



South Sudan

Primary English

7

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 7 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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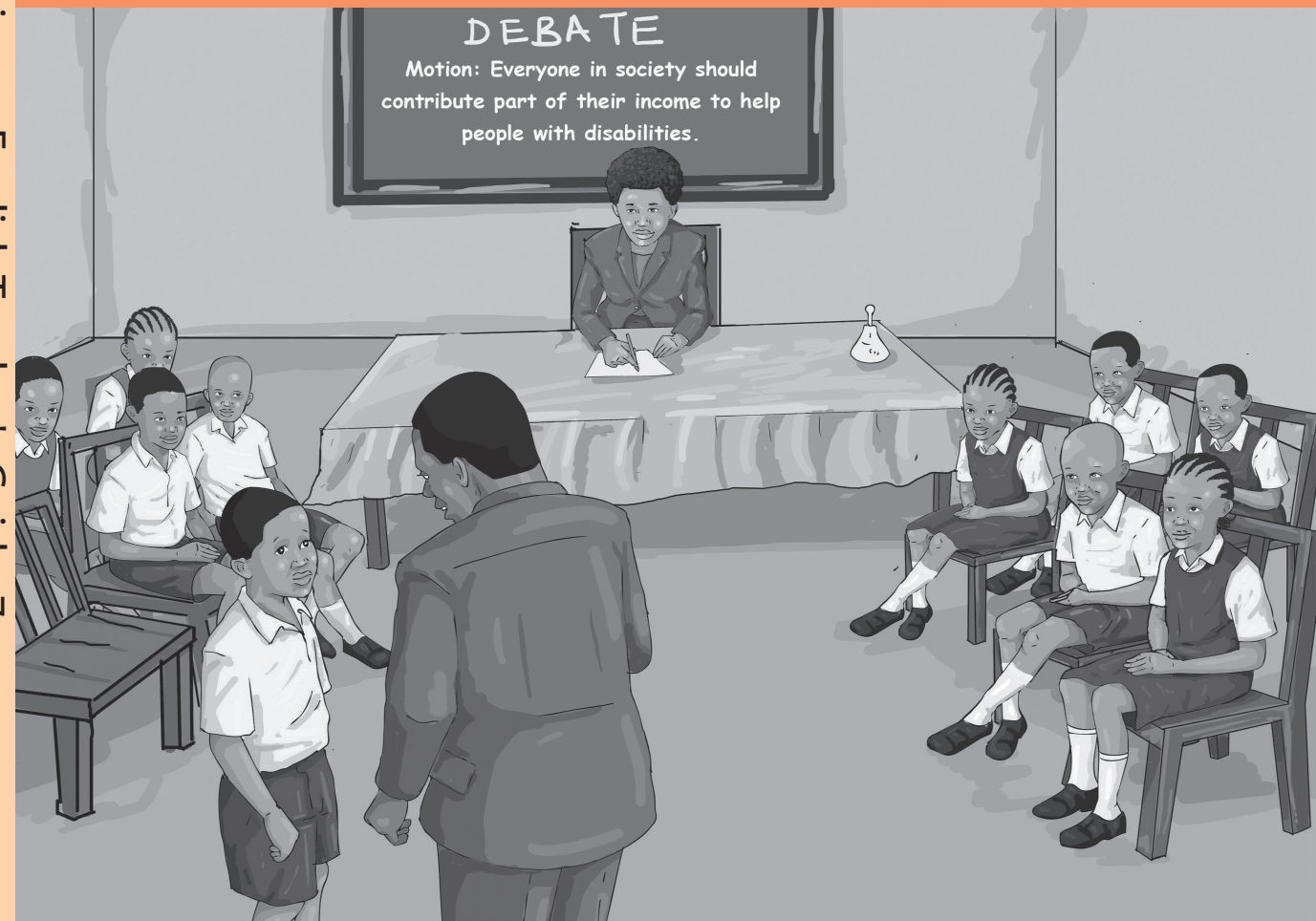


Primary English

7

Teacher's Guide

Primary English Teacher's Guide 7



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South Sudan

PRIMARY

7

English

Teacher's Guide Book 7

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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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PART 1

INTRODUCTION

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

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

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

Based on a competency based curriculum; the Teacher's Guide, as well as the Learner's Book provide methods of assessment, promoting national values and national cohesion and their integration into the curriculum.

