links to other subjects

Social studies: Learners will learn how to co-exist with other people.

A: Peace and security at home (*Refer to the Learner's Book page 73*)

## Activity 1: Listen and role-play

### Key words

family uncle happy sad peace security safe each other

### Learning activities

Introduce the activity by asking the learners to mention the kinds of conflicts they face or could face in their homes and the ways in which such conflicts are resolved. This will enhance their **critical thinking** skills. Let as many learners as possible respond to this in the national language and advise them accordingly.

Read what Judith and Mark are saying in the Learner's Book as the learners listen attentively. Read the text again and this time let the learners repeat each sentence after you.

Let the learners take turns to come to the front of the class and greet the class, introduce themselves, and mention the people they live with at home. This will enhance their **communication** skills.

Explain to the learners the importance of maintaining peace at home.

Read the key words and explain them to the learners. Ask the learners to say them after you.

### **Activity 2: Talk about your family**

#### **Learning activities**

Let the learners name their family members. Ask them to talk about their mother, father, sisters and brothers if any. Inform the learners that their guardians could also take their parents' place.

Ask the learners to describe their family members according to the phrases you taught them earlier. For example: my mother is kind.

My father is caring.

Read the keywords and let the learners repeat after you. Make sure the learners pronounce the words correctly.

#### **Assessment opportunities**

##### **Observation**

Observe the learners as they role-play and assess whether can confidently communicate using simple words and phrases learnt.

**B: Peace and security in school (Refer to the Learner's Book page 74)**

### **Activity 1: Listen and mime**

#### **Key word**

together take

#### **Learning activities**

Introduce the activity by asking the learners to say the kinds of conflicts that they face in school and how they can be resolved. This will enhance their **critical thinking** skills.

Read the text in the Learner's Book as the learners listen attentively. Read the text again and let the learners repeat each sentence after you.

Let the learners take turns to tell the class the things that make them angry in school. The learners should then take turns to share the things that make them happy in school.

Ask a group of learners to mime the things mentioned in the text and the class to say in English what they have mimed.

Advise them to uphold the things that make their classmates happy and to shun the things that make their classmates angry.

## **Activity 2: Draw your friends in school**

### **Learning activities**

Ask the learners to draw two of their best friends in school.

Ask them to describe their friends in English just like they have described their family members in the previous activities.

Read the keywords and let the learners repeat after you. Explain to the learners that the words are related to promoting peace.

### **Assessment Opportunities**

#### **Conversation**

Talk to the learners to see that they know ways in which they can promote peace in school. Let them use words like share and love in English when describing the different ways to promote peace.

#### **Observation**

Observe the learners as they talk about the things that make them happy and angry. Are they able to incorporate the new vocabulary they have learnt?

C: Peace and security in our community (*Refer to the Learner's Book page 75*)

## **Activity 1: Look and say**

### **Key words**

bore hole

### **Learning activities**

Introduce the lesson by asking the learners to say the activities that they do together as a community. Let as many learners as possible respond to this in the national language.

Let the learners study the picture in the Learner's Book and let them describe what they see. Guide them in seeing that the community members are working together in cleaning their water source thus promoting peace. Can learners say why they think this is important?

### **Activity 2: Play a game of peace**

#### **Learning activities**

Divide the learners into two groups. One group can go out to play. One group has to stay in and work. Learners to say if this is fair and give more examples from home.

#### **Assessment Opportunities**

##### **Conversation**

Talk to the learners to see whether they understand that fairness promotes peace. Are they able to respond in short English phrases? For example; I love my teacher.

##### **Observation**

Observe the learners as they play the game on promoting peace and assess whether they understood the concept about peace. Are learners able to pronounce the new words correctly without any help?

**D: Story** (*Refer to the Learner's Book page 76*)

### **Activity 1: Listen and tell**

#### **Key words**

Visitors gifts dance song special happily

#### **Learning activities**

Introduce the activity by asking the learners to study the picture in the Learner's Book. Let them guess what the story is about. Let as many learners as possible respond to this in their national language.

