



South Sudan

# Primary English

# 5

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 5 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 5

## Teacher's Guide

Primary English Teacher's Guide 5



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# English

## Teacher's Guide

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## FOREWORD

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

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

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

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



Deng Deng Hoc Yai, (Hon.)

**Minister of General Education and Instruction, Republic of South Sudan**

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## INTRODUCTION

The vision of the basic education curriculum reforms is to enable every South Sudanese to become, **become successful, creative, productive and environmentally responsible citizen**. 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 resources, conducive school environments** 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 provides methods of **assessment, promoting national values and national cohesion and their integration into the curriculum**.

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

### The Book Structure

This Teacher's Guide is organised into two main sections. **Part1** is the general introduction section detailing pedagogical issues. **Part2** 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



# Unit 1

## Road vehicles

*Refer to Learner's Book pages 1-17*

### Learn about

Learners should read and listen to a range of fiction and non-fiction about road vehicles and work in groups to list the different types and their uses (cars, motor cycles, trucks, vans, 4x4s, buses, taxis etc.). they should look at leaflets, booklets or advertisements for vehicles and see how they are described. They should make their own descriptions of vehicles they know.

They should find out about elements of vehicle repair and the associated vocabulary (puncture, repair, vehicle, mechanic, spanner, garage, engine, tyres, etc.) and construct sentences using the given structures to discuss ways of repairing vehicles e.g. using imperative verbs and commands, e.g. open the boot, check the tyres etc.

They should work in groups to discuss the benefits and disadvantages of road vehicles (pollution etc.) and make a presentation to the class. They should read some fiction that relates to vehicles and write their own stories.

### Key inquiry questions

- What different sorts of vehicles are there?
- What are they used for?
- How can we describe different vehicles?
- What are the advantages and disadvantages of road vehicles?

Learning outcomes		
Knowledge and understandings	Skills	Attitudes
<ul style="list-style-type: none"> <li>• Comprehend the gist of a range of authentic passages in complex situation</li> <li>• Understand texts including some unfamiliar materials from which attitudes and emotions can be recognised</li> <li>• Understand a wide range of authentic texts in familiar contexts</li> </ul>	<ul style="list-style-type: none"> <li>• Take part in discussion giving and justifying ideas creatively and confidently</li> <li>• Produce formal and informal texts on familiar topics</li> <li>• Communicate ideas creatively and accurately in an appropriate style</li> <li>• Adapt sentence construction for different purposes and readers</li> <li>• Use punctuation appropriately to create effects</li> <li>• Use adverbs, adjectives, nouns prepositions and conjunction appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate with confidence</li> </ul>
<p><b>Contribution to the competencies:</b></p> <p><b>Critical thinking:</b> Analysing the impact of vehicles</p> <p><b>Communication:</b> Reading, sharing ideas, opinions in the groups</p> <p><b>Co-operation:</b> Group work respecting and appreciating others ideas and views</p>		
<p><b>Links to other subjects:</b></p> <p>Geography</p> <p><u>Environment and sustainability:</u> need for sustainability</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 road vehicles. The activities will help learners to understand the different types and uses of these road vehicles. The activities will enable the learners to be able to describe different road vehicles.

There are many opportunities within this unit for learners to practice and improve their speaking and listening skills. There are many discussions to be held about the advantages and disadvantages of road vehicles and learners should be encouraged to communicate clearly and effectively as they share their experiences.

The activities listed here for this unit include some written texts, but the focus is on speaking and listening skills. It is possible however to find alternative and additional texts that talk about road vehicles. You may choose to set this as a research project or homework activity for your learners in order for them to be able to compare sources of information and provide them with additional knowledge and understanding.

## **Using theLearner's Book**

There are both words and pictures in theLearner's Book and as your learners are developing their reading skills, it is important to let them read the text. Learners should be encouraged to copy you where phrases are more complex. Phrases in theLearner's Book are relatively short, but where there is more to read, these passages should be broken down into shorter phrases. Encourage learners to ask questions to clarify their understanding and enable more learners to respond to these questions where appropriate.

It is helpful to have some key words on posters or boards around the learning space if possible so that they get used to seeing them and become familiar with spellings. Learners could develop this collection as they progress through the unit.

## **The 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 there's a writer, questioner, presenter and group leader. It is important in Primary 5 that the teacher continues to model good communication skills, describing where appropriate features of good communication such as the use of open questions, active listening, correct grammar use and good body language.

## **Links to other subjects**

This unit provides a good opportunity to link into Geography. Environmental sustainability for example can be explored in this unit through learning about environmental pollution.

## **Cross-cutting issues**

Environmental awareness and sustainability: Through the exploration of how road vehicles pollute the environment and how the pollution can be prevented. It is possible to promote environmental awareness and sustainability.

### **Activity 1: Vocabulary on road vehicles (*Refer to Learner's Book pages 2-3*)**

In groups

1. Introduce the activity by asking the learners whether they have ever used a road vehicle. Give the learners a chance to share their experiences.
2. Refer the learners to the group activity in the Learner's Book. This is a good opportunity to assess how well learners can work in a group.
3. Let the learners look at the pictures and interpret them. It is important that the learners identify the types of vehicles being displayed in each picture.
4. Remind the learners to talk about what they can see. By talking, their thinking and creativity competencies are enhanced.
5. Let the learners discuss the questions after the pictures. It is important that they are able to state where they have seen the vehicles that they have named.

### Expected answers

a)car (b)motorcycle (c)bus (d) van (e) truck (f)lorry

### Word attack

#### Individually

1. Let the learners do the questions in theLearner’s Book.
2. Guide them to fill in the blanks with the correct answers. Encourage the learners to link the pictures of the vehicles they had named earlier to answer the questions.
3. Give the learners a chance to present their answers to the class. This will enhance their **communication** skills.

### Expected answers

1. bus
2. truck
3. car
4. bicycle
5. lorry

### Assessment opportunities

#### Conversation

Talk to the learners to see whether they understand what vehicles are by asking them whether they have seen them in their Payam.

#### Observation

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

**Activity 2: Reading about road vehicles (Refer toLearner’s Book pages 4-6)**

### Learning activities

#### Before reading

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

### **As a class**

1. Refer the learners to the passage in the Learner's Book.
2. Let the learners read the passage in the Learner's Book. Look up once in a while to see whether the learners are attentive and are following what they are reading.
3. Let them read the story in turns. Help the learners to read the passage aloud by selecting able readers. Select the less able readers to read shorter sections.
4. As the learners read the passage, pause regularly to question key ideas and principles as well as identify key pieces of vocabulary and phrasing.
5. Guide them to pronounce the words properly.

### **Assessment opportunities**

#### **Conversation**

Talk to groups of learners about the passage and check that they can describe the main features of the text. Encourage them to explain to you the causes of most accidents on roads.

#### **Observation**

Assess whether the learners are able to communicate ideas creatively and accurately in an appropriate style.

### **Activity 3: Oral discussion (Refer to Learner's Book page 6)**

### **As a class**

1. This activity can be used to assess whether the learners can identify different road vehicles.
2. In asking the learners to identify the different road vehicles in the story, you are testing to see that they have understood what road vehicles are.

### **Assessment opportunities**

#### **Observation**

Listen as the learners list other vehicles that have not been mentioned in the passage and correct them if they say something that is out of context.

**Activity 4: New words and phrases (Refer to Learner's Book page 6)**

**In pairs**

1. Introduce the activity by explaining the meaning of the word derive: to obtain something mostly from a specified source. In this case it means to get the meaning of the unfamiliar words from the passage indicated.
2. Use one example to take them through the process of deriving the meaning of a word from the passage.
3. Let them identify more unfamiliar words as they re-read the text and derive their meanings from the passage.

**Example of word bank book**

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

**Expected answers**

Accept any relevant words with the correct meaning.

**Assessment opportunities**

**Product**

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

**Activity 5: Answering comprehension questions** (*Refer to Learner's Book page 7*)

**In groups**

1. Introduce the activity by reviewing the previous activity on reading a story.
2. Refer the learners to the pair activity in the Learner's Book.
3. Let the learners discuss and answer the questions given.
4. By discussing the questions, they improve their critical thinking, creativity and innovation skills.

**Expected answers**

1. Overspeeding
2. Open-ended
3. A bus
4. Motorcycles, van, cars
5. It is a vehicle not fit to be driven on the road

**Word attack**

**Individually**

1. Refer the learners to the individual activity in the Learner's Book.
2. Let them fill in the blank spaces in the questions.
3. Give the learners a chance to present their answers to the class.

**Expected answers**

1. overload
2. scrap
3. board
4. speed
5. bus



## Assessment opportunities

### Product

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

#### Activity 6: Role-playing on road vehicles (*Refer to Learner's Book page 8*)

### In groups

1. Introduce the activity by asking learners to read out the answers they wrote for the previous activity.
2. Refer the learners to the group activity in the Learner's Book. This activity further exposes the learners to other aspects concerning road vehicles such as driving.
3. Encourage the learners to ask the group leader relevant questions. This will promote co-operation and their communication skills.
4. Give the learners a chance to role-play the dialogue.

### In pairs

1. This activity gives you the chance to assess whether the learners understood the different types of vehicles that there are and their features and functions.
2. Encourage the learners to be audible and to maintain eye contact with their partners when describing the road vehicles assigned to them. Encourage them to use adjectives appropriately.

## Assessment opportunities

### Observation

Observe the learners as they ask questions and assess whether they understand the processes and rules involved when dealing with vehicles.

#### Activity 7: Repairing Mr Mabior's vehicle (*Refer to Learner's Book pages 9-10*)

### Before reading

The before reading activity aids the learners in understanding the story as it gives them an overview on what to expect from the story. Guide the discussion on the given questions.

### **As a class**

1. Read out the passage for the learners.
2. Guide the learners to read the passage aloud by selecting able readers. Select less able readers to read shorter sections.

### **In pairs**

1. Refer the learners to the pair activity in the Learner's Book.
2. Let the learners discuss what they can see in the pictures. Encourage the learners to use the words provided in the Learner's Book to name what they can see in the pictures first before they write their paragraphs.
3. Insist that they have to use all the words that they can see in their paragraphs and to follow events as they happen in each picture starting with picture (a) then picture (b).

### **Assessment opportunities**

#### **Product**

Listen as the learners present their paragraphs and consider whether choice of vocabulary is effective in this context.

### **Activity 8: New words (Refer to Learner's Book page 11)**

### **In groups**

1. Let the learners write down the words in red from the dialogue.
2. Guide them in inferring the meaning of the words from the dialogue. Inform the learners that to infer is to get the meaning of a word based on what you know and what you read.
3. Let the learners make sentences using the words.

### **Word attack**

#### **Individually**

1. Refer the learners to the Word attack activity in the Learner's Book.
2. Let them fill in the blank spaces with the correct answers.
3. Give the learners a chance to present their answers to the class.

### **Expected answers**

1. mechanic
2. puncture
3. engine
4. jack

### **Assessment opportunities**

#### **Observation**

Observe as the learners infer the meaning of the words and assess whether they got the meaning of the word ‘infer’.

#### **Product**

Look at the sentences written by the learners to assess whether the vocabulary was understood and has been used in the right context.

### **Activity 9: Reading a conversation on road vehicles** (*Refer to Learner’s Book page 12*)

#### **As a class**

1. This activity further exposes the learners to the vocabularies involved in vehicle repair.
2. Encourage the learners to act out the parts assigned to them, and to effectively use facial expressions and intonation.

### **Assessment opportunities**

#### **Observation**

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

### **Activity 10: A poem on road vehicles** (*Refer to Learner’s Book pages 13-14*)

#### **As a class**

1. Introduce the activity by reviewing the previous activity on role-playing road vehicles by asking any pair of learners to role-play a scenario of a passenger

and driver. Let the driver ask the passenger what behaviour of his that the passenger does not like.

2. Refer the learners to the class activity in theLearner's Book.
3. Allow the learners to guess what the story is about.
4. Remind the learners to be attentive as you read the poem to them. Check on your intonation and pronunciation.

### **In groups**

1. Refer the learners to the group activity in theLearner's Book.
2. Guide them on how to recite the poem.
3. Help the slow learners pronounce the words properly as they check on their intonation.
4. Remind the learners to discuss the message in the poem.
5. Remember working in groups improves their **co-operation** skills and by reciting the poem to the class, their **communication skill** is promoted.

### **Expected answers**

This is an open exercise. Ensure the learners pronounce the words appropriately.

### **Assessment opportunities**

#### **Conversation**

Assess whether learners understand the effects of certain behaviours by vehicle drivers on the road.

#### **Product**

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

**Activity11: Creating a poem on road vehicles (Refer toLearner's Book pages 14-15)**

### **Learning activities**

Introduce the activity by reviewing the previous activity on a poem on road vehicles.

Let the learners recite the poem in activity 10 on theLearner's Book.

### **In groups**

1. Refer the learners to the group activity on the Learner's Book.
2. Let them in small groups, come up with a poem on road vehicles following the guidelines provided in the Learner's Book.
3. Let the learners write it down.
4. By learners creating a poem, their **creativity** is enhanced.
5. Celebrate the poems that learners have written by praising their creativity.

### **Assessment opportunities**

#### **Conversation**

Consider how effectively the learners recite their poems. Check on their intonation and facial expressions.

#### **Product**

Check to see that the poems created are relevant as this will show that the learners understood the variety and different uses of vehicles.

#### **Answers**

This is an open exercise. Ensure the learners create a relevant poem.

### **Activity 12: Talking about road vehicles (Refer to Learner's Book pages 16-18)**

#### **Individually**

1. Introduce the activity by reviewing the previous activity on creating a poem on road vehicles.
2. Refer the learners to the individual activity of the Learner's Book.
3. Let the learners in groups of three, read what the people are saying. Challenge the learners to pick up key features and phrases used by the speakers when talking about road vehicles.

#### **Individually**

Refer the learners to the individual work on activity 12 of the Learner's Book. Encourage them to point out the main points from the speeches before finally writing a summary.

#### **In pairs**

1. These pictures portray factors concerning road vehicles.

2. It is important that the learners identify the factors being portrayed in the pictures and to also explain the reasons for their answers for each picture.
3. Encourage the learners to use the new words and phrases to describe the pictures that they can see.

### **Expected answers**

1. Athuol is talking about picture (a)
2. Maria is talking about picture (b)

### **Word attack**

### **Expected answers**

Accept all relevant sentences constructed by the learners.

### **Assessment opportunities**

### **Conversation**

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

### **Product**

Read the answers provided by the learners. Assess whether there is an understanding of the words and phrases that they have used to describe the pictures.

## **Activity 13: Let us talk about road vehicles (*Refer to Learner's Book pages 18-19*)**

### **In groups**

1. Review the previous activity talking about the advantages and disadvantages of road vehicles.
2. Select a less able learner to read what Anwar is saying. Pay close attention to the pronunciation.

### **Expected answers**

Open-ended (Accept all relevant answers)

### **As a class**

1. Refer the learners to the class activity in the Learner's Book.

2. Draw the table below on the chalkboard and engage the learners in filling it with relevant points.

Road Vehicles	
Advantages	Disadvantages

### **In pairs**

Guide the learners on how to use vocabulary related to road vehicles in writing an essay on the points they put together about the advantages and disadvantages of road vehicles.

### **Assessment opportunities**

#### **Conversation**

Engaging the class when filling in the table on the chalkboard ensures that you can assess whether the learners have understood different factors concerning road vehicles and they are able to evaluate and come up with advantages and disadvantages of road vehicles.

#### **Product**

Read the essays produced by the learners and check to see that adjectives and conjunctions have been used appropriately. Check also to see that punctuation was well done.

### **Activity 14: Describing road vehicles (Refer to Learner's Book pages 19-20)**

#### **In groups**

1. Let the learners read the advertisement in the Learner's Book.
2. Instruct them to note down the key features of the motorbike as they read the advertisement.

#### **In pairs**

1. Instruct the learners to follow the model in the Learner's Book when writing their own advertisements.

2. Ensure that adjectives have been put into good use when writing the advertisement.

### **Assessment opportunities**

#### **Product**

Listen as the learners present their advertisements to the class and make sure that the vehicle chosen by each pair has been correctly described.

#### **Activity 15: Nouns (Refer to Learner's Book pages 20-21)**

#### **Learning activities**

Take time to read through the definitions of these two kinds of nouns.

A **proper noun** has two distinctive features: 1) it will name a specific item and 2) it will begin with a capital letter no matter where it occurs in a sentence.

A **common noun** refers to the general names of people, places, and things. Help the learners to understand what nouns are from the sentences given in the Learner's Book.

#### **In groups**

1. Observe as the learners circle the nouns in the sentences given in the Learner's Book. This is an opportunity to see how well learners work together in small groups.
2. Learners should challenge each other when categorising the nouns in the Learner's Book.
3. Let them allow each other to take turns in carrying out the activity.

#### **Answers**

- (a) Town, market, garage
- (b) Jack, spanner, vehicle
- (c) Mechanic, Akot, Mr. Mabior

### **Assessment opportunities**

#### **Observation**

Listen to the answers that are being given in the groups to make sure that they are relevant.