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

Unit 1

Drug Abuse

(Refer to the Learner's Book, pages 1-13.)

Learn about	Key inquiry questions
<p>Learners should read a range of non-fiction materials about drugs and drug abuse (including extracts for books, articles in journals, government publications etc.) They should listen to a talk from a health worker on the dangers of drug abuse and ask relevant questions.</p> <p>They should work together in groups to identify the key messages that come from this reading and the talk, and turn these into a presentation to the class on the dangers of drug abuse that argues the case convincingly. Their discussions should be about how to be persuasive and convincing, and their presentations should include references to their source material.</p> <p>They should read some fiction that deals with the issue of drug abuse and discuss how the authors achieve their effect through the use of language. They should write their own fiction on this theme.</p>	<ul style="list-style-type: none">• What are the dangers of taking drugs?• How can we persuade people not to abuse drugs?• How have authors dealt with this issue in fiction?

Knowledge and understandings	Skills	Attitudes
<ul style="list-style-type: none"> • Know the vocabulary associated with drugs and drug abuse. • Understand a range of writing on this subject. 	<ul style="list-style-type: none"> • Listen with comprehension to a talk on drug abuse and understand the key points. • Give a presentation fluently on this topic, arguing their case convincingly. • Recognise how authors achieve their effect. • Apply complex language elements to make their meaning clear and their communication effective. 	<ul style="list-style-type: none"> • Communicate with confidence.

Contribution to the competencies:

Critical thinking: Analysing the information obtained on drug abuse

Communication: Reading, sharing ideas, opinions in the groups

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

Links to other subjects:

Science

Life Skills: drug abuse

Assessment opportunities

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

1. Conversation
2. Product
3. Observation

An outline of the learning

In this unit, let the learners understand what drug abuse is and its effects on the society. They need to read a range of texts on the theme, to draw posters and be able to make convincing presentations. Learners should be able to listen attentively to experts in this field. They are also encouraged to use the internet or other digital devices to learn more about drugs and drug abuse. Learners should be able to use the knowledge they have acquired to write a report on this theme. Recognise the learners with special needs in the classroom. Monitor their progress and always try to give them the assistance they require.

Using the Learner's Book

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

The learner competencies

This unit presents many opportunities for communication and 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. 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 7 that the teacher continues to model good communication skills, describing where appropriate features of good communication such as the use of open questions, active listening, correct grammar use and good body language. The activities provide a variety of ways to explore drug abuse and its effects and are also designed to instill an appreciation and respect for the fight against drug abuse in South Sudan.

Links to other subjects

This unit provides a good opportunity to link into Science. Ways to deal with drug abuse and peer pressure brought by drug addicts has been addressed in this unit. For example, the talk the health worker gives, gives them an opportunity to interact and explore more about drug abuse and ask questions that provide guidance in their decision making in future.

Cross-cutting issues

Life skills are important in this unit as it gets the learners to deal with personal development and how to make decisions when encountered with drug abuse. This unit explores how the learners can deal with peer pressure and also they are guided on how to help cope with or overcome drug abuse among their friends or even at home.

Activity 1: Identifying cases of drug abuse (*Refer to the Learner's Book, page 2.*)

Learning Activities

In groups

1. Introduce the activity by asking learners what drug abuse is.
2. Listen to their responses.
3. Explain what drug abuse is as they listen.
4. Guide them to read the '**note**' in the Learner's Book.
5. Guide the learners to look at the pictures.
6. Discuss what is happening, and the drug abuse shown in the pictures.
7. Let the learners take turns to present what they have discussed to the class.