Ask the learners whether they have ever attended a graduation ceremony before. Let them narrate their experience at the ceremony. This will enhance their **communication** skills.

Read the story as the learners listen keenly. Read the story again and let the learners say each sentence after you.



Ask the learners to pay attention to the content of the story.

## **Activity 2: Tell us**

### **Learning activities**

Read the questions in the Learner's Book and guide the learners in answering them with reference to the story.

### **Assessment Opportunities**

#### **Observation**

Listen and observe the learner's pronunciation as they say the words after you.

#### **Conversation**

Talk to the learners as they answer the oral questions and assess whether they understood the content from the story and learnt the appropriate pronunciation of the new vocabularies and can use them when communicating.

#### **Play vocabulary games**

At the end of the unit, play any or a combination of these games with the learners to reinforce vocabulary learnt. These games are fully explained on pages 2-3 of this Teacher's Guide under Introduction. Refer for details.

- (a) Chinese whispers
- (b) Memory games
- (c) Miming games
- (d) Who am I?
- (e) Beat the clock

# Unit 15

# Technology

(Refer to the Learner's Book pages 77-79)

Learn about		Key inquiry questions
<p>Learners should be given the basic vocabulary to talk about the weather. They should be encouraged to talk about the available technology within their reach.</p> <p>Through think, pair and share, they should be encouraged to talk about why and how people communicate. Individually they should be encouraged to draw and paint the various communication devices e.g. TVs, mobile phones, and land line phones, radio, computers etc.</p> <p>Learners should be exposed to short videos about the various communication devices. They should sing songs, recite rhymes, say riddles and demonstrate how to switch on and off the device, they should also be encouraged to construct oral sentences correctly.</p>		<ul style="list-style-type: none"> <li>• Why do we communicate?</li> <li>• How do we communicate?</li> <li>• What are the various communication devices?</li> </ul>
Learning outcomes		
Knowledge and understanding	Skills	Attitudes
<ul style="list-style-type: none"> <li>• Understand a range of familiar spoken words and phrases related to technology</li> </ul>	<ul style="list-style-type: none"> <li>• Answer simple oral questions and give basic information about technology</li> <li>• Communicate through simple oral words and phrases about technology</li> </ul>	<ul style="list-style-type: none"> <li>• Show increasing confidence in communicating to different people in different occasion about technology</li> </ul>
<p><b>Contribution to the competencies:</b></p> <p><u>Communication and Co-operation:</u> Participating in dialogues, discussion and role-play</p>		
<p><b>Links to other subjects:</b></p> <p><u>Life skills:</u> use of technology</p>		

## **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 the learners develop their vocabulary in relation to talking about technology. The activities will help learners to talk about technology.

There are many opportunities within this unit for learners to practise and improve their speaking and listening skills. The activities listed here for this unit include some written texts, but the focus is on speaking and listening skills.

The learners will be given an opportunity to sing songs, listen to stories and recite rhymes with themes related to themselves. They should practise spoken language and answer simple oral questions and give basic information about the uses of technology.

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

There are both words and pictures in the Learner's Book, and as your learners are just beginning to learn English, it is important to read the text for them and they repeat after you. That way you will be 'modelling' pronunciation, speech and will help their development.

Learners should be encouraged to repeat after you and do things in a similar way as you have done. Phrases in the Learner's Book are relatively short and easy to learn. Ask the learners probing questions to assess their understanding and allow more able learners to respond to these questions where appropriate.

It is helpful to have some key words in English with an equal translation of the national language on posters or boards around the learning space so that they get used to seeing them and become familiar with the words. If possible, pictures can accompany the words. Learners could develop this collection as they progress through the unit.