## Conversation

As learners undertake the activities, ask them to give more examples of nouns.

### Activity 16: Playing a game on road vehicles (*Refer to Learner's Book pages 21-22*)

#### In groups

1. This activity is meant to help you assess whether the learners understood what road vehicles are and also know their varieties.
2. Listen to the different groups and correct the learners that get their mentions wrong.

#### Assessment opportunities

##### Observation

Listen as the learners play the game and assess whether they are getting the vehicles right.

### Activity 17: Writing (*Refer to Learner's Book pages 22-23*)

#### In groups

1. Ask the learners to turn to pair activity of the Learner's Book. This is a good activity to challenge your learners to see whether they can incorporate road vehicles in their story.
2. Help the learners to understand the guidelines provided in the Learner's Book to guide them on writing their composition.
3. Guide them on the following points of writing a story:
  - a) **Setting**-Where will the story take place?
  - b) **Characterisation**-Who are the people who will be in the story?
  - c) **Plot**-What will the story be about?

d) **Conflict**-What are the issues that will arise in the story.

e) **Resolution**- What are the solutions to the issues that will arise?

### **Individually**

1. Refer the learners to the individual activity of theLearner’s Book.
2. Let the learners write and present their stories to the class. This will promote their communication skills.

### **Assessment opportunities**

#### **Observation**

This helps you gauge what learners do and do not know especially during group discussions. Identify the learning needs they might have, skills they are having difficulties to acquire and the concepts they are struggling to understand.

#### **Conversation**

Monitor the types of sentences used, the level of vocabulary used and their relevance to the unit.

### **Activity 18: Further learning (Refer toLearner’s Book page 23)**

#### **Learning activities**

Review the previous activity.

Ask learners to present their answers to the class.

#### **In groups**

1. Refer the learners to group activity in theLearner’s Book.
2. Let the learners find out about other means of transport outside their Payam. Encourage the learners to focus on the topic as it will contribute to the free flow of ideas.
3. Ask the learners to say and write what each of the means of transport are. By expressing ideas and listening to what others say, learners adjust their previous knowledge and understanding, accommodate new information and increase their levels of awareness.
4. Give the learners a chance to present their answers to the class. This will promote their **communication** skills.

## Answers

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

## Assessment opportunities

### Product

Listen as the learners present what they have written and monitor the sentence structures that they have used.

### Activity 19: In summary (*Refer to Learner's Book page 23*)

Introduce the activity by reviewing the previous activity on further learning.

### Individually

1. Refer the learner to individual activity on the Learner's Book.
2. Let the learners label the car in the Learner's Book.
3. The best labelling will be displayed in class.
4. Remember labelling promotes the learners' creativity skills and **critical thinking**.

## Answers

Expect varied drawings since it is an open-ended activity. Provide the relevant guidance where necessary.

## Assessment opportunities

### Product

Observe the labelling done by each learner. Assess whether it is clearly labelled and comprehensive.

## Unit 2

## Diaries

(Refer to Learner's Book pages 24-38)

### Learn about

Learners should find out how to keep a diary and the form of writing used in these. They should read examples of diaries, and extracts from the diaries of famous people.

By reading examples of diary entries, they should learn the appropriate vocabulary for recording information in diaries (days of the week, dates, month, years, record, write down, spell, keep, address, often, usually, always, sometimes etc.) They should develop the sentence structures related to recording information in a diary (When is/was/were...? in daily activities).

They should make diary entries about recent events and read their entries to other members of their group and discuss their language and meaning.

They should read some stories that feature fictional diaries and see how an author makes use of the form to unfold the events.

Keeping a diary is an activity that can be continued weekly through the year.

### Key inquiry questions

- What is the information about?
- Who is writing the information?
- Why is the information recorded?

Learning outcomes		
Knowledge and understandings	Skills	Attitudes
<ul style="list-style-type: none"> <li>• Comprehend the gist of a range of authentic passages in complex situation</li> <li>• Understand texts including some unfamiliar materials from which attitudes and emotions can be recognised</li> <li>• Understand a wide range of authentic texts in familiar contexts</li> </ul>	<ul style="list-style-type: none"> <li>• Take part in discussion giving and justifying ideas creatively and confidently</li> <li>• Produce formal and informal texts on familiar topics</li> <li>• Communicate ideas creatively and accurately in an appropriate style</li> <li>• Adapt sentence construction for different purposes and readers</li> <li>• Use punctuation appropriately to create effects</li> <li>• Use adverbs, adjectives, nouns prepositions and conjunction appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate with confidence</li> </ul>
<p><b>Contribution to the competencies:</b></p> <p><b><u>Critical thinking:</u></b> Analysing the ways authors use diaries in stories</p> <p><b><u>Communication:</u></b> Reading, sharing ideas, opinions in the groups</p> <p><b><u>Co-operation:</u></b> Group work respecting and appreciating others ideas and views</p>		
<p><b>Links to other subjects:</b></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 diaries. The activities will help learners to understand the use of a diary.

There are many opportunities within this unit for learners to practice and improve their speaking, listening and writing skills.

This unit is about Diaries. Let the learners understand what a diary is, its uses and its form of writing. They should read extracts from diaries of famous people. Teach the learners how to make entries in diaries. Make the learners understand the importance of having a diary.

The activities listed here for this unit include some written texts, but the focus is mostly on the writing skills. It is possible to find alternative additional texts about diaries. You may choose to set this as a research project or a homework activity for your learners in order for them to be able to compare sources of information and provide them with additional knowledge and understanding.

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

There are both words and pictures in the learners book, and as your learners are developing their reading skills, it is important to read the text with them. That way you will be modelling reading and will help their development. Learners should be encouraged to read along with you or copy you where phrases are more complex.

Encourage learners to ask questions to clarify their understanding and enable more able learners to respond to these questions where appropriate. It is helpful to have some keywords in the learners word bank books as this will help them to become familiar with spellings. 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 if there's a writer, questioner, presenter and group leader. It is important in primary 5 that the teacher continues to model good communication skills, describing where appropriate features of good communication such as the use of open questions, active listening, correct grammar use and good body language.

### **Cross-cutting issues**

**Life skills:** Studying diaries gives the learners the knowledge on how to bookmark important dates or events in their lives.

### **Activity 1: Vocabulary on diaries (Refer to Learner's Book pages 25-26)**

#### **Learning activities**

Introduce the activity by asking the learners to say what they think a diary is. Give many chances to the learners for them to attempt.

#### **In pairs**

1. Refer the learners to the pair activity in the Learner's Book. Encourage the learners to use simple sentences to answer the questions.
2. Let them look at the pictures and discuss.
3. Give them a chance to share what they have discussed to the class.

#### **Individually**

1. Refer the learners do the individual activity in the Learner's Book.
2. Guide the learners in filling in the blanks with the correct answers.

#### **Word attack**

#### **Expected answers**

#### **Individually**

1. day
2. months, year
3. calendar
4. diary

## Assessment opportunities

### Conversation

Ask learners to be audible as they answer questions. Check that they are using relevant and increasingly accurate vocabulary.

### Observation

Listen to the pairs of learners as they present their answers. Consider whether they are able to articulate the words correctly.

### Activity 2: Reading extracts about diaries (*Refer to Learner's Book pages 26-29*)

Introduce the activity by asking to present their diaries and the activities they wrote. Let many learners present.

### Before reading

The before reading activity plays a major role in aiding the understanding of the extract as it gives the learners insight on the content of the diary.

### As a class

1. Refer the learners to class activity in the Learner's Book.
2. Let them read the extracts in turns.
3. Remind them to pronounce the words properly.

### In groups

1. Refer the learners to the group activity in the Learner's Book.
2. Let them discuss the questions in groups.
3. Observe them as they argue out their points in reference to the extracts from the passage.

### Presentation

1. Give each group a chance to present their answers to the class.
2. Remember by learners working in groups, **co-operation** is enhanced and by presenting their answers to the class, the skill of **communication** is promoted.



### **Activity 3: Oral discussion (Refer to Learner's Book page 30)**

#### **In groups**

1. This activity can be used to reinforce the need to have a diary.
2. By asking the learners what the extracts are about, you are letting them know the kind of information they can enter in a diary.

#### **Assessment opportunities**

##### **Observation**

Listen as the learners answer their questions. Consider whether they are able to articulate their answers audibly.

##### **Answers**

1. A soldier's experience in a battle field
2. Open-ended
3. A soldier
4. open-ended
5. open-ended

### **Activity 4: Answering diary extract questions (Refer to Learner's Book page 30)**

#### **Learning activities**

Introduce the activity by reviewing the previous activity on reading extracts in the Learner's Book.

##### **In Pairs**

1. Let the learners turn to the pair activity in the Learner's Book.
2. Let the learners discuss and answer the questions given. By discussing questions they improve their critical thinking, creativity and innovation skills.
3. Remember by working in pairs, the learners improve their competence of co-operation.
4. Let the learners share the answers with the class.

### **Individually**

1. Refer the learners to the individual activity in the Learner's Book.
2. Let them fill in the blank spaces with their own words.

### **Expected answers**

1. Thursday, December 16, 1915
2. Tuesday, December 21, 1915
3. Sunday, December 19, 1915
4. Saturday, December 25, 1915

### **Assessment opportunities**

#### **Observation**

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

#### **Product**

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

### **Activity 5: Making a diary (Refer to Learner's Book page 31)**

### **Learning activities**

Review the activity on sentence structures by asking the learners oral questions.

### **In groups**

1. Refer the learners to the class activity in the Learner's Book. This is a good activity that is going to test how well they can be able to understand the guidelines provided in the Learner's Book.
2. Let them divide themselves into groups of five.
3. Guide them on the steps provided in the Learner's Book on how to make a diary.
4. Let them make a diary for one month. Remember to include the days, months and dates. By working in groups, they are building on their **co-operation** competence.
5. Let them present their diaries to the class.

## Assessment opportunities

### Observation

Observe how the groups begin the task of making the diaries. Consider how well they share their understanding of the steps given in the Learner's Book.

### Product

Look at the diaries made by the learners and assess how well their understanding of the steps in the Learner's Book has been translated into a diary.

## Activity 6: Sentence structures in diaries *(Refer to Learner's Book pages 32-33)*

### Learning activities

Introduce the activity by reviewing what was taught in the previous activity in the Learner's Book on vocabulary.

#### As a class

1. Read the diary extract as the learners listen. Encourage the learners to listen attentively.
2. Listen as the learners read the extract and correct any pronunciation mistakes.

#### In groups

1. Let the learners read the diary extract again in their groups.
2. Guide them in identifying the activities in Chan's diary.

#### In pairs

1. Guide the learners in studying the sentence structures in the diary .
2. Let them identify the words that depict past tense and do the exercise that follows. Remember by the learners working in pairs, co-operation is promoted.

### Expected answers

- a) Was
- b) Is/was
- c) Were
- d) Were

e) Was

### **Assessment opportunities**

#### **Product**

Consider the sentences written by the learners and assess their structures.

**Activity 7: Reading a conversation on diaries** (*Refer to Learner's Book pages 33-34*)

### **Learning activities**

#### **As a class**

1. Refer the learners to class activity in the Learner's Book. This is a good activity to expose the learners to the different kinds of information that can be entered in a diary.
2. Let them listen as you read the conversation.
3. Let the learners read the conversation after you. Appoint one able learner and one less able learner to play the roles of Maria and Tom. This will encourage peer learning. Encourage them to use facial expressions and tonal variation appropriately.
4. Divide the class into two groups and let each group assume one role as they read the dialogue aloud. Check on the pronunciation.

#### **In pairs**

1. Refer the learners to the group activity in the Learner's Book.
2. Let the learners discuss the questions. Working in pairs promotes **co-operation** amongst the learners.
3. Check on the accuracy of the answers as they share with the class.

#### **Expected answers**

1. Recording information.
2. Daily record of events and experiences.
3. Accept any reasonable answer.

### **Assessment opportunities**

#### **Observation**

Check that the learners are able to relate to the content of the dialogue by observing their facial expressions as they read the dialogue.

Check also that the words in the dialogue are being pronounced correctly.

### **Activity 8: Writing a diary (Refer to Learner's Book pages 34-35)**

#### **Learning activities**

1. Introduce the activity by reviewing the previous activity on talking about different activities.
2. Ask the learners some of the activities they do at different times.
3. Give the learners as many chances as possible to answer the questions.

#### **As a class**

1. Refer the learners to the class activity in the Learner's Book.
2. Read the story and instruct the learners to listen attentively.
3. Divide them into two groups. Each group should contain able and less able readers. Let the groups take turns to read the story. Encourage the less able readers to emulate the able readers.

#### **In groups**

1. Refer the learners to the pair activity in the Learner's Book.
2. Encourage the learners to re-read the story and Chan's diary this time paying attention to the phrases and style used in the texts.
3. Guide them in entering the information that they have gathered in their diaries. They should make sure that they give details of the people involved, list events in the order that they happen and state how the events made them feel, sad, happy, etc.
4. Guide the learners on the following features of a diary:
  - Written in first person, that is, uses pronouns for example, I, we, us, we're, I'm
  - Uses words that show emotions for example: happy, sad, worried.
  - Events follow the order in which they happened, that is, events that happened early in the day followed with those that took place in the evening.
  - Sentences are mostly written with words that show past tense for example, was, were, is...
  - Contains dates on the start of each entry.
  - Describes events in details.

## Assessment opportunities

### Product

Assess the diaries that have been written to see whether they contain all the qualities of a good diary. Correct the work if need be.

**Activity 9: Making diary entries about recent events** (*Refer to Learner's Book page 36*)

### Learning activities

Introduce the activity by reviewing the previous activity.

Ask the learners oral questions.

Let as many of them as possible answer the questions.

### Individually

1. Refer the learners to the individual activity in the Learner's Book. This activity will help you assess whether they have internalised all the basic points about diaries.
2. Direct the learners on how to make entries into the diaries.
3. Ask the learners to fill in the diaries about a recent event.
4. Remind them to use the past tense since the activities happened in the past.
5. Remember working in groups promotes co-operation among the learners.

### Answers

This is an open-ended exercise.

## Assessment opportunities

### Product

Assess whether all the basic principles about diary entries have been applied and advice accordingly.

**Activity 10: Oral discussion** (*Refer to Learner's Book page 36*)

### Learning activities

1. This activity can be used to emphasise on the kind of information that should be

entered in a diary and the principles of diary entries.

2. Guide the learners in filling in the table in the Learner's Book.

### Assessment opportunities

#### Observation

Listen as the learners talk about their daily activities. Guide them on the kind of activities that should be written in a diary. Consider whether they are able to express themselves confidently and also check on their pronunciation of words.

#### Activity 11: Solving a puzzle (Refer to Learner's Book page 37)

#### In pairs

1. Introduce the activity by reviewing the previous activity on climate change.
2. Refer the learners to the pair activity in the Learner's Book.
3. Ask them to copy the puzzle.
4. Let them circle the words they have learnt in this unit on diaries.
5. Give the learners a chance to read the words to the class.
6. By looking for the words in the puzzle, their **creativity** and **thinking skills** are enhanced.

#### Answers

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

## Assessment opportunities

### Product

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

### Activity 12: Further learning *(Refer to Learner's Book page 38)*

#### Individually

1. Introduce this activity by reviewing the previous activity on further learning.
2. Ask the learners oral questions like:, mention some of the words we have learnt in this unit.
3. Refer the learners to the individual activity in the Learner's Book.
4. Instruct them on how to make a simple diary for a full year.
5. Offer guidance following the outline provided in the Learner's Book for making diary entries.
6. The best diaries should be displayed in class.
7. Remember by making a diary, the learners become creative hence promoting the learners' critical thinking.

#### Expected answers

Expect varied diaries since it is an open-ended activity. Provide the relevant guidance where necessary.

## Assessment opportunities

### Product

Assess the diaries that the learners will write and check on the diary format and sentence structures.

### Activity 13: In summary *(Refer to Learner's Book page 38)*

#### In groups

1. Introduce the previous activity by asking learners to say the words learnt in the unit of diaries.



2. Allow many learners to participate in this exercise.
3. Refer the learners to the group activity in the Learner's Book.
4. Find out about other uses of a diary other than what we have learnt in our Payam and write them.
5. Give the learners a chance to present what they have written to the class. By expressing their ideas and listening to what others say, students adjust their previous knowledge or understanding, accommodate new information and increase their levels of awareness.
6. Appreciate the learners.

### **Answers**

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

### **Assessment opportunities**

### **Product**

Read the answers and consider how well they reflect on the writing of diaries.