Answers

Learners' own views. There are no wrong answers.

As a class

1. Ask the group leaders to present the points to the class.
2. Select some individuals to give their comments on the presentations.

Assessment opportunities

Conversation

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

Product

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

Activity 2: Learning vocabulary on drug abuse (Refer to the Learner's Book, page 3.)

Learning Activities

In pairs

1. Introduce the activity through oral questions to recap the previous activity.
2. Refer the learners to Activity 2 in the Learner's Book. Read the words as the learners read after you.
3. Guide the learners to look up the words in the dictionary.
4. Let them use the words to construct sentences.
5. Let the pairs present the answers to the class.
6. Encourage all the learners to pay attention to the presentations.
7. Select group members to give comments on each of the presentations

Assessment opportunities

Product

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

Activity 3: Discussing about drug abuse in our community (Refer to the Learner's Book, page 3.)

Learning Activities

In groups

1. Introduce the activity by reviewing the previous activity, orally.
2. Arrange the learners in groups and guide them to discuss the following :
 - a) The causes of drug abuse in the community.
 - b) The dangers of using drugs.
 - c) How drug users can be helped to stop using drugs.
3. Listen to their discussions and offer the necessary guidance.
4. Guide the learners, in turns, to make presentations on their findings.

As a class

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

Assessment opportunities

Observation

Observe pairs of learners working together and consider how effective they are in 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.

Note: Some of the learners may have been offended by drug abuse so be careful as you explain to avoid direct attack on the learners

Activity 4: Reciting a poem about drug abuse (*Refer to the Learner's Book, page 4.*)

Learning Activities

Introduce the activity by recapping the previous activity on the PowerPoint presentations.

In groups

1. Let the learners get in groups of five.
2. Read the poem and let the learners read after you. Remind the learners about intonation and correct pronunciation of words.
3. In their groups, supervise as they discuss the questions the Learner's Book.
4. Advise them to write the important points they have discussed.
5. Instruct the learners to explain how the proverbs below relate to the poem.
 - There is light at the end of the tunnel
 - Once bitten twice shy
6. Let them present their points to the class in turns.
7. Guide and correct the learners where necessary.

Answers

Open – ended.

In pairs

1. Ask the learners to tell their partner the feelings they got after reading the poem.
2. Ask them what they think is the writer's message to them.
3. Let them say if the poem has influenced them in any way? Have their views about drug abuse changed?
4. Let the groups present the answers to the class.
5. Encourage all the learners to pay attention to the presentations.
6. Select group members to give comments on each of the presentations.

Assessment opportunities

Conversation

Assess whether learners understand how drugs affect their lives whether academically or at home.

Product

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

Activity 5: Listening to a talk on drug abuse (Refer to the Learner's Book, page 5.)

Learning Activities

1. Ensure you contact a health worker early enough before the activity.
2. Before the activity begins, prepare the learners to meet a visitor.
3. Advise them on good behaviour, ask them to listen keenly and quietly.
4. Prepare them to ask relevant questions. Introduce the visitor, a health worker, to the class.

As a class

1. Let the learners listen to a talk from a health worker on the dangers of drug abuse.
2. Allow the learners to ask relevant questions.
3. Observe as they listen to the talk and ask questions.
4. Look out for learners who need extra support and respond accordingly.

Assessment opportunities

Observation

Observe how the learners engage the health worker in asking questions and seeking clarification. Are they all paying attention and participating fully in the discussion?

Activity 6: Re-reading the poem about drug abuse (Refer to the Learner's Book, page 6.)

Individually

1. After re-reading the poem, ask the learner to answer the questions in this activity.
2. Let them rewrite the words in the box correctly and try to infer their meanings with the help of a dictionary.
3. Ask them to construct sentences using the words.
4. Let them add the words to their word bank book. These words are important as they can be used to write compositions.
5. Let the learners share their work with the class as you make corrections.