## **The learner's competencies**

This unit presents many opportunities for communication and opportunities to think critically and creatively about different aspects of culture and identity. Learners

are asked to work in pairs and groups, so there are continuous opportunities for co-operation and teamwork also. This unit provides good opportunities to create roles in groups so that for example there is a questioner, presenter and group leader. It is important in Primary 1 that the teacher models good communication skills, describing where appropriate features of good communication such as the use of open questions, active listening, correct grammar use and good body language. The activities provide a variety of ways to explore technology and are also designed to instil an appreciation and respect for the culture and heritage of south Sudan.

### **Cross-cutting issues**

Life skills: The learners will learn about different technological devices used to communicate.

**A: Different communication devices** (*Refer to the Learner's Book page 77*)

### **Activity 1: Point and name**

#### **Key words**

radio mobile phone television computer laptop

#### **Learning activities**

Introduce the lesson by asking the learners to name any devices that they have used or have seen being used to communicate in school or at home in the national language.

Let them study the pictures in the Learner's Book and then say whether they have come across the devices being displayed therein. Guide the learners in naming the devices in English with a translation from the national language.

#### **Expected answers**

- radio
- mobile phone
- television
- desktop
- laptop

Let the learners who understand how the devices are used explain to the rest of the class how the devices are used.

## Activity 2: Draw

### Learning activities

Let the learners draw any of the activities discussed in activity 1. Mention any random item and all the learners that have drawn it can stand and give them a chance to say why they have drawn a certain item.

### Assessment opportunities

#### Conversation

Talk to the learners to see how familiar they are with technological communication devices. Correct their pronunciation where necessary.

#### Product

Consider the drawing. Assess whether it is clear and relevant. Did these help the learners in learning the new vocabulary?

**B: Using communication devices** (*Refer to the Learner's Book page 78*)

## Activity 1: Act and practise

### Key words

hello miss

### Learning activities

Introduce the activity by asking the learners whether they have ever used a phone before. Ask those that have used the device to come to the front of the class and let them pretend to receive a phone call. Listen to the language that they use to start a phone conversation. This will help in promoting their **communication** skills.

Read the text in the Learner's Book and let the learners repeat after you. Let the learners **pair** up and practise having phone conversations about different topics of their choice.

## Activity 2: Recite and mime

### Key words

type watch read

## Learning activities

Read the words of the poem out loud. Read the poem again and let the learners repeat each line after you.

Explain to the learners that the poem is talking about a computer. Guide the learners in reciting the poem and help them master the poem.

Let the learners present the poem. Ask the learners to mime the things that can be done using a computer. This will promote their **communication** skills. Applaud them for a good performance.

## Assessment opportunities

### Observation

Observe the learners as they practise telephone conversations and assess whether they are using the correct vocabulary. Listen if they have mastered the correct pronunciation.

**C: Story (Refer to the Learner's Book page 79)**

## Activity 1: Listen and tell

### Key words

telephone receive write messages

## Learning activities

Introduce the lesson by asking the learners to identify the device in the picture in the Learners' Book. Let them name it in English. Ask them to name any features of the mobile phone that they know of.

Read the story as the learners listen keenly. Read the story again and let the learners repeat each sentence after you. Explain to the learners that the story is talking about the features of a mobile phone.

## Activity 2: Tell us

Read the questions in the Learner's Book and guide them in answering them orally.

## Assessment opportunities

### Observation

Observe whether the learners are able to articulate every word appropriately.

## **Conversation**

Talk to the learners as they answer the oral questions and assess whether they got the content from the story. Are they able to incorporate the new vocabulary learnt while they are conversing?

## **Play vocabulary games**

At the end of the unit, play any or a combination of these games with the learners to reinforce vocabulary learnt. These games are fully explained on pages 2-3 of this Teacher's Guide under Introduction. Refer for details.

- (a) Chinese whispers
- (b) Memory games
- (c) Miming games
- (d) Who am I?
- (e) Beat the clock