## Unit 3

# Buying and selling

(Refer to Learner's Book pages 39-54)

Learn about	Key inquiry questions
<p>Learners should read a range of fiction and non-fiction about buying and selling (stories, leaflets, advertisements etc.). They should learn to use the vocabulary associated with the use of money appropriately. Through role-play and practical situations, they should be able to carry out such operations as buying and selling, calculating change, discussing prices and value, and talking about earnings.</p> <p>They should write shopping lists, price lists and other texts to do with money, and read a range of authentic texts on the use of money (e.g. catalogues or leaflets). They should discuss how to work out best value when buying or profit when selling.</p> <p>They should read some stories about markets or selling, and write their own stories in this theme.</p>	<ul style="list-style-type: none"><li>• How do we talk and write about buying and selling things?</li></ul>

Learning outcomes		
Knowledge and understandings	Skills	Attitudes
<ul style="list-style-type: none"> <li>• Comprehend the gist of a range of authentic passages in complex situation</li> <li>• Understand texts including some unfamiliar materials from which attitudes and emotions can be recognised</li> <li>• Understand a wide range of authentic texts in familiar contexts</li> </ul>	<ul style="list-style-type: none"> <li>• Take part in discussion giving and justifying ideas creatively and confidently</li> <li>• Produce formal and informal texts on familiar topics</li> <li>• Communicate ideas creatively and accurately in an appropriate style</li> <li>• Adapt sentence construction for different purposes and readers</li> <li>• Use punctuation appropriately to create effects</li> <li>• Use adverbs, adjectives, nouns prepositions and conjunction appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate with confidence</li> </ul>
<p><b>Contribution to the competencies:</b></p> <p><b>Critical thinking:</b> Analysing the information on buying and selling</p> <p><b>Communication:</b> Reading, sharing ideas, opinions in the groups</p> <p><b>Co-operation:</b> Group work respecting and appreciating others ideas and views</p>		
<p><b>Links to other subjects:</b></p> <p>Mathematics</p> <p>TVET</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 learners develop their vocabulary in relation to buying and selling activities. The activities will help learners to understand the process of buying and selling. There are many opportunities within this unit for learners to practice and improve their speaking and listening skills.

This unit has various assessment formats such as observation of learners during pair work, individual work and class discussions, reading texts and answering comprehension questions, matching exercises, filling in blank spaces, writing sentences and paragraphs, acting of dialogues. The teacher should observe the groups whilst they are engaged in the discussion. The teacher should discuss with each group how they are finding the information and which questions in the discussions are challenging, and how they approach such challenging questions. Teachers should ensure that all students are asked a question at some point.

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

There are both words and pictures in the textbook, and as your learners are developing their reading skills, it is important to read the text with them. That way you will be 'modelling reading' and will help their development. Learners should be encouraged to read along with you or copy you where phrases are more complex. Phrases in the text book are relatively short, but where there is more to read, these passages should be broken down into shorter phrases. Encourage learners to ask questions to clarify their understanding and enable more able learners to respond to these questions where appropriate.

It is helpful to have some keywords on posters or boards around the learning space if possible so that they get used to seeing them and become familiar with spellings. Learners could develop this collection as they progress through the unit.

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 writer, questioner, presenter and group leader. It is important in Primary 5 that the teacher continues to model good communication skills, describing where appropriate features of good communication such as the use of open questions, active listening, correct grammar use and good body language.

## Links to other subjects

This unit provides a good opportunity to link into Mathematics. Addition and subtraction is practiced in the unit as the sellers and buyers calculate the amount of money to give as change and to spend respectively.

## Cross-cutting issues

**Life Skills:** Through learning the importance of writing both shopping and price lists and calculating the worth of an item before buying it.

### Activity 1: Vocabulary on buying and selling (*Refer to Learner's Book page 40*)

#### In pairs

1. Introduce the activity by asking the learners whether they have ever been to the market, shop, supermarket or whether they have ever bought or sold anything.
2. Give the learners a chance to give as many ideas as they can.
3. Refer the learners to the pair activity in the Learner's Book. The pictures illustrate situations related to buying and selling.
4. Let the learners answer the questions in the activity. Working in pairs will improve their **co-operation** skills.
5. Let them look at the pictures and interpret them. Let them talk about what is happening in the pictures. Encourage the learners to use new words and phrases related to buying and selling. Remember by interpreting the pictures the learners improve their **communication skills**.

6. Give the learners a chance to share what they have discussed with the class.

### Expected answers

Accept any relevant answers related to buying and selling.

### Assessment opportunities

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

**Activity 2: Matching words with their meanings (Refer to Learner's Book page 41)**

### Learning activities

Introduce the activity by reviewing what was taught in the previous activity.

### In pairs

1. Refer the learners to the pair activity in the Learner's Book.
2. Explain to them how the matching exercise should be done.
3. Briefly, using your own words explain to the learners the meaning of the words in column A.
4. Remind the learners to pay attention and not to rush in getting the answers. Let them match the words correctly.
5. Give the learners a chance to share their answers. Remember working in pairs promotes **co-operation** among the learners.

### ANSWERS

A	B
credit	the ability of a customer to obtain goods or services before payment, based on the trust that payment will be made in the future.
change	money returned to someone as the balance of the sum paid for something.
currency	a system of money in general use in a particular country.

price	the amount of money expected, required, or given in payment for something
spend	give (money) to pay for goods, services, or so as to benefit someone or something.
bank	where money is kept.
teller	a person employed to deal with customers' transactions in a bank.
receipt	a written or printed statement acknowledging that something has been paid for or that goods have been received.

### Assessment opportunities

#### Product

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

**Activity 3: An advertisement on buying and selling of goods (Refer to Learner's Book pages 42-43)**

#### Learning activities

Introduce the activity by asking the learners to mention some of the words they learnt in the previous activity. Let them construct simple oral sentences using the words.

#### As a class

1. Refer the learners to the advertisement in the Learner's Book on page 42.
2. Let the learners interpret the advertisement by saying what is being sold, at what price and where it can be bought.
3. Give the learners a chance to present their answers to the class. This will help in sharpening their **communication** skills.

#### In pairs

1. Refer the learners to the pair activity in the Learner's Book.

2. Guide them in designing an advertisement of different goods being sold. Modelling is effective when used prior to students being asked to practice the skill or strategy.
3. Let them present the advertisement to the class.

Remember by learners working in groups and pairs they improve their **co-operation** and **communication** skills.

### **Answers**

This is an open-ended question. Expect varied answers.

### **Assessment opportunities**

#### **Observation**

Observe as the learners work in pairs to see whether there is co-operation and synchronisation of ideas.

#### **Product**

Assess the advertisements produced by the learners to check on their ability to learn through models. Are the advertisement clear and communicative?

### **Activity 4: Writing a price list of items (Refer to Learner's Book pages 43-44)**

#### **As a class**

1. Introduce the activity by asking the learners to mention some of the new words they learnt in the previous activity.
2. Refer them to the class activity in the Learner's Book.
3. Let them look at the model price list.
4. Ask them to discuss the questions that follow.
5. This will help improve their communication skills.

#### **Expected answers**

Accept any pricelist presented in the correct format.

#### **In groups**

1. Refer the learners to the group activity in the Learner's Book. This activity will



enable you to test the learners ability to learn through modelling.

2. Let them prepare an imaginary price list.
3. They should not overprice or under price. Encourage the learners to be realistic in their choice of items and pricing of the items.
4. Let the learners present their price lists to the class.

Appreciate the learners for their effort.

### **Assessment opportunities**

#### **Observation**

Observe as the learners work in groups and assess whether the activity was understood and there is a free flow of ideas.

#### **Product**

Assess the pricelists created by the learners to see whether they have have the correct format.

### **Activity 5: Oral discussion (Refer to Learner's Book page 44)**

#### **As a class**

1. This activity can be used to reinforce the importance of writing a price list.
2. In asking learners to discuss the importance of having a pricelist, you are tasking them to identify the important features of a pricelist.
3. When they discuss their ideas they improve their confidence and **communication** skills.

### **Assessment opportunities**

#### **Observation**

Listen as the learners answer the questions and assess whether the concept was understood.

**Activity 6: Reading about buying and selling (Refer to Learner's Book pages 45-46)**

**Before reading**

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

**As a class**

1. Introduce the activity by asking the learners about role-play in the previous activity.
2. Inform them that you are going to read a story as they listen attentively.
3. Teach them on good listening skills-stay focused and avoid doing other activities while reading.
4. Refer the learners to the class activity in the Learner's Book. Ask them to read the story in turns. Let them pronounce the words correctly.

**Assessment opportunities**

**Conversation**

Talk to groups of learners about the picture in the passage, checking that they can describe the pictures and if they can relate to the contents in the picture in real life.

**Observation**

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

**Activity 7: New words (Refer to Learner's Book pages 46-47)**

1. Introduce the activity by explaining the meaning of the word '**infer**'; a deduction or meaning drawn from another which is supposed to be true, in other words, it is the process of guessing the meaning of unfamiliar words using other words close to it or the context in which it is used.
2. Use one example and take them through the process of inferring and let them infer the rest of the words.
3. Guide them on entering the words in their word bank books.

## Assessment opportunities

### Product

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

**Activity 8: Answering comprehension questions** (*Refer to Learner's Book pages 47-48*)

### In groups

1. Review the previous activity on reading a story.
2. Ask the learners to mention some of the words they learnt in the story that are related to buying and selling.
3. Ask them to turn to the class activity in the Learner's Book.
4. Let the learners discuss as they answer the questions given.
5. By discussing the questions, they improve their critical thinking and communication competencies.
6. Ask the learners to make an oral and written presentation of what they have discussed.

### Expected answers

1. Open-ended (Accept any relevant answers.)
2. Expect learners to give the importance of writing a pricelist that they have learned in the unit.
3. He is ever-smiling
4. Accept any relevant answers.
5. Open-ended.

### Word attack

### In pairs

1. Refer the learners to the pair activity in the Learner's Book. This activity will help the learners to practice the use of the new words that they have learned in the unit.
2. Let them fill in the blank spaces.
3. Encourage the learners to share their answers with the class. This will improve their communication skills.
4. Let the learners discuss the group work activity.
5. Let them present their answers to the class.

## Answers

1. shopping centre
2. shopping list
3. receipt
4. price list
5. total

## Assessment opportunities

### Product

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

### Activity 9: Writing a shopping list (*Refer to Learner's Book page 48*)

#### As a class

1. Introduce the activity by asking the learners to mention some of the new words they learnt in the previous activity.
2. Refer them to the class activity in the Learner's Book.
3. Let them look at the model shopping list.

#### Expected answers

Accept any shopping list presented in the correct format.

#### In groups

1. Refer the learners to the group activity in the Learner's Book. This activity will enable you to test the learners ability to learn through modelling.
2. Let them prepare a shopping list.
3. They should not overprice or under price. Encourage the learners to be realistic in their choice of items and pricing of the items.
4. Let the learners present their price lists to the class.
5. Appreciate the learners for their effort.

## Assessment opportunities

### Observation

Observe as the learners work in groups and assess whether the activity was understood and there is a free flow of ideas.

### Product

Assess the shopping lists created by the learners to see whether they have the correct format.

### Activity10: Oral discussion (*Refer to Learner's Book page 49*)

#### As a class

1. This activity can be used to reinforce the importance of writing a shopping list.
2. In asking learners to discuss the importance of having a pricelist, you are asking them to identify the important features of a pricelist.
3. When they discuss their ideas they improve their confidence and **communication** skills.

## Assessment opportunities

### Observation

Listen as the learners answer the questions and assess whether the concept was understood.

### Activity11: Debate (*Refer to Learner's Book page 49*)

#### In groups

Introduce the activity by asking learners to narrate the story they read in the previous activity on buying and selling. This is a good opportunity to assess how well learners can work as a group.

1. Refer the learners to do the group activity in the Learner's Book.
2. Let them divide themselves into two groups.
3. Remind them that they are going to hold a debate on the motion:

*“WE NEED TO BUDGET OUR MONEY IN ORDER TO SUCCEED IN LIFE”*

4. One group should oppose the motion and another one to propose the motion.
5. Help the learners in appointing the leaders-speaker, time keeper, etc
6. Observe as they begin the motion. Ensure the debate rules are observed to the letter.
7. Marks to be awarded by the secretary.
8. Appreciate the winning team.
9. Correct them where necessary.

Working in groups and pairs will promote **co-operation** and the presentation will enhance their **communication skills**. Through debate, the learners are able to think critically and creatively.

### **In pairs**

Refer the learners to the pair activity in the Learner’s Book.

Let the learners summarise all the points discussed in the debate.

### **Answers**

(Open-ended)

### **Assessment opportunities**

#### **Observation**

Watch carefully how learners are working in their groups. Try to identify individuals who are good at engaging all group members as well as those learners who seem reluctant to join in or make a contribution.

Assess whether the learners understood the motion and the concept of the unit by considering the points they are contributing and their choice of vocabulary.

#### **Product**

Read the points written down by the learners and assess the sentence structures including the punctuation.

## Activity 12: Let us act (Refer to Learner's Book pages 50-51)

### As a class

1. Introduce the activity by asking learners to read out the sentences they wrote in the individual activity in the Learner's Book.
2. Guide the learners in doing the class activity in the Learner's Book. This activity further exposes the learners to the buying and selling process. It makes them aware of the language that is used when buying and selling.
3. Remind the learners that you are going to read the dialogue as they listen.
4. Be loud enough and pronounce the words correctly.
5. Remind them about good listening skills.

### In groups

1. Refer the learners to the group activity in the Learner's Book.
2. Divide the learners into two groups and let them read the dialogue again each group assuming one role.
3. Guide the learners in writing their own dialogue. Encourage the learners to consider a natural conversation and borrow the same idea when writing their own dialogues.
4. Ask the learners to role-play the dialogue in groups. This will promote **co-operation** and improve their **communication** skills.

### In pairs

Explain to the learners that the worth of an item is its value.

### Expected answers

This is an open-ended activity. Expect learners to present different products. Correct them where necessary.

### Assessment opportunities

### Observation

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

### Activity 13: Talking about money (Refer to Learner's Book pages 51-53)

#### As a class/in pairs

1. Introduce the activity by reviewing the previous activity on reading an extract in the Learner's Book.
2. Refer the learners to the group activity in the Learner's Book.
3. Remind them that you are going to read some extracts of people talking about buying and selling.
4. Let them listen attentively as you read.
5. Let them read after you in turns.
6. Refer them to pair work on page 52 of the Learner's Book.
7. Let the learners discuss the questions in groups.
8. Give them a chance to present their answers to the class.
9. Appreciate the learners.

Working in pairs promotes **co-operation** among the learners.

Remember through discussion, the learners improve their **communication** skills.

#### Answers

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

#### Word attack

##### Individually

#### Answers

1. Cashier – a person that receives payments for goods or services in a business premise.
2. Currency – (accept relevant sentences).
3. Quantity – amount or number of material things.
4. Quality – (accept relevant sentences).
5. Value – the worth of something.



## Assessment opportunities

### Observation

Watch carefully how learners are working in their pairs. Identify learners who are good at engaging their partners as well as those who seem reluctant to contribute to the discussion.

**Activity 14: Writing about a shopping experience** (*Refer to Learner's Book page 53*)

### In groups

1. Introduce the activity by reviewing the previous activity on talking about buying and selling.
2. Let a few learners talk about buying and selling.
3. Refer the learners to the group activity in the Learner's Book.
4. Let them in small groups talk about their first experience at a market, supermarket, shopping centre, etc.
5. Ask them to narrate amongst themselves.
6. Give the learners a chance to present their report to the class. Remember by presenting the report to the class, their **communication skills** is promoted.

### Individually

1. Refer the learners to the individual activity in the Learner's Book.
2. Let them write on the first experience at any shopping centre.
3. The learners should strictly observe punctuation marks.

### Expected answers

This is an open exercise. Guide the learners appropriately.

## Assessment opportunities

### Product

Look at the story written by the learners and gauge the creativity levels of your learners. Writing down anecdotal notes will help you monitor the learners progress,

identify the learning needs of the learners, skills they are having difficulties to acquire and the concepts they are struggling to understand.

**Activity 15: Further learning** (*Refer to Learner's Book page 53*)

**In pairs**

1. Introduce the previous activity by asking learners to present pieces they wrote in Activity 14 in the Learner's Book.
2. Allow a few learners to read their pieces to the class.
3. Refer the learners to the pair activity in the Learner's Book.
4. Let the learners read other texts to do with money apart from the ones studied in this unit. (You can ask them to visit a library.)
5. Ask the learners to read a range of authentic texts on the use of money e.g catalogues or leaflets.
6. Give the learners a chance to present your findings to the class.
7. Remember the learners need more time to get all the information right. It is more of a project. This will promote their **critical thinking** competence.
8. Remember by giving the learners a chance to present their answers to the class. This will promote their **communication skills**.

**Answers**

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

**Assessment opportunities**

**Product**

Consider how well the learners present their findings to the class.

**Activity 16: In summary** (*Refer to Learner's Book page 54*)

**Learning activities**

Introduce the activity by reviewing the previous activity on further learning.

### **In groups**

1. Refer the learners to the group activity in the Learner's Book.
2. Ask them to prepare a budget of 1,200 ssp.
3. Let the learners write a shopping list and a price list.
4. The best budget should be displayed in class.

Remember working in groups helps promote **co-operation** among the learners.

### **Assessment opportunities**

#### **Product**

Observe the budgets made by the learners. Assess whether they are clearly written and comprehensive. Choose the best budget and let it be hung in class.