Expected answers

- Athlete
- Ban
- Antidote
- Addiction

Assessment opportunities

Product

Consider the answers given by the learners and see if their knowledge and vocabulary in this unit has increased. Are they able to understand the jumbled words and easily construct sentences with them?

Activity 7: Reading a story about drug abuse (Refer to the Learner's Book, pages 6-7.)

As a class

Before reading activity

1. Ask the learners to mention any illegal drugs they know.
2. Let them say if they know anyone affected by the drugs they mentioned. They should avoid mentioning names.
3. Ask the learners to write down the damages illegal drugs can do to a person.
4. Prepare the learners for a reading activity.
5. Ensure they sit upright and in pairs.

In pairs

1. Refer the learners to the story in Activity 7.
2. Let them read the story in turns.
3. Ensure that everybody gets a chance to read.
4. Arrange practice sessions for learners with reading difficulties.
5. To conclude the activity, choose a volunteer to retell the activity.

Assessment opportunities

Observation

Keep track of the reading habits of the learners. Those who have bad reading habits for example using their fingers to point what they are reading, moving their heads as they are reading or ‘mouthing’ the words that they are reading’ correct them and show them the correct reading habits.

Activity 8: New words and phrases (Refer to the Learner’s Book, page 8.)

In pairs

1. Let the learners point out any new words from the story.
2. Tell them to read the new words. Ensure they pronounce all words correctly.
3. Guide the learners to use their dictionaries to check the meanings of the words.
4. Ask the learners to discuss the steps the government of South Sudan has taken to fight drug abuse in the country. For example:
 - Building rehabilitation centres.
 - Increasing employment opportunities for the jobless youths.
 - Educating the youths against drug abuse.
 - Arresting drug traffickers.
 - Making sure all youth can access education to avoid idleness.
 - Expect and consider different reasonable answers.
5. Ask the learners what they think the country can do to prevent drug abuse.
6. Ask the learners to add the new words in their word bank.

Expect varied answers

In groups

1. Guide the learners to read and complete the paragraph.
2. Let them read their answers to the class.
3. Allow learners to do corrections of all the activities done.

Answers

In pairs

1. Own answers

In groups

1. Addiction
2. Illicit
3. Inject
4. Drugs
5. Affected
6. Crimes
7. Law

Assessment opportunities

Conversation

Ask learners to explain their reasoning for answers to the questions. Check that they are using relevant and increasingly accurate vocabulary.

Product

Read answers from learners and check their understanding of the new vocabulary. Check that complex language elements are accurate.

Activity 9: Oral discussion (Refer to the Learner's Book, page 9.)

As a class

1. This activity can be used to reinforce the importance of determination as it will eventually yield success and victory.
2. This activity prepares learners for the future and consider what they may do if found in a dangerous situation on their own.
3. In addition to that, when they share what they have learnt, their communication skills are enhanced.
4. By discussing the questions, they improve their critical thinking, creativity and innovation skills.

Assessment opportunities

Observation

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

Activity 10: Hot seating (Refer to the Learner's Book, page 9.)

In groups

1. Ask the learners to form groups of five.
2. Let them select one person to take the hot seat.
3. Let them take turns to ask Rita one question each.
4. One group member should act as the secretary and write down the responses that Rita gives.
5. The group members should discuss and write down any more relevant questions they could ask Rita and take turns to play Rita.

Assessment opportunities

Observation

Observe the learners as they work in groups and assess whether the vocabulary used is relevant to the unit.

Product

Consider the questions the learners came up with and assess whether they are relevant.

Activity 11: Answering comprehension questions (*Refer to the Learner's Book, page 10.*)

In pairs

1. Refer the learners to Activity 7 in the Learners Book. Let them read the passage again so that they remember what it was about.
2. Let them read it in turns so that they get a chance of reading. This promotes co-operation and enhances their reading skills.
3. Guide the learners to answer the comprehension questions.
4. Let them share the answers with the rest of the class. This boosts their self-esteem.