## Unit 4

## Social events

(Refer to Learner's Book pages 55 -68)

Learn about	Key inquiry questions
<p>Learners should read a range of fiction and non-fiction about social events. Students should learn to use the vocabulary associated with social events (e.g. dancing, wedding, bride, groom, wears, service, brother in-law, preacher, wrap, sing, happy, beautiful, handsome, respect.)in practical situations.</p> <p>They should use role-play to practice being involved in a range of social events such as weddings and discuss the importance of these. They should read and recite poems and act dialogues and plays related to social events , and read a range of texts about social events.</p> <p>They should work in groups to plan a social event in the school and write the necessary the communications about these (e.g. invitations).</p>	<ul style="list-style-type: none"><li>• What are the social events?</li><li>• How do we organise social events?</li><li>• When do we have to organise social events?</li></ul>

Learning outcomes		
Knowledge and understandings	Skills	Attitudes
<ul style="list-style-type: none"> <li>• Comprehend the gist of a range of authentic passages in complex situation</li> <li>• Understand texts including some unfamiliar materials from which attitudes and emotions can be recognised</li> <li>• Understand a wide range of authentic texts in familiar contexts</li> </ul>	<ul style="list-style-type: none"> <li>• Take part in discussion giving and justifying ideas creatively and confidently</li> <li>• Produce formal and informal texts on familiar topics</li> <li>• Communicate ideas creatively and accurately in an appropriate style</li> <li>• Adapt sentence construction for different purposes and readers;</li> <li>• Use punctuation appropriately to create effects</li> <li>• Use adverbs, adjectives, nouns prepositions and conjunction appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate with confidence</li> </ul>
<p><b>Contribution to the competencies:</b></p> <p><b><u>Critical thinking:</u></b> Planning a social event</p> <p><b><u>Communication:</u></b> Reading, sharing ideas, opinions in the groups</p> <p><b><u>Co-operation:</u></b> Group work respecting and appreciating others ideas and views</p>		
<p><b>Links to other subjects:</b> Social Studies</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 learners develop their vocabulary in relation to social events. The activities will help learners to understand the importance of social events. There are many opportunities within this unit for learners to practice and improve their speaking and listening skills.

This unit has various assessment formats such as observation of learners during pair work, individual work and class discussions, reading texts and answering comprehension questions, identifying words in a puzzle, filling in blank spaces, writing sentences and paragraphs, acting of dialogues. The teacher should observe the groups whilst they are engaged in the discussion. The teacher should discuss with each group how they are finding the information and which questions in the discussions are challenging, and how they approach such challenging questions. Teachers should ensure that all students are asked a question at some point.

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

There are both words and pictures in the textbook, and as your learners are developing their reading skills, it is important to read the text with them. That way you will be 'modelling' reading and will help their development. Learners should be encouraged to read along with you or copy you where phrases are more complex. Phrases in the text book are relatively short, but where there is more to read, these passages should be broken down into shorter phrases. Encourage learners to ask questions to clarify their understanding and enable more able learners to respond to these questions where appropriate.

It is helpful to have some keywords on posters or boards around the learning space if possible so that they get used to seeing them and become familiar with spellings. Learners could develop this collection as they progress through the unit.

## **The 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 writer, questioner, presenter and group leader, It is important in Primary 5 that the teacher continues to model good communication skills, describing where appropriate features of good communication such as the use of open questions ,active listening, correct grammar use and good body language.

### **Links to other subjects**

This unit provides a good opportunity to link into social studies. The Importance and different types of social events in the society is explored in the unit.

### **Links to cross-cutting issues**

Peace Education: Through the exploration of social events it is possible to promote peace as it shows the need for co-operation when you come together to celebrate something.

## **Activity 1: Vocabulary on social events** (*Refer to Learner's Book pages 56-57*)

### **As a class/In groups**

1. Ask the learners their understanding of a social event.
2. Encourage all the learners to take part in the question and answer exercise.
3. Refer them to the class work activity in the Learner's Book.
4. Let the learners look at the pictures and discuss.
5. Give the learners a chance to share what they have discussed with the class.
6. Give the learners a chance to present their answers.

### **Individually**

1. Refer the learners to the questions in the Learner's Book.
2. Let them fill in the blank spaces.
3. Remember working in pairs will promote **co-operation** and the discussion will enhance their **communication skills**. Interpreting the pictures improves their **critical thinking** and **creativity skills**.

## Word attack

### Individually

#### Answers

1. Amina is getting married today. She is a **bride**.
2. Awan is marrying today. He is a **groom**.
3. He will preach on my sister's wedding. He is a **pastor**
4. The husband to my sister is my **brother-in-law**.
5. The wife to my brother is my **sister-in-law**.

### Assessment opportunities

#### Conversation

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

#### Product

Read the answers provided by the learners in the Word attack and assess whether there is evidence of an understanding of the new words.

### Activity 2: Reading about social events (*Refer to Learner's Book pages 57-59*)

#### Before reading

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

#### As a class

1. Refer the learners to the class activity in the Learner's Book.
2. Tell them that you are going to read a story as they listen attentively. Remind them about the good listening skills.
3. Let them read the story in turns. Help the learners to read the passage by selecting able readers to begin reading the passage aloud. Select less able readers to read shorter sections.
4. Remind them to check on their intonation and pronunciation.



### **In groups**

1. Refer the learners to the group activity on the PB.
2. Let them discuss the questions in groups.
3. Observe them as they argue out their points in reference to the passage on conflicts and reconciliation.
4. Give each group a chance to present their answers to the class.
5. Remember by learners working in groups, **co-operation** is enhanced and by presenting the answers to the class, the skill of **communication** is promoted.

### **Answers**

This is an open question. Expect varied answers from the learners.

### **Assessment opportunities**

#### **Conversation**

Talk to groups of learners to see that they understand what a social event is.

#### **Observation**

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

### **Activity 3: Oral discussion (Refer to Learner's Book page 59)**

#### **As a class**

1. This activity can be used to reinforce the importance of incorporating social events in our lives.
2. By asking the learners why they think a wedding is considered a social event, you are asking them to identify features of a social event.
3. Discuss with the learners the role of a bride, groom, pastor/priest and the guests at a wedding.

### **Assessment opportunities**

#### **Observation**

Listen as the learners answer the questions and correct them when they seem to be getting the concept wrong.

**Activity 4: Answering comprehension questions** (*Refer to Learner's Book pages 59-60*)

**In groups**

1. Ask the learners to mention some of the words they learnt in the story related to a social event within their Payam.
2. Ask the learners to turn to the group activity in the Learner's Book and let them answer the questions given.
3. By discussing the questions they improve their critical thinking, creativity and innovation skills. Let the learners present their answers to the class.

**In pairs**

1. Refer the learners to the pair task in the Learner's Book.
2. Let them fill say what the descriptions are.
3. Allow the learners to present the answers to the class.
4. Let the learners draw a bride and a groom individually.
5. Remember by sharing answers to the class, they improve their **communication** skills.

**Expected answers**

1. A wedding
2. By dancing
3. Tall, dark and handsome
4. Accept any relevant looking programme.
5. Expect varied but reasonable answers.

**Assessment opportunities**

**Product**

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

### Activity 5: New words (*Refer to Learner's Book page 60*)

1. Remind the learners the meaning of the word infer.
2. Use one example and take them through the process of inferring its meaning.
3. Let them identify the unfamiliar words and infer the meaning. Discourage them from using the dictionary though.

#### Assessment opportunities

#### Product

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

### Activity 6: Role-playing (*Refer to Learner's Book page 61*)

#### Before reading

This activity is meant to give the learners insight on the content to expect when reading.

#### As a class

1. Review the previous activity in activity 5.
2. Refer the learners to the class activity in the Learner's Book.
3. Remind the learners about good listening skills since you are going to read a dialogue as they listen.
4. Pay attention to your intonation and pronunciation.

#### In groups

1. Refer the learners to the group activity in the Learner's Book.
2. Let the learners read the dialogue.
3. Ask the learners to role-play the dialogue in groups. This will promote **co-operation** and their **communication** skills.
4. Give the learners a chance to role-play the dialogue to the class.

## Answers

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

## Assessment opportunities

### Observation

Listen as the learners present their dialogue and watch out for spelling mistakes and facial expressions.

### Activity 7: A poem on social events (Refer to Learner's Book pages 62-63)

### As a class

1. Introduce the activity by reviewing the previous activity on activity 6.
2. Refer the learners to the class activity in the Learner's Book.
3. Remind the learners to be attentive as you read the poem to them.
4. Check on your intonation and pronunciation.
5. Explain to them what the poem (on my wedding day) is about that is the mixed feelings people have during their wedding.

### In groups

1. Refer the learners to the group activity in the Learner's Book.
2. Guide them on how to recite the poem.
3. Help the slow learners to pronounce the words properly as they check on their intonation.
4. Remind the learners to discuss the message in the poem.
5. Remember working in groups improves their **co-operation** skills.
6. Give learners a chance to recite their poems to class.
7. By reciting the poem to the class, their **communication skill** is promoted.

## Answers

This is an open exercise. Ensure the learners pronounce the words appropriately.

## Assessment opportunities

### Conversation

Assess whether learners understand how important social events are.

### Product

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

### Activity 8: Oral discussion (*Refer to Learner's Book page 63*)

#### **In groups**

1. This activity can be used to project the feelings associated with different social events.
2. In asking the learners to describe the feeling that the speaker has about their wedding day, they will be able to identify the feelings associated with different social events.
3. In addition to that when they share what they have learnt, their speaking skills are enhanced.

#### **Assessment opportunities**

##### **Observation**

Listen as the learners answer the questions to see whether the concept on social events has been internalized.

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

### Activity 9: Talking about different social events (*Refer to Learner's Book pages 63-64*)

#### **In groups**

1. Introduce the activity by reviewing the previous activity on creating a poem on social events.
2. Let a few groups recite the poems they composed.
3. Refer the learners to the group activity in the Learner's Book.
4. Ask them to discuss the questions.
5. Let them discuss the questions. Encourage all of them to participate in the discussion.
6. Observe them discuss the questions.
7. Remember through discussion, the learners improve their **communication skills**.

### **Individually**

1. Refer the learners to the individual activity in the Learner's Book.
2. Let the learners write the jumbled up sentences correctly.
3. Ensure that they are correctly punctuated.
4. Give the learners a chance to present their answers to the class.

### **Answers**

1. My aunt wedded last week.
2. My brother in-law is very handsome.
3. Maggie wore an expensive dress.
4. The pastor led the service.
5. We need to respect each other.

### **Assessment opportunities**

#### **Conversation**

Initiating discussions by using open-ended questions will aid in assessing different learner's critical and creative skills.

#### **Product**

Practising presentations is another effective way you can monitor your student's strengths and weaknesses.

### **Activity10: Adjectives (Refer to Learner's Book pages 64-65)**

#### **In groups**

1. Help the learners understand what adjectives are and their different functions after they have read the sentences in the Learner's Book.
2. Let the learners name any words that they think could be adjectives.

#### **In pairs**

1. Let the learners re-read the passage.
2. Let them pause the first two times that they come across an adjective and share with the class.

3. Allow them to proceed with the exercise after you determine that they have gotten the concept.
4. Let the learners present the sentences to the class as this will improve their communication skills.

### **Assessment opportunities**

#### **Observation**

Observe pairs of learners working together and consider how effectively they are co-operating with each other in order to perform the activity effectively.

### **Activity 11: Writing about social events (Refer to Learner's Book page 65-66)**

#### **Individually**

1. Refer the learners to the individual activity in the Learner's Book.
2. Let the learners write on any social event they have ever attended.

#### **In pairs**

1. Refer the learners to the pair activity in the Learner's Book.
2. Let the learners compare the pieces they have written.
3. Give the learners a chance to present the story to the class. Remember this will promote their **communication skills**.

#### **Expected answers**

This is an open-ended exercise. Expect learners to write varied essays. Correct and guide the learners accordingly.

### **Activity 12: Solving a puzzle (Refer to Learner's Book pages 66-67)**

#### **In groups**

1. Introduce the activity by reviewing the previous activity on writing about a social event.
2. Refer the learners to the pair activity in the Learner's Book.

3. Ask them to create a puzzle on conflicts and reconciliation.
4. Let them exchange their puzzles.
5. Ask the learners to circle the words they have learnt in this unit.
6. Give the learners a chance to read the words to the class.
7. By looking for the words in the puzzle, their **creativity** and **thinking skills** is enhanced.

### Individually

1. Refer the learners to the individual activity in the Learner's Book.
2. Let them circle the words learnt in this unit.
3. Allow the learners to share the answers with the class.

### Answers

This is an open exercise. Guide the learners appropriately.

### Individually

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

### Assessment opportunities

#### Observation

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



### Activity 13: Further learning (Refer to Learner's Book page 67)

#### Individually

1. Introduce the previous activity by asking learners to say the words learnt in this unit.
2. Refer the learners to the individual activity in the Learner's Book.
3. Let the learners plan a social event in the school.
4. Ask them to write the necessary communication to the relevant authority i.e invitation letters. Teach them the correct format. Let them make posters inviting people for the occasion.
5. The most outstanding social event will be rewarded.
6. Give the learners a chance to present what they have written to the class.
7. Appreciate the learners for their effort.

#### Expected answers

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

### Activity 14: In summary (Refer to Learner's Book page 68)

Introduce the activity by reviewing the previous activity on further learning in the Learner's Book. Ask the learners oral questions like what events did they come up with?

#### Individually

1. Refer the learner to the individual activity in the Learner's Book.
2. Let the learners draw a picture of a wedding ceremony.
3. Ask the learners to label the drawing.
4. Let them show it to the class.
5. The best drawing should be displayed in class.

**Expected answers**

Expect varied drawings. Provide the relevant guidance where necessary.

**Assessment opportunities****Product**

Look at the labelled drawings and assess whether the learners understood the meanings of the new words that they came across in this unit.

## Unit 5

# People from around the world

(Refer to Learner's Book pages 69-81)

### Learn about

Learners should read a range of fiction and non-fiction about people from different countries around the world. They should work in groups to use a range of sources (including the internet where possible) to find out about the ways of life (homes, dress, food, customs, jobs etc.) of people from different countries. They should write about people from a chosen country and contrast them with South Sudan. They should present their findings to class and have a class discussion about differences and similarities.

They should read some fiction about people from other countries and write their own versions, setting the story in their own locality.

### Key inquiry questions

- How do people's lives vary in different countries?
- How can we explain our own way of life?

Learning outcomes		
Knowledge and understandings	Skills	Attitudes
<ul style="list-style-type: none"> <li>• Comprehend the gist of a range of authentic passages in complex situation</li> <li>• Understand texts including some unfamiliar materials from which attitudes and emotions can be recognised</li> <li>• Understand a wide range of authentic texts in familiar contexts</li> </ul>	<ul style="list-style-type: none"> <li>• Take part in discussion giving and justifying ideas creatively and confidently</li> <li>• Produce formal and informal texts on familiar topics</li> <li>• Communicate ideas creatively and accurately in an appropriate style</li> <li>• Adapt sentence construction for different purposes and readers;</li> <li>• Use punctuation appropriately to create effects</li> <li>• Use adverbs, adjectives, nouns prepositions and conjunction appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate with confidence</li> </ul>

**Contribution to the competencies:**

**Critical thinking:** Analysing similarities and differences

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

**Co-operation:** Group work respecting and appreciating others ideas and views

**Links to other subjects:**

Social Studies

**Peace Education:** respect for other people and cultures

## **Assessment opportunities**

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

- Observation
- Conversation
- Product

## **An outline of the learning**

This unit will help learners develop their vocabulary in relation to people from around the world. The activities will help learners to understand different people. There are many opportunities within this unit for learners to practice and improve their speaking and listening skills.

This unit has various assessment formats such as observation of learners during pair work, individual work and class discussions, reading texts and answering comprehension questions, identifying words in a puzzle, filling in blank spaces, writing sentences and paragraphs, acting of dialogues. The teacher should observe the groups whilst they are engaged in the discussion. The teacher should discuss with each group how they are finding the information and which questions in the discussions are challenging, and how they approach such challenging questions. Teachers should ensure that all pupils are asked a question at some point.

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

There are both words and pictures in the textbook, and as your learners are developing their reading skills, it is important to let the learners read the text. That way you will be 'modelling' reading and will help their development. Learners should be encouraged to copy you where phrases are more complex. Phrases in the text book are relatively short, but where there is more to read, these passages should be broken down into shorter phrases. Encourage learners to ask questions to clarify their understanding and enable more able learners to respond to these questions where appropriate.

It is helpful to have some keywords on posters or boards around the learning space if possible so that they get used to seeing them and become familiar with spellings. Learners could develop this collection as they progress through the unit.

## **The 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 writer, questioner, presenter and group leader, It is important in Primary 5 that the teacher continues to model good communication skills, describing where appropriate features of good communication such as the use of open questions ,active listening, correct grammar use and good body language.

### **Links to other subjects**

This unit provides a good opportunity to link into social studies. The Importance and different types of social events in the society is explored in the unit.

### **Links to cross-cutting issues**

Peace Education: Through the exploration of social events it is possible to promote peace as it shows the need for co-operation when you come together to celebrate something.

**Activity 1: Vocabulary on people around the world** (*Refer to Learner's Book page 70*)

### **In pairs**

1. Introduce the activity by asking the learners to name some of the people they know around the world-**Africans, Europeans, Arabs, Chinese**, etc
2. Give the learners a chance to give as many answers as they can.
3. Refer the learners to the pair activity in the Learner's Book.
4. Let them look at the pictures and interpret them. Let them talk about what is happening in the pictures.
5. Remember by interpreting the pictures the learners improve their communication skills.
6. Ask the learners to discuss the questions in the Learner's Book.

### **In groups**

1. Ask the learners to turn to the group work activity in the Learner's Book.
2. Let the learners discuss the questions.

3. By learners working in groups, they improve **co-operation**.

### Expected answers

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

### Assessment opportunities

#### Conversation

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

**Activity 2: Matching words with their meanings** (*Refer to Learner's Book page 71*)

#### In pairs

1. Introduce the activity by reviewing what was taught in the previous activity.
2. Explain to them how the matching exercise should be done. Try and explain to the learners the meaning of the words using your own words and then let them match the words with the meaning.
3. Remind the learners to pay attention and not to rush in getting the answers. Let them match the words correctly.
4. Give the learners a chance to share their answers.
5. Working in pairs will promote co-operation and the presentation will enhance their communication skills.

#### Answers

##### Individually

A	B
culture	A way of life of the people
tradition	A specific practice of long standing
international	Existing in more than one nation
custom	Acceptable or habitual practice.

country	A particular geographical region of indefinite boundary (usually serving some special purpose or distinguished by its people or culture or geography)
global	Involving the whole world.

## Assessment opportunities

### Observation

Check if there is co-operation between the learners as they match the words with their meanings.

### Product

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

### Activity 3: Miming (*Refer to Learner's Book page 71*)

#### As a class

1. Introduce the activity by reviewing the previous activity on matching of words.
2. Refer the learners to the class activity in the Learner's Book.
3. Let them get in small groups.
4. Instruct them to move in front of the classroom.
5. Show them a picture e.g an African, a Chinese, etc.

(This activity requires pictures. You can cut them from newspapers or magazines.)

6. Let the learners describe that person to the class.
7. Let others guess until they get it right.
8. Let the learners repeat the same process with as many people across the world as possible.
9. Remember by learners working in groups, co-operation is enhanced. Thinking of who the person in the picture is improves their critical thinking.



## **Assessment opportunities**

### **Observation**

Listen as the learners participate in the miming exercise and consider whether they are able to guess the person being described.

### **Activity 4: Reading about people from around the world (Refer to Learner's Book pages 72-73)**

#### **As a class**

1. Introduce the activity by asking a few learners to role-play with reference to the previous activity in the Learner's Book.
2. Refer the learners to the class activity in the Learner's Book.
3. Let the learners read the passage as you listen and correct any pronunciation mistakes you might come across.
4. Let them read the story in turns.
5. Remind them to pronounce the words properly.
6. Remember by learners presenting the answers to the class, the skill of communication is enhanced.

## **Assessment opportunities**

### **Conversation**

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

### **Observation**

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

### Activity 5: Oral discussion (Refer to Learner's Book page 74)

This activity can be used to reinforce the varying cultural differences in the world.

In asking learners to compare their lives with people from around the world, they understand the different ways of life around the world.

#### Assessment Opportunities

##### Observation

Listen as the learners discuss the different ways of life of other people. Encourage them to understand, respect and appreciate cultural diversities.

### Activity 6: Answering comprehension questions (Refer to Learner's Book page 74)

#### In pairs

1. Introduce the activity by reviewing the previous activity on reading a story.
2. Refer the learners to the pair activity in the Learner's Book.
3. Let the learners discuss as they answer the questions given.
4. By discussing the questions, they improve their critical thinking competence.

#### In groups

1. Let them fill in the blank spaces in the questions.
2. Ask the learners to punctuate their sentences properly.
3. Give the learners a chance to present their answers to the class.

Remember by sharing answers to the class, they improve their **communication skills**.

#### Answers

1. United States of America
2. Europeans, Chinese, Africans, etc.
3. Food, dressing, etc
4. Food – that people ate snails

## Assessment opportunities

### Product

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

#### Activity 7: New words (*Refer to Learner's Book pages 74-75*)

1. Introduce the activity by reminding the learners the meaning of the word infer.
2. Guide them to read the passage again and ask them to pause and infer a meaning of a word that you think could be unfamiliar to them.
3. Let the learners construct relevant sentences with the words you have found.
4. Remind them to add the new words to their word bank books .

## Assessment opportunities

### Product

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

#### Activity 8: Cultural aspects (*Refer to Learner's Book page 75*)

### In groups

1. This group activity is a good opportunity to enhance the learners understanding of what different cultural aspects entail.
2. It is important that the learners are able to name the cultural aspects displayed in each picture.
3. As a teacher this is a good platform for you to gauge your learner's abilities and progress in the topic of culture.

## Assessment opportunities

### Conversation

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

### Product

Read the answers provided by the learners. Assess whether there is evidence of an understanding of what cultural aspects are.

### **Activity 9: Role playing** (*Refer to Learner's Book page 76*)

#### **As a class**

1. Guide the learners in doing the class activity in the Learner's Book.
2. Remind the learners that you are going to read the dialogue as they listen.
3. Be loud enough and pronounce the words correctly.
4. Encourage the learners to be attentive as you read the dialogue.

#### **In groups**

1. Refer the learners to the group activity in the Learner's Book.
2. Let the learners read the dialogue.
3. Ask the learners to role-play the dialogue in groups. This will promote co-operation and their communication skills.

#### **In pairs**

Guide the learners to come up with a conversation on people around the world. Let them ask as many questions as they can. This will promote their creativity skills.

#### **Expected answers**

This is an open-ended activity. Expect learners to write different dialogues on people around the world based on their understanding. Correct them where necessary.

#### **Assessment opportunities**

##### **Observation**

Listen as the learners present their dialogues. Consider whether they are able to pronounce words correctly.

### **Activity 10: Reading a poem** (*Refer to Learner's Book page 77*)

#### **As a class**

1. Introduce the activity by reviewing the previous activity on a dialogue on people around the world by asking any pair of learners to role-play a conversation on people around the world.
2. Refer the learners to the class activity in the Learner's Book.

3. Remind the learners to be attentive as you recite the poem to them.
4. Check on your intonation, pronunciation and gestures.
5. Guide the learners on how to recite the poem.
6. Help the slow learners pronounce the words properly as they check on their intonation.
7. Remind them to discuss the message in the poem.
8. Remember working in groups improves their co-operation skills.
9. Give learners a chance to recite their poems to class. By reciting the poem to the class, their communication skill is promoted.

### **Answers**

This is an open exercise. Ensure the learners provide relevant answers and pronounce the words appropriately.

### **Assessment opportunities**

#### **Conversation**

Assess whether the learners understand how cultural diversity influence their lives.

#### **Product**

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

### **Activity 11: Creating a poem on people from around the world** *(Refer to Learner's Book page 78)*

#### **In pairs**

1. Introduce the activity by reviewing the previous activity on a poem on people around the world.
2. Let the learners recite the poem in activity 10 in the Learner's Book.
3. Refer the learners to the group activity in the Learner's Book.
4. Let the learners in small groups, come up with a three- stanza poem on people around the world.
5. Let the learners write it down.
6. By learners creating a poem, their creativity is enhanced.

7. Give the learners a chance to recite the poem to the class. Remember by reciting the poem to the class, their communication competence is promoted.

### **Answers**

This is an open exercise. Ensure the learners pronounce the words appropriately.

### **Assessment opportunities**

#### **Observation**

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

#### **Conversation**

Talk to learners about how they are composing their poem. What features of poetry they have already explored.

**Activity 12: Talking about people around the world** (*Refer to Learner's Book page 79*)

### **In pairs/In groups**

1. Introduce the activity by reviewing the previous activity on creating a poem. Do this by asking the learners to present the poems they wrote to the class.
2. Refer the learners to the pair activity in the Learner's Book. This activity is important as it encourages learners to respect cultures that are different from theirs.
3. Let the learners read what the people are saying.
4. Let them discuss the importance of different cultures.
5. Give them a chance to present their findings to the class.

### **Answers**

(Open-ended)

### **Assessment opportunities**

#### **Conversation**

Talking to different groups about cultural differences and ensuring the learners can identify major contributing factors to culture differences.

**Activity 13: Writing about people from around the world** (Refer to Learner's Book pages 79-81)

**As a class**

1. Review the previous activity talking about people around the world.
2. Ask the learner to turn to the class activity in the Learner's Book.
3. Let them read the extract. Listen to how they observe punctuation marks and their pronunciation.

**In groups**

1. This is a good activity to challenge your learners and see whether they can identify different cultural aspects from an extract about a particular community. Let them discuss the questions from the extract as this will enhance their communication skills.
2. Get an electronic device that can access Youtube and assist the learners in watching the video on the eunoto ceremony of the Maasai warriors. Encourage them to relate the video to the extract they have just read.

**Answers**

1. Raiding, game hunting, initiation, circumcision
2. Open ended
3. Open ended

**Individually**

Refer the learners to the individual activity in the Learner's Book.

Let the learners write about the culture of the people within their Payam.

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

**Answers**

This is an open-ended exercise. Expect learners to write varied paragraphs. Correct and guide them accordingly.

## **Assessment opportunities**

### **Observation**

This helps you gauge what learners do and do not know especially during group discussions.

### **Conversation**

Monitor the complexities of the sentences used, the level of vocabulary used and their relevance to the unit.

### **Activity 14: Further learning** (*Refer to Learner's Book page 81*)

#### **In groups**

This activity is important as it will help the learners to appreciate the richness of their culture. It will also promote co-operation as the learners will need to work together as they rehearse the songs they have chosen to present.

Let the learners present their answer to the class.

## **Assessment opportunities**

### **Observation**

Observe as the learners work together in their groups and make sure every member of the group is participating in the discussion and presentation exercise.

### **Activity 15: In summary** (*Refer to Learner's Book page 81*)

#### **In pairs**

1. Introduce the activity by reviewing the previous activity.
2. Ask learners to present their answers to the class.
3. Refer the learners to the individual activity in the Learner's Book.
4. Let the learners find out about any other culture outside their Payam.
5. Ask the learners to write about the culture.
6. Give the learners a chance to present their answers to the class. This will promote their communication skills.



**Answers**

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

**Assessment opportunities****Product**

Assess the relevance of the learners' findings and provide guidance if need be.

## Unit 6

# GAMES AND SPORTS

(Refer to Learner's Book pages 82-102)

### Learn about

Learners should read and listen to a range of fiction and non-fiction about games and sports. They should select one sport and work in groups to use a range of sources (including the internet where possible) to find out more about it (history, rules, equipment, where it is played, famous teams and players etc.) They should write up their findings and make a presentation to the class.

They should read extracts of the rules of some sports and write their own rules for a familiar game in a similar style. They should read some newspaper reports of games and sports and work in groups to discuss the language used and how the style is achieved. They should write their own reports in the same style.

Where possible, they should listen to recording of a sports radio commentary, and attempt to make their own commentaries on a sporting event.

They should read some fiction on the theme of sports and write their own stories about a sport.

### Key inquiry questions

- How can we write and talk about sports and games?

Learning outcomes		
Knowledge and understandings	Skills	Attitudes
<ul style="list-style-type: none"> <li>• Comprehend the gist of a range of authentic passages in complex situation</li> <li>• Understand texts including some unfamiliar materials from which attitudes and emotions can be recognised</li> <li>• Understand a wide range of authentic texts in familiar contexts</li> </ul>	<ul style="list-style-type: none"> <li>• Take part in discussion giving and justifying ideas creatively and confidently</li> <li>• Produce formal and informal texts on familiar topics</li> <li>• Communicate ideas creatively and accurately in an appropriate style</li> <li>• Adapt sentence construction for different purposes and readers;</li> <li>• Use punctuation appropriately to create effects</li> <li>• Use adverbs, adjectives, nouns prepositions and conjunction appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate with confidence</li> </ul>
<p><b>Contribution to the competencies:</b></p> <p><b><u>Critical thinking:</u></b> Analysing rules of sports</p> <p><b><u>Communication:</u></b> Reading, sharing ideas, opinions in the groups</p> <p><b><u>Co-operation:</u></b> Group work respecting and appreciating others ideas and views</p>		
<p><b>Links to other subjects:</b> Physical education</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 learners develop their vocabulary in relation to social events. The activities will help learners to understand the importance of social events. There are many opportunities within this unit for learners to practice and improve their speaking and listening skills.

This unit has various assessment formats such as observation of learners during pair work, individual work and class discussions, reading texts and answering comprehension questions, identifying words in a puzzle, filling in blank spaces, writing sentences and paragraphs, acting of dialogues. The teacher should observe the groups whilst they are engaged in the discussion. The teacher should discuss with each group how they are finding the information and which questions in the discussions are challenging, and how they approach such challenging questions. Teachers should ensure that all students are asked a question at some point.

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

There are both words and pictures in the textbook, and as your learners are developing their reading skills, it is important to let the learners read the texts. Learners should be encouraged to copy you where phrases are more complex. Phrases in the text book are relatively short, but where there is more to read, these passages should be broken down into shorter phrases. Encourage learners to ask questions to clarify their understanding and enable more able learners to respond to these questions where appropriate.

It is helpful to have some keywords on posters or boards around the learning space if possible so that they get used to seeing them and become familiar with spellings. Learners could develop this collection as they progress through the unit.

## **The 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 writer, questioner, presenter and group leader, It is important in Primary 5 that the teacher continues to model good communication skills, describing where appropriate features of good communication such as the use of open questions, active listening, correct grammar use and good body language.

### **Links to other subjects**

This unit provides a good opportunity to link into social studies. The Importance and different types of social events in the society is explored in the unit.

### **Links to cross-cutting issues**

Peace Education: Through the exploration of social events it is possible to promote peace as it shows the need for co-operation when you come together to celebrate something.

## **Activity 1: Different games and sports (Refer to Learner's Book page 83)**

### **In pairs**

1. Introduce the activity by asking learners to name the games and sports they know.
2. Refer the learners to the pair activity in the Learner's Book. These pictures illustrate a range of sports and games.
3. Let them describe what they can see in the pictures. It is important for them to be able to identify the game or sport being displayed in each picture.
4. Allow the learners to say what is happening in the pictures.
5. Give learners a chance to present what they have written.

### **Expected answers**

Accept any relevant answers given by the learners.

## **Answer**

- field
- pupils playing volleyball
- celebration of win

## **Assessment opportunities**

### **Conversation**

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

**Activity 2: Vocabularies on games and sports** (*Refer to Learner's Book page 84*)

### **In groups**

1. Review the previous activity.
2. Read the words on the individual activity in the Learner's Book as the learners listen attentively.
3. Let them choose the ones they can use to describe the pictures in activity.
4. Let them use the words they have chosen to make their own sentences.
5. Give the learners a chance to read out what they have written.

## **Assessment opportunities**

### **Product**

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

**Activity 3: Reading about volleyball** (*Refer to Learner's Book pages 84-89*)

### **Before reading**

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

### **As a class**

1. Introduce the activity by reviewing the previous activity.
2. Refer the learners to the class activity in the Learner's Book.
3. Let the learners read the text about volleyball.
4. Allow the learners to read the story aloud in turns. This will help you identify the reading needs of different learners.

### **In groups**

1. Allow the learners to say what the story is about.
2. Let the learners name some of the rules of volleyball rules.
3. Let the learners talk about volleyball.
4. Let the learners talk about the game of volleyball and whether they like playing it or not.

Give the learners to read their answers to the class in turns.

### **Answers**

Open-ended

### **Assessment opportunities**

#### **Observation**

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

### **Activity 4: Oral discussion (Refer to Learner's Book page 89)**

This activity can be used to project more facts about volleyball and also give the learners opportunities to talk about other sports that they like.

### **Assessment opportunities**

#### **Observation**

Listen as the learners discuss their answers in their groups and assess their level of knowledge so far.

**Activity 5: Answering questions about volleyball (Refer to Learner's Book pages 89-90)**

**In groups**

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

1. Refer the learners to the group activity in the Learner's Book.
2. Let the learners discuss the passage about volleyball.
3. Allow them to answer the questions in the Learner's Book.
4. Give the learners a chance to present what they have written.
5. Guide the learners in inferring the words in the Word attack activity and get their meaning from the passage.
6. Let the learners tackle the Word attack activity.

**Expected answers**

1. Individually and as a team
2. The rules and the different ways of playing
3. Place where certain games can be played
4. Two
5. Twelve, six in each team
6. Accept logical description

**Word attack**

**Answers**

1. rotating
2. teammate
3. practice
4. court
5. serving

**Assessment opportunities**

**Observation**

Observe the learners as they answer the comprehension questions and assess whether



the comprehension was understood through the involvement of the learners in the exercise.

### **Product**

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

#### **Activity 6: New words** (*Refer to Learner's Book page 90*)

1. Introduce the activity by briefly explaining to the learners what the word infer means. This is to find out if they still remember what was taught.
2. Let the learners identify the unfamiliar words and infer their meanings. Discourage the use of dictionaries during the exercise.
3. Let the learners construct sentences and add the new words to their **word bank books**.

### **Assessment opportunities**

#### **Product**

Read answers from learners that describe their understanding of the new words.

#### **Activity 7: Reading a report on games and sports** (*Refer to Learner's Book pages 91-92*)

#### **As a class**

1. Introduce the activity by reviewing the previous activity.
2. Refer the learners to the class activity in the Learner's Book.
3. Let the learners read the report.
4. Remind them to pronounce the words correctly.

#### **In groups**

1. Help the learners to discuss the language used in the report and how the style is achieved.
2. Guide the learners in writing a similar report using the words in the Learner's Book.
3. Give the learners a chance to report to the class what they have written. The best report to be displayed at the back of the class.

## Word attack

### In pairs

1. Help the learners look up the meanings of the given words in the pair activity in the Learner's Book.
2. Let them write the meanings.
3. Give them a chance to present to the class what they have written.

### Expected answers

Open- ended

### Assessment opportunities

### Conversation

Talk to learners about the different reports they will read and assess whether they gained any insight from it.

### Product

Look at the reports written by the learners and assess whether they follow the correct format and advice the learners on the language used.

## Activity 8: Reading a dialogue about games and sports (*Refer to Learner's Book pages 93-94*)

### As a class/ In groups

1. Review the previous activity.
2. Divide the learners into groups. Let each group assume a role in the dialogue. This activity further exposes the learners to the different types of games and sports that there are. It makes them aware of all of the sports that they could actively take part in.
3. Let them read the dialogue in turns.
4. Let them divide themselves into groups of four and role-play the conversation in the Learner's Book. This will enable the learners to know more about games and sports.
5. Allow them exchange roles and repeat the conversation.

### In pairs

1. Assist the learners to come up with the questions for the games master and the information to answer them.

## Answers

This is an open exercise

## Assessment opportunities

### Observation

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

**Activity 9: Talking about different games and sports** (*Refer to Learner's Book pages 95-97*)

Introduce the activity by reviewing the previous activity.

### In groups

1. Guide the learners in reading what the different children are saying. The less able and slow readers should be given a chance to read this as they build on their abilities and confidence.
2. Let them do the tasks given.

### In pairs

1. Let the learners tackle the Word attack. Encourage them to cooperate as they do the exercise.
2. Allow learners to take turns in reading their answers to the class.

## Expected answers

### In pairs

1. hockey, soccer, basketball, table tennis
2. Ajok
3. Mabior

### Word attack

1. Tennis ball
2. Football
3. Volleyball

4. Basketball
5. Rugby ball

### **Assessment opportunities**

#### **Conversation**

Talk to the learners in different groups as they discuss their responses to the different tasks. Move around the classroom and listen to various discussions. Assess whether the learners have gained valuable insight about the topic being discussed.

#### **Product**

Check on the vocabulary used by the learners and assess their accuracy.

**Activity 10: Writing about games and sports** (*Refer to Learner's Book pages 97-98*)

#### **In groups**

1. Introduce the activity by reviewing the previous activity.
2. Assist the learners to write down all the information they know about the sports they have chosen.
3. Let the learners write reasons why the sport is interesting.
4. Guide the learners to discuss the importance of engaging in sports.

#### **Individually**

1. Ask learners to write a report about any sport or their choice and present it to the class.

#### **Answers**

open-ended

### **Assessment opportunities**

#### **Product**

Assess the level of vocabulary used and their relevance to the unit. Can the learners use these words freely and in different contexts.

**Activity 11: Listening to a radio commentary on sports (Refer to Learner's Book page 98)**

**As a class**

1. Introduce the activity by asking oral questions from the previous activity.
2. Organise them so that they listen to the commentary attentively .
3. Play a recorded sports commentary to the learners and instruct them to pay attention to the vocabulary used by the commentator.

**Individually**

1. Let the learners make their own commentary on a sports event of their choice.
2. Give the learners a chance to read and display the best commentaries at the back of the classroom.

**Answers**

Open-ended

**Assessment opportunities**

**Observation**

Observe the learners as they listen to the sports commentary. Assess whether they show signs of being attentive. Make sure they are sitting upright, writing down any new vocabulary that they will hear and reacting to the commentary using facial expressions.

**Activity 12: Conjunctions (Refer to Learner's Book pages 98-99)**

**As a class**

1. Take time to explain to the learners that conjunctions are words that are used to join two clauses or two sentences into one.
2. Let them read the sentences in the Learner's Book and take note of the conjunctions that have been highlighted.

**In groups**

1. Guide the learners in doing the exercise in the Learner's Book in groups.
2. Let them know that all the choices provided are conjunctions.

### **Answers**

1. and
2. or
3. because
4. and
5. because/but

### **Individually**

#### **Answers**

1. and
2. but
3. or
4. and
5. and

### **Assessment opportunities**

#### **Observation**

Observe the groups of learners as they tackle the exercise and confirm that the answers are correct.

### **Activity 13: Writing about a favourite game or sport (*Refer to Learner's Book page 100*)**

Introduce the activity by reviewing the previous activity.

#### **In pairs**

1. Let the learners read what Wani is saying in the Learner's Book.
2. Help them pronounce the words correctly.

#### **Individually**

1. Let the learners write down their points of the sports day. Guide the learners on what kind of guests are invited to a sports day e.g sports minister.

- Let the learners build ideas on the points they have written and come up with a composition.

### **Assessment opportunities**

#### **Observation**

This helps you gauge what learners do and do not know. Identify the concepts the learners are still struggling to understand.

#### **Product**

Assist the level of vocabulary used and their relevance to the unit.

### **Activity 14: Playing a game about games and sports (Refer to Learner's Book page 101)**

#### **As a class**

Write the name of a sport on several pieces of paper and distribute them to different groups. The learners should not disclose the name of the sport allocated to them to another group.

Let the learners write descriptions of the sport and select a representative who will present the work to the class.

### **Assessment opportunities**

#### **Observation**

Observe whether the descriptions being presented are relevant and assess the choice of vocabulary used by the learners in their presentation.

### **Activity 15: Further learning (Refer to Learner's Book page 101)**

Introduce the activity by reviewing the previous activity.

#### **As a class**

Guide the learners as they plan on this activity. Encourage everyone to participate.

## **Assessment opportunities**

### **Observation**

Observe the learners as they coordinate themselves and assess whether they are following the rules of the game to the letter.

**Activity 16: In summary** (*Refer to Learner's Book page 102*)

### **Learning activities**

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

### **Individually**

Let the learners:

- Read some sports and games articles from the newspapers.
- Write names of the games they have read about.
- Draw children playing on one of the games have read about.

### **Presentation**

Give the learners a chance to read out the best articles to the class.

### **Answers**

Open-ended.

## **Assessment opportunities**

### **Product**

Look at the pictures presented by the learners and assess their relevance.



## Unit 7

# Letters

(Refer to Learner's Book pages 103-115)

Learn about	Key inquiry questions
<p>Learners should be shown a range of letters for friends and relations and work in groups to identify the key features of these. They should look at secretarial features (such as, name and address of the recipient, date, writer's address, subject, signature) and look a key structures and phrases (I hope you are well; Have you heard about ... etc.)</p> <p>They should also look at the sorts of information the letters contain, and the way in which the letter writers have conveyed information and related to the recipient.</p> <p>They should write their own letters to someone they know and ensure that that ask something about the recipient and tell something about themselves.</p> <p>They should read some fiction that features the writing of letters and write some fictional letters of their own.</p>	<ul style="list-style-type: none"><li>• How do we set out a letter to someone we know?</li></ul>

Learning outcomes		
Knowledge and understandings	Skills	Attitudes
<ul style="list-style-type: none"> <li>• Know the standard format for writing a letter to someone they know</li> <li>• Know the key vocabulary to use in a letter</li> <li>• Understand and use adverbs, adjectives, nouns prepositions and conjunction appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the features of a letter, and understand how it is structured and features are position</li> <li>• Produce letter following the standard format</li> <li>• Adapt sentences construction for different purposes and readers</li> </ul>	<ul style="list-style-type: none"> <li>• Develop attitudes of communicating accurately and independently in writing for a purpose</li> </ul>
<p><b>Contribution to the competencies:</b></p> <p><b>Communication:</b> Pupils communicate to other people through writing letters</p> <p><b>Co-operation:</b> Working in groups to identify feature of letters</p>		
<p><b>Links to other subjects:</b></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 learners develop their vocabulary in relation to letters. The activities will help learners to understand the importance of letters. There are many opportunities within this unit for learners to practice and improve their speaking and listening skills.

This unit has various assessment formats such as observation of learners during pair work, individual work and class discussions, reading texts and answering comprehension questions, identifying words in a puzzle, filling in blank spaces,

writing sentences and paragraphs, acting of dialogues. The teacher should observe the groups whilst they are engaged in the discussion. The teacher should discuss with each group how they are finding the information and which questions in the discussions are challenging, and how they approach such challenging questions. Teachers should ensure that all students are asked a question at some point.

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

There are both words and pictures in the textbook, and as your learners are developing their reading skills, it is important to let the learners read the texts. Learners should be encouraged to copy you where phrases are more complex. Phrases in the text book are relatively short, but where there is more to read, these passages should be broken down into shorter phrases. Encourage learners to ask questions to clarify their understanding and enable more able learners to respond to these questions where appropriate.

It is helpful to have some keywords on posters or boards around the learning space if possible so that they get used to seeing them and become familiar with spellings. Learners could develop this collection as they progress through the unit.

### **The student competencies**

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

This unit provides good opportunities to create roles in groups so that for example there is a writer, questioner, presenter and group leader, It is important in Primary 5 that the teacher continues to model good communication skills, describing where appropriate features of good communication such as the use of open questions, active listening, correct grammar use and good body language.

### **Links to cross-cutting issues**

Life skills: This unit explores how to communicate through letters for different purposes. Good communication skill is an important life skill.

### **Activity 1: What is a letter** (*Refer to Learner's Book page 104*)

1. Introduce the activity by asking the learners whether they know what a letter is;
2. Refer the learners to the pair activity in the Learner's Book.
3. Allow them to discuss the pictures with their classmate. It is important that the learners are able to describe the pictures. The pictures describe activities to do with letter writing.
4. Let the learners say what is happening in the pictures.
5. Let them write down the answers.
6. Let the learners read out their answers in turns to the class.

#### **Answers**

A learner writing a letter.

A person holding a letter.

#### **Assessment opportunities**

#### **Conversation**

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

### **Activity 2: Vocabularies in letter writing** (*Refer to Learner's Book page 105*)

Introduce the activity by reviewing the previous activity.

#### **Individually**

1. Refer the learners to the class activity in the Learner's Book.
2. Remind the learners that you will read the words.
3. Allow them to read the words after you.
4. Use the words given to fill the blanks in the task in the Learner's Book.

Give the learners a chance to share their answers with the class.

## Word attack Answers

### Individually

1. writer
2. address, addresses
3. recipient
4. name
5. subject

### Assessment opportunities

#### Product

Read the answers provided by the learners. Assess whether there is evidence of an understanding of the new words they have used to fill in the blank spaces.

#### Activity 3: Reading a letter (*Refer to Learner's Book pages 105-107*)

### Before reading

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

### As a class

1. Refer the learners to the class activity in the Learner's Book.
2. Let the learners read the letter .
3. Allow the learners to read the letter in turns as you correct their pronunciation and punctuation.

### In groups

Let the learners discuss what the letter is about.

Give the learners a chance to present their work to the class.

### Assessment opportunities

#### Conversation

Talk to the learners to see how much they know about letter writing.

## Observation

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

### Activity 4: Oral discussion (*Refer to Learner's Book page 108*)

#### As a class

This activity can be used to project the format used in writing friendly letters and the kind of information that can be included in writing a friendly letter.

#### Assessment opportunities

#### Observation

Listen as the learners discuss the questions in the Learner's Book and assess whether they are getting the concept related to writing friendly letters.

### Activity 5: Answering questions from the letter (*Refer to Learner's Book page 108*)

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

#### Individually

1. Refer the learners to individual activity in the Learner's Book.
2. Let the learners do the task given referring to the letter in **activity 3**.

#### Answers:

#### Individually

1. daughter
2. father
3. own description

#### Individually

1. Let the learners make sentences using the words in the Learner's Book.

Give a chance to learners to read out their sentences to the class.

## Word attack

### Answers

(Accept any relevant sentence.)

### Assessment opportunities

#### Product

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

#### Activity 6: New words and phrases (*Refer to Learner's Book page 109*)

1. Listen as the learners read the phrases and words in the Learner's Book and explain to them the meaning of the words in your own words. Discuss the function of the different phrases in the letter, for example, 'Yours sincerely' is used to sign off.....
2. Let the learners fill in the blank spaces in the letter in the Learner's Book.

#### Expected answers

1. dear
2. are
3. hope you are well
4. well
5. talked
6. i want to
7. closed
8. she is now well
9. greetings
10. yours sincerely

### Assessment opportunities

#### Product

Read answers from learners that describe their understanding of the new phrases .

## Activity 7: Reading a fiction letter (Refer to Learner's Book pages 110-111)

Introduce the activity by reviewing the previous activity through questions and answer.

### In groups

1. Refer the learners to the letter in the Learner's Book.
2. Let the learners read the letter keenly. Each group should have an able reader that can guide the rest of the group members in reading.

### As a class

Read the letter to the class.

Let the learners read the letter and stop them every once in a while to identify the different phrases and structures in the letter.

Guide the learners in identifying;

- **Writer's address**-appears at the top left hand corner, properly punctuated with full stops and commas. (Remind them never to write their names on the address)
- **Date**-It appears right under the address. It is not part of the address.
- **Salutation**-Depending on the circumstances and the relationship, it appears as 'Dear (first name or nickname)
- **Opening paragraph**-This is used to ask how the recipient is doing and also letting the recipient know how the writer is doing using phrases like, how are you.
- **Body**-Gives more information on why the writer is writing the letter. It uses ordinary and familiar languages that the writer and recipient can easily understand. Starts with phrases like...I wanted to inform you....
- **Closing paragraph**-the writer concludes his letter with phrases like,...till we meet again....
- **Sign off**-This goes at the bottom of the letter, 'Yours sincerely' or 'your friend' followed by your name or nickname. Variations are possible for very close relationships for example Your friend, Your sister, Lots of love, etc

### Individually

1. Let the learners copy the letter in their exercise book and mark out the features in the Learner's Book.



Give the learners a chance to display their work that is correctly marked out at the back of the class.

### Answers

Open-ended

### Assessment opportunities

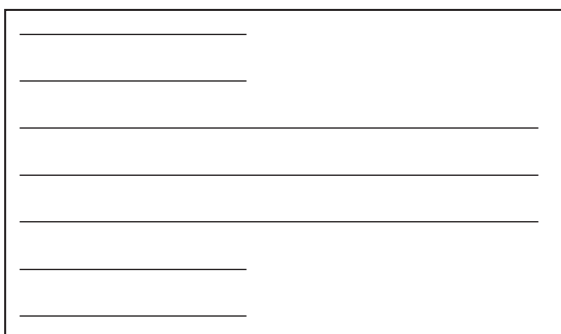
### Conversation

Ask the learners about their understanding of what the features of a letter are and assess whether they can identify the features.

### Activity 8: Writing a letter (Refer to Learner's Book page 112)

#### In pairs

1. Ask the learners to turn to the pair activity in the Learner's Book.
2. Let them read the letter.
3. Guide the learners in writing a letter to someone they know using the guidelines provided in the Learner's Book.
4. Explain to the learners that;
  - **Audience**-This entails the person you are writing the letter to.
  - **Purpose**-This entails the reason why you are writing the letter.
  - **Style**-We have the block format where the entire text is aligned to the left.



(Block format)

We also have the indented format where the first word of every paragraph is written leaving some spaces from the left margin. The spacing should be uniform.

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**(Indented format)**

### **Presentation**

Allow the learners to read out the letters in turns. Display the best at the back of the class.

### **Answers**

Open-ended.

### **Assessment opportunities**

#### **Conversation**

Ask learners to explain how they have selected particular information to include in their letters.

#### **Product**

Monitor the complexities of the sentences used, the level of vocabulary used and their relevance to the unit.

### **Activity 9: Reading a poem on letter writing (Refer to Learner's Book pages 112-114)**

Introduce the activity by asking the learners who has ever received a letter.

#### **As a class**

1. Tell the learners you are going to read a poem on letter writing as they listen attentively.
2. Let the learners read the poem after you.

**In groups**

Let the learners recite the poem until they master all the words.

**Individually**

Allow the learners to list the features of a letter mentioned in the poem.

Give the learners a chance to recite the poem to the class.

**Answers**

Open-ended.

**Assessment opportunities****Conversation**

Assess whether learners understand the contents of the poem.

**Product**

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

**Activity10: Further learning** (*Refer to Learner's Book page 114*)**In groups**

1. Introduce the activity by reviewing the previous activity.
2. Let the learners read the phrases in the Learner's Book aloud. Encourage them to be audible.
3. Explain the functions of the phrases given in your own words. Give the learners a chance to explain what some of the phrases mean.

**Expected answers**

1. That reminds me-to change the subject.
2. Why don't we-to suggest something.
3. I'd better get going-before signing the letter.
4. Thanks for your letter-to thank the person for writing.
5. Please let me know-to ask for a response.
6. I'm really sorry-to apologise.

7. Could you do something for me?-to ask for a favour.
8. Did you know that-to share some information.
9. I,m happy to hear that-to share in someone else's happiness.

### **Assessment opportunities**

### **Conversation**

Talk to the learners to see that the concept of letter writing was internalized.

**Activity 11: In summary** (*Refer to Learner's Book page 115*)

### **In groups**

Guide the learners to look at a variety of letters and encourage them to take note of the formats and vocabularies used.

### **Assessment opportunities**

### **Product**

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

## Unit 8

# Farming

(Refer to Learner's Book pages 116-132)

Learn about	Key inquiry questions
<p>Learners should listen to a range of texts about farming. Through think, pair and share, they should build their vocabulary related to farming (e.g. hoe, tractor, rack, harvester, ox-plough, weeding, land preparation, crops, insecticides, fertilizers, farmer and types of farming e.g. traditional and mechanise farming, advantages and disadvantages of each methods of farming, types of soils, irrigation)</p> <p>They should listen to local farmers talking about the processes involved in their work, and should be given opportunity to ask questions about the tools used, the processes and the problems that are faced. They should work in groups to investigate local farms, identify problems and write reports about what they have seen.</p> <p>Individually and as a whole class, they construct oral and written sentences using the given structures on farming (e.g. usually we plant maize between May and August, we use ox-plough for farming different types of crops like okra, sour gum, we harvest in September and October.</p> <p>Writing instructions on how to plant crops e.g. okra, groundnuts, simsim, beans etc.)</p>	<ul style="list-style-type: none"><li>• What sorts of crops are grown in our area?</li><li>• What processes are used in growing these crops?</li><li>• What problems are faced by farmers?</li><li>• What tools and equipment is used?</li></ul>

Learning outcomes		
Knowledge and understandings	Skills	Attitudes
<ul style="list-style-type: none"> <li>• Know the key vocabulary about farming</li> <li>• Understand texts about farming</li> </ul>	<ul style="list-style-type: none"> <li>• Take part in discussion about farming giving and explain ideas creatively and confidently</li> <li>• Produce formal and informal writing about farming</li> <li>• Communicate ideas creatively and accurately in an appropriate style</li> </ul>	<ul style="list-style-type: none"> <li>• Develop attitudes of communicating accurately and independently in writing for a purpose</li> </ul>
<p><b>Contribution to the competencies:</b></p> <p><b>Communication:</b> Holding discussions with farmers and others</p> <p><b>Co-operation:</b> Working in groups to identify problems.</p> <p><b>Culture and Heritage:</b> The traditions of farming in South Sudan.</p>		
<p><b>Links to other subjects:</b></p> <p>Geography</p> <p>TVET</p> <p>Environment and sustainability: Sustainable food production.</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 learners develop their vocabulary in relation to farming. The activities will help learners to understand the processes and importance of farming.

There are many opportunities within this unit for learners to practice and improve their speaking and listening skills.

This unit has various assessment formats such as observation of learners during pair work, individual work and class discussions, reading texts and answering comprehension questions, identifying words in a puzzle, filling in blank spaces, writing sentences and paragraphs, acting of dialogues. The teacher should observe the groups whilst they are engaged in the discussion. The teacher should discuss with each group how they are finding the information and which questions in the discussions are challenging, and how they approach such challenging questions. Teachers should ensure that all students are asked a question at some point.

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

There are both words and pictures in the textbook, and as your learners are developing their reading skills, it is important to let the learners read the texts. Learners should be encouraged to copy you where phrases are more complex. Phrases in the text book are relatively short, but where there is more to read, these passages should be broken down into shorter phrases. Encourage learners to ask questions to clarify their understanding and enable more able learners to respond to these questions where appropriate.

It is helpful to have some keywords on posters or boards around the learning space if possible so that they get used to seeing them and become familiar with spellings. Learners could develop this collection as they progress through the unit.

### **The 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 writer, questioner, presenter and group leader, It is important in Primary that the teacher continues to model good communication skills, describing where appropriate features of good communication such as the use of open questions ,active listening, correct grammar use and good body language.

### **Links to other subjects**

This unit provides a good opportunity to link into Geography. The Importance and different types of farming techniques in the society are explored in the unit.

## **Links to cross-cutting issues**

Environment and sustainability: This is achieved through talking about the importance of land and water bodies for food production that encourages sustenance.

### **Activity 1: Vocabulary on farming (Refer to Learner's Book pages 117-118)**

Introduce the activity of asking learners to say what they know about farming. Give as many learners as possible to share their views.

#### **In pairs**

1. Refer the learners to the pair activity in the Learner's Book and let them look at the pictures.
2. Let the learners say what is happening in each picture and tell their friends.
3. Ask the learners to say whether they have ever seen any of the pictures and where.

#### **Word attack answers**

##### **Individually**

1. Sorghum
2. Harvester
3. farming
4. consume
5. weeding
6. cereals

#### **Assessment opportunities**

##### **Conversation**

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



### **Activity 2: Matching words with pictures (Refer to Learner's Book page 119)**

Introduce the activity by reviewing previous activity.

#### **In groups**

1. Refer the learners to the group activity in the Learner's Book.
2. Ask the learners whether they have ever seen any of the tools displayed in the pictures. Let them say how the tools are called locally.
3. Let them do the matching exercise. It is important that the learners are able to identify the tools.
4. Remind the learners to pay attention and not to rush through the work.
5. Give the learners a chance to share their answers.

#### **Expected answers**

- a) Hoe
- b) Harvester
- c) Shovel
- d) Farmer
- e) Tractor
- f) Ox-plough

#### **Assessment opportunities**

#### **Product**

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

### **Activity 3: Reading about farming (Refer to Learner's Book page 120)**

#### **Before reading**

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

Introduce your activity by asking the learners whether they know what farming is.

### **As a class**

1. Refer the learners to the class activity in the Learner's Book.
2. Let the learners read the passage .
3. Remind them to pronounce the words correctly.

### **Answers**

Open-ended

### **Assessment opportunities**

#### **Conversation**

Talk to a group of learners about farming tradition in their Payam and see whether they can relate to the passage.

#### **Observation**

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

### **Activity 4: Oral discussion (Refer to Learner's Book page 122)**

1. This activity can be used to enlighten the learners on the farming tradition in their Payams.
2. The learners will get to know the tools used and compare the ways in which farming has revolutionised overtime.

### **Assessment opportunities**

#### **Observation**

Listen as the learners discuss the questions and guide them in giving relevant answers.

**Activity 5: Answering comprehension questions (Refer to Learner's Book pages 122-123)**

Introduce the activity by going through the previous activity through question and answer method.

**In pairs**

1. Refer the learners to individual activity in the Learner's Book.
2. Guide the learners in down the task given.

Let the learners take turns to share their answers to the class.

**Answers**

1. Farming in South Sudan
2. Rains fail some people cannot afford farming machine
3. harvester and tractor
4. hoe, ox-plough
5. a) keeping cattle  
b) growing crops for own consumption  
c) ploughing land with the help of an ox  
d) farming using ancient tools and styles  
e) plant that is grown on large scale eg.

**Word attack answers**

harvestor

irrigation

traditional

machinise

**Assessment opportunities**

**Product**

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

**Activity 6: Reading a poem about farming** (*Refer to Learner's Book pages 123-125*)

**Before reading**

Introduce the activity by reviewing the previous activity.

This activity will give the learners insight on the processes used for farming.

**As a class**

1. Refer the learners to the class activity in the Learner's Book.
2. Remind them that you will read the poem as they listen attentively .
3. Allow the learners to read the poem after you.

**In groups**

1. Let the learners recite the poem. Encourage them to be audible and to pronounce words correctly.
2. Allow the learners take turns to present the poem to the class.
3. Explain to the learners what imagery is and its importance to poetry.

**Answers**

Open-ended

**Assessment opportunities**

**Conversation**

Assess whether learners understand what harvesting is all about and the processes involved and how to work with imagery.

**Activity 7: Presentation about farming in South Sudan** (*Refer to Learner's Book page 125*)

Introduce the activity by reviewing the previous activity.

**In pairs**

1. Refer learners to the pair activity in the Learner's Book.
2. Help the learners to make oral presentations on their findings. Encourage them to be confident, audible and to have correct pronunciation of words.  
Presentation of the task in the Learner's Book.

## **Expected answers**

Open-ended

## **Assessment opportunities**

### **Observation**

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

### **Activity 8: Reading a conversation about on farming** (*Refer to Learner's Book pages 125-127*)

Introduce the activity by reviewing the previous activity

#### **As a class**

1. Refer the learners to the class activity in the Learner's Book.
2. Tell the learners that you will read the dialogue as they listen attentively .
3. Let the learners read after you.

#### **In groups**

Let the learners read the dialogue in the Learner's Book.

Allow the learners to role-play the conversation.

#### **As a class**

1. Guide the learners to summarise the key points in the dialogue
2. Let them discuss the meanings of the words underlined.

## **Assessment opportunities**

### **Observation**

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

### **Product**

Check the learners' word bank books and assess the progress.

**Activity 9: Giving a report on farming in South Sudan** (*Refer to Learner's Book page 128*)

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

**In groups**

1. Remind the learners they will write a report.
2. Write a sample of a report and read it out to the class.
3. Explain to the learners that they will write a report like the one you have written.
4. Allow the learners to present the best passages to the class.

**Answers**

Open-ended

**Assessment opportunities**

**Conversation**

Talk to pairs of learners about the passage, checking that they can describe the main points of the text.

**Product**

Consider the report written by the learners, are they comprehensive and clear?

**Activity 10: Talking about farming in South Sudan** (*Refer to Learner's Book pages 129-130*)

Introduce your activity by reviewing the previous activity.

**As a class**

1. Refer the learners to the class activity in the Learner's Book.
2. Tell them that you are going to read about farming in South Sudan.
3. Read the extract as they listen attentively.
4. Allow the learners to read after you.

**In pairs**

1. Refer the learners to the pair activity in the Learner's Book.

2. Let them construct sentences using the given structures.

### **Individually**

1. Help the learners to use the sentences they have constructed to make a paragraph.

### **Presentation**

Give the learners a chance to read their paragraphs to the class.

### **Answers:**

Open- ended.

### **Assessment opportunities**

### **Conversation**

Talking to different pairs about their farms ensuring the learners can identify the major types of crops and tools used for farming at home.

### **Product**

Check for notable development in the language level from individuals since they are now familiar with the type of vocabulary to use when talking about farming.

## **Activity 11: Writing instructions on planting beans (Refer to Learner's Book page 130)**

Introduce your activity by reviewing the previous activity.

### **As a class**

1. Refer the learners to the class activity in the Learner's Book.
2. Remind the learners that you are going to read the instructions as they listen attentively.
3. Let the learners read after you

### **In groups**

Allow the learners to say three crops grown in their Payam.

### **Individually**

Allow the learners to write instructions on how to grow one of the crops mentioned in the extract.

## Presentation

Give learners a chance to read instructions in turns

## Answers

Open-ended.

## Assessment opportunities

## Product

Read the pieces of writing from learners about the instructions of planting a crop of their choice and check on the level of content in their writing.

### Activity 12: Playing a game (Refer to Learner's Book page 131)

## In groups

Make this activity as fun as possible and guide the learners to carry out the activity.

## Assessment opportunities

## Observation

Observe the groups of learners working together and consider how effectively they are co-operating with each other in playing the game.

### Activity 13: Further learning (Refer to Learner's Book pages 131-132)

Introduce the activity by going through the previous activity using questions and answer method.

## In groups

1. Refer the learners to the group activity in the Learner's Book.
2. Allow them to find out farmers who do farming in their Payam and the tools they use.
3. Draw the table below on the chalkboard and instruct the learners to copy it in their notebooks.

Traditional	Mechanised

4. Guide the learners in categorising the tools they have mentioned in the table.



**Answers**

Open- ended

**Assessment opportunities****Observation**

Observe as the learners work in groups and assess whether there has been mastery of the content taught in the unit.

**Product**

Consider the tables the learners have filled in and check if they are correct.

**Activity 14: In summary (Refer to Learner's Book page 132)****Individually**

Allow the learners to write a composition on how life would be without farming in South Sudan.

**Presentation**

Let the learners do display the best composition at the back of the classroom

**Expected answers**

Open- ended

**Assessment opportunities****Product**

Assess the complexities of the sentences used, the level of vocabulary and their relevance to the unit.

## Unit 9

# How to stay healthy

(Refer to Learner's Book pages 133-147)

Learn about	Key inquiry questions
<p>Learners should be introduced to key vocabulary about health, and should read a range of literature (books, leaflets, articles in newspapers etc.) and work in groups to identify the key factors in healthy living. They should make presentations to the class about this including reference to diet, exercise and hygiene. They should write daily programmes for healthy living and share these with the class.</p> <p>They should listen to a talk by a health worker and ask appropriate questions. They should work in groups to discuss and identify the key points of the talk.</p> <p>Pupils should be able to ask for/give information about how to find a health facility. They should learn register with a doctor by filling in a registration form and explain their health problem or condition, where to buy medicine, read a prescription and instructions on how to use the medicine prescribed by the doctor.</p> <p>Pupils should understand patient-doctor situation and what is involved in it, and should know how to make an appointment with a doctor either face to face or on the phone. They should learn key vocabulary about medical treatment and facilities and how to tell a doctor about their illnesses, and role-play a visit to a doctor.</p>	<ul style="list-style-type: none"><li>• How can we talk about health and healthy living?</li><li>• What are the key factors in staying healthy?</li><li>• How do we communicate with a doctor or other health worker?</li></ul>

Learning outcomes		
Knowledge and understandings	Skills	Attitudes
<ul style="list-style-type: none"> <li>• Understand the key vocabulary about health and hygiene</li> <li>• Know how to explain health problems to a doctor</li> </ul>	<ul style="list-style-type: none"> <li>• Identify key aspects of health living</li> <li>• Write a coherent text about healthy living in an appropriate register about communication</li> <li>• Apply complex language elements in all ways of life to make oneself understood in an efficient manner, drawing on a full range of punctuations to clarify meanings, aid cohesion and create a variety of effects when communicating</li> </ul>	<ul style="list-style-type: none"> <li>• Show confidence and respond readily to questions about health</li> <li>• Appreciate the need to be active in staying healthy</li> </ul>
<p><b>Contribution to the competencies:</b></p> <p><b>Critical thinking:</b> Identifying key points</p> <p><b>Communication and co-operation:</b> Working in groups and presenting to class.</p>		
<p><b>Links to other subjects:</b></p> <p>Science</p> <p>Life Skills: Healthy 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**

This unit will help learners develop their vocabulary in relation to healthy living. The activities will help learners to understand the importance of leading a healthy lifestyle. There are many opportunities within this unit for learners to practice and improve their speaking and listening skills.

This unit has various assessment formats such as observation of learners during pair work, individual work and class discussions, reading texts and answering comprehension questions, identifying words in a puzzle, filling in blank spaces, writing sentences and paragraphs, acting of dialogues. The teacher should observe the groups whilst they are engaged in the discussion. The teacher should discuss with each group how they are finding the information and which questions in the discussions are challenging, and how they approach such challenging questions. Teachers should ensure that all students are asked a question at some point.

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

There are both words and pictures in the textbook, and as your learners are developing their reading skills, it is important to let the learners read the texts. Learners should be encouraged to copy you where phrases are more complex. Phrases in the text book are relatively short, but where there is more to read, these passages should be broken down into shorter phrases. Encourage learners to ask questions to clarify their understanding and enable more able learners to respond to these questions where appropriate.

It is helpful to have some keywords on posters or boards around the learning space if possible so that they get used to seeing them and become familiar with spellings. Learners could develop this collection as they progress through the unit.

### **The 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 writer, questioner, presenter and group leader, It is important in p5 that

the teacher continues to model good communication skills, describing where appropriate features of good communication such as the use of open questions, active listening, correct grammar use and good body language.

### **Links to other subjects**

This unit provides a good opportunity to link into science. The effects of our daily activities to the quality of our health are explored in the unit.

### **Links to cross-cutting issues**

Life skills: The importance and ways of keeping healthy are well looked into in this unit.

## **Activity 1: Vocabulary on how to stay healthy (Refer to Learner's Book pages 134-135)**

### **In groups**

1. Introduce the activity by asking learners to say what they know about keeping healthy. Help them in case they have any difficulty.
2. Refer the learners to group activity in the Learner's Book.
3. Let them look at the pictures and interpret them. Let them talk about what they can see.
4. Let the learners discuss what staying healthy is and how it should be exercised.

### **Individually**

1. Let the learners do the individual activity in the Learner's Book.
2. Guide the learners in filling in the correct answers.
3. Give learners a chance to compare their answers

### **Words attack answers**

1. healthy
2. Sleeping
3. Exercise
4. physically

## Assessment opportunities

### Conversation

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

### Product

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

**Activity 2: Matching words with their meanings** (*Refer to Learner's Book page 135*)

### In pairs

1. Introduce the activity by asking questions from the previous activity.
2. Let the learners turn to the group activity in the Learner's Book and read the words given.
3. Allow them to construct sentences to bring out the meaning of the words.
4. Give the learners a chance to share their answers.

### In pairs

Allow the learners to match the given words with their right meanings.

Give the learners a chance to share their answers.

### In pairs

**Habits** –things that you do often

**Cholesterol**- substance found in blood fat and most tissues of the body

**Emotionally**- connected with peoples feeling

**mentally**- happening in the mind

## Assessment opportunities

### Product

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

**Activity 3: Reading on how to stay healthy (Refer to Learner's Book pages 136-137)**

**Before reading**

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

**As a class**

1. Introduce the activity by asking oral questions from the previous activity
2. Refer the learners to the class activity in the Learner's Book.
3. Let them read the story in turns .
4. Remind them to pronounce the words correctly.

**Assessment opportunities**

**Product**

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

**Activity 4: Oral discussion (Refer to Learner's Book page 137)**

**In groups**

1. Refer the learners to the next task on the group activity in the Learner's Book.
2. Let them answer the questions in groups. This activity can be used to reinforce the need to practice a healthy lifestyle.
3. Observe them as they argue their points.
4. Give the learners a chance to share their answers.

**Assessment opportunities**

**Observation**

Listen as the learners narrate their experiences with different illnesses. Empathise with them and guide them on how to avoid getting ill from time to time.

**Activity 5: Answering comprehension questions** (*Refer to Learner's Book pages 137-138*)

**In groups**

1. Refer the learners to the group activity in the Learner's Book.
2. Let the learners discuss and answer the questions given.
3. By discussing the questions, they improve their critical thinking, creativity and innovation skills.

**Expected answers**

1. Healthy eating, exercise, hygiene, sleeping enough etc
2. Protects people from sicknesses or any other.
3. (a) Sicknesses e.g. diabetes, high blood pressure, lack of happiness
4. Improve the health of the brain and improves sleep.
5. A balanced diet is a diet with a variety of food in their right proportions.

**Word attack answers**

Open ended

**As a class**

Guide the learners to write the report.

**Assessment opportunities**

**Product**

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

**Activity 6: Act a conversation on how to stay healthy** (*Refer to Learner's Book pages 138-139*)

**As a class**

1. Introduce the activity by asking oral questions from the previous activity.
2. Guide the learners in doing the class activity in the Learner's Book.
3. Listen as the learners read the conversation.
4. Encourage them to be audible and to pronounce the words correctly.



### **In groups**

1. Refer the learners to the group activity in the Learner's Book.
2. Let them read the dialogue.
3. Let the learners write down the continuation of the dialogue explaining what they have understood about maintaining hygiene.
4. Let them role-play the conversation in groups. This will promote co-operation and boost their communication skills.

### **Presentation**

Give the learners a chance to role- play the conversation in class.

### **Assessment opportunities**

#### **Observation**

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

#### **Product**

Consider the continuation the learners will come up with and assess its relevance to the unit.

### **Activity 7: A visit to the doctor (Refer to Learner's Book pages 140-142)**

#### **Before reading**

This activity is meant to give the learners insight on what to expect in the story. Guide the learners in answering the questions in the Learner's Book.

#### **As a class**

1. Listen as the learners read the story.
2. Correct any pronunciation mistakes you will hear.
3. Encourage the learners to be audible and confident when reading.

#### **In groups**

1. Let the learners get into groups of three.

2. Guide them in developing a conversation from the story they just read.
3. Explain to them the meaning of the opening and closing speech marks from the story and how they can make good use of that when writing a conversation.
4. Let them role-play the conversation that they have written before class.

### **Individually**

Let the learners do the exercise in the Learner's Book.

### **Word attack expected answers**

1. doctor
2. prescription
3. nurse
4. Medicine

### **Assessment opportunities**

#### **Observation**

Observe as the learners role-play the conversation they have written and assess whether their work is correct from the given context. Assess whether they are confident in their use of language and facial expressions.

#### **Product**

Read the answers given by the learners in the Word attack and assess whether there is evidence of an understanding of the new words.

**Activity 8: Reading a poem on staying healthy** (*Refer to Learner's Book pages 142-143*)

### **As a class**

Introduce the activity by reviewing the previous activity.

1. Refer the learners to the class activity on Learner's Book page 142.
2. Listen as the learners read the poem and correct any pronunciation mistakes.

### **In groups**

1. Recite the poem and carefully demonstrate to the learners the facial expressions and tonal variations to use.

2. Let each group appoint a leader to write the main points in the poem.
3. Allow the group's leaders to read out their points.
4. Encourage the learners to recite the poem confidently.

### **Presentation**

Give the learners a chance to recite the poem in turns.

### **Answers**

Open- ended.

### **Assessment opportunities**

### **Conversation**

Assess whether learners understand the different ways of staying healthy.

### **Product**

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

## **Activity 9: Directions (Refer to Learner's Book pages 144-145)**

### **In groups**

1. Introduce the activity by asking the learners to give directions to random destinations around the school neighbourhood, for example, to the closest market from the school.
2. Listen as the learners read the words and phrases in the Learner's Book and correct their pronunciation if need be.
3. Guide the learners in studying the map in the Learner's Book.

### **In pairs**

Encourage the learners to use the phrase provided to do the work.

### **Assessment opportunities**

### **Observation**

Observe as the learners answer the questions in groups and assess whether the prepositions used have been understood.

## Product

Read the directions written by the learners and check whether the directions are correct in the given context.

### Activity10: A doctor's schedule (Refer to Learner's Book pages 145-146)

#### In pairs

1. Introduce the activity by randomly asking the learners what they think a doctor's schedule looks like.
2. Listen as the learners read what Doctor Ajok is saying in the Learner's Book.

#### Individually

Let the learners write their own schedules.

#### Assessment opportunities

#### Product

Assess whether the vocabulary used in writing the schedules are within context and have been written correctly.

### Activity 11: Writing on how to stay healthy (Refer to Learner's Book page 146)

#### In groups

1. Let the learners discuss the points they have learned in the unit.
2. Let them use the points to write a report on ways of staying healthy. Encourage them to explain in depth how the different health practices bring about staying healthy. This will promote their critical thinking abilities.
3. Let the learners present to the class what they have written. This will promote their communication skills.

#### Answers

Open-ended

## Assessment opportunities

### Observation

Observe the learners as they work in groups and assess whether they have understood the concept of the unit.

### Product

Read the reports written by the learners and assess the relevance of the points explained.

### Activity 12: Solving a Puzzle (Refer to Learner's Book page 146)

#### In pairs

1. Introduce the activity by asking the learners to mention some of the words.
2. Ask them to copy the puzzle.
3. Let them circle the words they have learned in this unit.
4. Give the learners a chance to read the words to the class.
5. By looking for the words in the puzzle, their creatical thinking skills are enhanced.
6. Presentation- give the learners a chance to read their answers.

#### Answers:

P	O	H	Y	T	I	V	E	X
E	T	E	W	Y	O	U	V	O
A	E	A	T	C	S	S	A	P
B	A	L	A	N	C	E	D	U
C	I	T	T	I	P	Z	Z	I
R	C	H	G	N	A	L	E	O
L	E	D	O	C	T	O	R	P
E	X	E	R	C	I	S	E	Q
O	R	B	I	S	E	J	O	W
B	E	U	T	I	N	S	E	E
S	E	N	G	H	T	P	H	R

## Assessment opportunities

### Product

Read the words the learners have identified and consider whether they are relevant to the unit.

#### Activity 13: Further learning (*Refer to Learner's Book page 147*)

1. Introduce the activity by asking the learners to narrate to the class about a time that they visited the hospital and what their experience was like.

### Individually

1. Let the learners write a short story about a hospital they have ever visited.
2. Let them write what they liked and what they did not about the hospital.
3. Encourage them to use the vocabularies they have in their word bank books.
4. Give the learners a chance to share their answers with the class.

### Answers

Open-ended

## Assessment opportunities

### Product

Read what the learners have written and consider whether there is understanding of the vocabularies they have used.

#### Activity 14: In summary (*Refer to Learner's Book page 147*)

Introduce the activity by reviewing the previous activity.

### Individually

1. Refer the learners to the individual task in the Learner's Book.
2. Let them do the task given.
3. Observe them as they do the task.

Give the learners a chance to share their answers with the class.

## **Assessment opportunities**

### **Observation**

Observe as the learners present their work to the class and assess whether there was understanding of the concept of the unit.

## Unit 10

## Writing a story

(Refer to Learner's Book pages 148-156)

Learn about	Key inquiry questions
<p>Learners should read and listen to a selection of stories. They should talk about the elements of a story and how the scene is set and how the story has a beginning and an ending. They should talk about their favourite stories and why they like them.</p> <p>Pupils should talk about the main points and produce a summary covering these points. They work together to discuss the plot, characters, conflict and the setting in the story. They discuss the theme or themes of the story and how authors convey emotions and attitudes.</p> <p>They should work in groups to talk about stories that they could write themselves and identify the setting and how the story will end.</p> <p>Pupils should be encouraged to write their own simple stories based on what they have learned about how a simple story is structured. They should read each other's stories and make appropriate comments about their style and effectiveness.</p>	<ul style="list-style-type: none"><li>• What are the elements of a simple story?</li><li>• How do authors convey emotions in their stories?</li><li>• How can we write our own stories?</li></ul>



Learning outcomes		
Knowledge and understandings	Skills	Attitudes
<ul style="list-style-type: none"> <li>• Understand the elements of a short story</li> <li>• Read a short story to identify these elements</li> </ul>	<ul style="list-style-type: none"> <li>• Read simple stories of appropriate length and complexity</li> <li>• Write a series of sentences that convey a setting and some emotions in a story</li> <li>• Take part in discussions about stories they have heard or read</li> <li>• Use punctuation appropriately in their writing</li> </ul>	<ul style="list-style-type: none"> <li>• Be confident to read and write short stories</li> </ul>
<p><b>Contribution to the competencies:</b></p> <p><b>Critical thinking:</b> about how to analyze story structures</p> <p><b>Communication:</b> through their stories</p> <p><b>Co-operation:</b> identify key elements of the structure.</p>		
<p><b>Links to other subjects:</b></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 learners develop their vocabulary in relation to writing a story. There are many opportunities within this unit for learners to practice and improve their speaking and listening skills.

This unit has various assessment formats such as observation of learners during pair work, individual work and class discussions, reading texts and answering comprehension questions, filling in blank spaces, writing sentences and paragraphs. The teacher should observe the groups whilst they are engaged in the discussion. The teacher should discuss with each group how they are finding the information and which questions in the discussions are challenging, and how they approach such challenging questions. Teachers should ensure that all learners are asked a question at some point.

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

There are both words and pictures in the textbook, and as your learners are developing their reading skills, it is important to read the text with them. Learners should be encouraged to read along with you or copy you where phrases are more complex. Phrases in the text book are relatively short, but where there is more to read, these passages should be broken down into shorter phrases. Encourage learners to ask questions to clarify their understanding and enable more able learners to respond to these questions where appropriate.

It is helpful to have some keywords on posters or boards around the learning space if possible so that they get used to seeing them and become familiar with spellings. Learners could develop this collection as they progress through the unit.

### **The 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 writer, questioner, presenter and group leader, It is important in Primary 5 that the teacher continues to model good communication skills, describing where appropriate features of good communication such as the use of open questions ,active listening, correct grammar use and good body language.

### **Links to other subjects**

This unit provides a good opportunity to link into Literature. The different elements of writing are discussed.

## **Links to cross-cutting issues**

Life skills: Writing is one way that a learner can use to express themselves, their ideas and opinions.

### **Activity 1: Vocabulary on writing a story (Refer to Learner's Book page 149)**

#### **In pairs**

1. Introduce the activity by asking learners what a story is.
2. Refer the learners to activity in Learner's Book.
3. Let them look at the pictures and interpret them. Let them talk about what they can see in each of the pictures. The pictures illustrate the medium used to relay the stories.
4. Let them write what they have seen.

#### **Presentation**

Give the learners a chance to share what they have discussed and written.

#### **Answers:**

Open-ended

#### **Assessment opportunities**

#### **Conversation**

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

### **Activity 2: Matching words with their meanings (Refer to Learner's Book page 149)**

#### **In groups**

1. Introduce the activity by reviewing the previous activity.
2. Refer the learners to the group activity in the Learner's Book.
3. Let them do the questions in groups, explain to the how to matching exercise should be done.

## **Individually**

1. Let the learners write the answers on the individual activity in the Learner's Book.

## **Presentation**

Give the learners a chance to share their answers.

## **Answers:**

- Beginning – point at which something begins.
- Character – people or animals involved in comprehension or passage.
- Element – important parts of a story or passage.
- Plot – main events of a comprehension or passage.

## **Assessment opportunities**

### **Product**

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

### **Activity 3: Reading a story (Refer to Learner's Book pages 150-151)**

### **Before reading**

This activity is used to give the learners insight on the contents of the story they are about to read. Guide the learners in answering the questions in the Learner's Book.

### **As a class**

1. Refer the learners to the class activity in the Learner's Book.
2. Listen as the learners read the story. Correct any pronunciation mistakes that may occur.
3. Let them read in turns as you correct the pronunciation of words and punctuation marks.

## **Assessment opportunities**

### **Conversation**

Talk to groups of learners and listen to how they pronounce different words.

### **Observation**

Listen as the learners read the story and consider whether they are being audible enough and whether they are observing punctuation marks.

#### **Activity 4: Oral discussion** (*Refer to Learner's Book page 152*)

### **As a class**

1. This activity is used to assess whether the learners understood the concept of the story and to sharpen their critical thinking skills.
2. Guide the learners in discussing the questions in the Learner's Book.

## **Assessment opportunities**

### **Observation**

Listen to the learners' discussion and advice on the relevance of the answers they are going to give.

#### **Activity 5: Answering comprehension questions** (*Refer to Learner's Book page 152*)

Introduce the activity by reviewing the previous activity:

### **In groups**

1. Refer the learners to the group activity in the Learner's Book.
2. Let them discuss as they answer the questions given. By answering the questions, they improve their critical thinking, creativity and innovation skills.
3. Give the learners a chance to present their answers to the class.

### **Answers**

1. household chores

grazing cattle

working on the garden

2. five
3. theft at night(Accept any other relevant answer.)
4. well-set, with a traditional hut, a granary a toilet and a cattle shed
5. surprised
6. Open-ended

### Assessment opportunities

#### Product

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

#### Activity 6: Elements of a story *(Refer to Learner's Book page 153)*

#### In pairs

1. Refer the learners to the pair activity in the Learner's Book.
2. Guide the learners in reading the story in activity 4 of the Learner's Book again. Let the learners say how the story makes them feel and what they have learned from the story.
3. Let the learners discuss as they answer the questions given.
4. By discussing the questions, they improve their critical thinking, creativity and innovation skills.
5. Explain to them what elements of a story are, that is;
  - **Setting**-time and place within which a story happens.
  - **Character**-person or sometimes an animal who takes part in the action of a short story or other literacy work.
  - **Plot**-series of events that make up the story line.
  - **Conflict**-Struggle between two people or things in a short story.
  - **Resolution**-Part of the story that ends the struggle by showing things like the activity learnt.

- **Theme**-Central idea or belief or idea in a short story, for example, love and poverty.

**Activity 7: Writing a simple story** (*Refer to Learner's Book pages 154-155*)

Introduce the activity by reviewing the previous activity.

**In pairs**

1. Ask the learners to turn to the pair activity in the Learner's Book.
2. Let them study the cartoon strip.
3. Let them describe what they can see in every picture and inquire whether the pictures are related in anyway.

**Individually**

1. Let the learners come up with their own story and plot using the theme they have come up with in the points they have written.

**Presentation**

Give the learners a chance to present their stories to the class.

**Answers:**

Open-ended

**Assessment opportunities**

**Product**

Check for notable development in the language level from individuals and whether there is a smooth flow of events in their stories.

**Activity 8: Summarising a story** (*Refer to Learner's Book page 155*)

Introduce the activity by reviewing the previous activity.

**In groups**

1. Refer the learners to the story in activity 7.
2. Let them read it and discuss it.

3. Let them summarize the story and answer the questions given.

### **Presentation**

Give the learners a chance to present their work to the rest of the class.

### **Expected answers**

Open ended.

### **Assessment opportunities**

### **Conversation**

Talk to pairs of learners about the story, checking that they can describe the main points of the text.

### **Activity 9: Further learning** (*Refer to Learner's Book page 156*)

Introduce the activity by reviewing the previous activity.

### **In pairs**

1. Refer the learners to the stories in activity 9.
2. Let them compare the stories.
3. Let them write how each of the writer has conveyed emotions and how the scene is set.

### **Presentations:**

Allow learners to read their comparisons to the class.

### **Assessment opportunities**

### **Product**

Read what the learners have written and consider whether the activity on elements of a story was well understood.

### **Activity 10: In summary** (*Refer to Learner's Book page 156*)

Introduce the activity by reviewing the previous activity.



**In a group**

Remind the learners the facts to consider when writing an interesting story.

**Assessment opportunities****Product**

Consider the language level used and correct any spelling mistakes made.