Answers

1. Rita's mother had been arrested.
2. Allow the learners to air their views based on what they have learnt in this unit.
3. You can get arrested. They break homes. (Any other relevant answer)
4. Own answers.
5. She was sentenced to 10 years in prison.

Word attack

1. Let the learners tackle the word attack exercise in the Learner's Book.
2. Let the groups present the answers to the class.
3. Encourage all the learners to pay attention to the presentations.
4. Select group members to give comments on each of the presentations.

Answers

1. Trafficking
2. Dependence
3. Rehabilitation

Assessment opportunities

Observation

Listen to the learners share their opinions on the discussion.
Guide those who seem to be struggling in getting the drug abuse concept.
Encourage everyone in the groups to share their opinions. This promotes collaboration.

Activity 12: Reading publications on drug abuse (*Refer to the Learner's Book, page 11.*)

Learning Activities

Review the previous activity.
At random, let the learners mention the effects of drug abuse.

Individually

1. Guide the learners how to use the local library for reference to research on government publications on the topic 'drug abuse'.
2. Help those who seem to be experiencing difficulties.
3. Instruct them to read a story that deals with the issue of drugs.
4. Let the learners discuss how the authors achieve their effect through the use of language.
5. Listen to the learners making their presentations and offer guidance where necessary.

Observation

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

Activity 13: Writing a story on the dangers of drug abuse (*Refer to the Learner's Book, page 11.*)

In pairs

1. Ask the learners to use the words in their word bank book to write a short story about a person who has suffered from drug addiction.
2. Let the learners read each other's stories and correct the mistakes.

Conversation

Consider how effectively learners are critically evaluating their own stories and those of others, by asking them to justify their views about what has been written.

Activity 14: Role playing on the dangers of drug abuse (*Refer to the Learner's Book, pages 11-12.*)

Learning Activities

Review previous activity about researching on drug abuse using the library resources.

Prepare the learners for the role play by pairing them up.

In pairs

1. Refer to Activity 13 on the Learner's Book.
2. Let the learners organise themselves as they read and act the dialogue.
3. Comment on their display of emotions.
4. Let them select the pair that acted the best.
5. Instruct the learners to write a short paragraph on the dangers of drug abuse mentioned in the dialogue.
6. Let each pair share the answers with the class. This enhances cooperation, communication skills and self-esteem.

Answers

Own answers

In groups

1. Encourage the groups to come up with strategies on how to persuade people not to indulge in drug abuse. This will boost their creative and problem - solving skills as they work.
2. Monitor the learners that need extra support. They may require re-grouping or further explanation.
3. Let the groups share their strategies with the class.
4. Comment on their strategies and offer the necessary guidance.
5. Let the groups present the answers to the class.
6. Encourage all the learners to pay attention to the presentations.
7. Select group members to give comments on each of the presentations.

Assessment opportunities

Observation

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

Activity 15: Writing about drug abuse (Refer to the Learner's Book, pages 12-13.)

Learning Activities

Review the previous activity through oral questions on dealing with drug abuse.

Individually

1. Refer to Activity 10 in the Learner's Book. Guide each learner to pick ideas from the dialogue above and the talk from the health worker.
2. Encourage them to use the ideas to write a short story about somebody who suffered from drug addiction.
3. Let them imagine they were a health worker and list down 5 steps they would take in treating a drug addict.
4. This will enhance their problem- solving skills.
5. Offer guidance to learners who seem to be in difficulty.
6. Let the learners present their work to the class.
7. Ask them to choose the best work presented.
8. Include every learner in the revision of the best work as you edit it.
9. Have a clean copy made of the work and post it on the school noticeboard.

Assessment opportunities

Conversation

Consider how effectively learners are critically evaluating their own work and those of others, by asking them to justify their views about what has been written.

Activity 16: Further learning (Refer to the Learner's Book, page 13.)

Learning Activities

Urge the learners to be proactive and open-minded for the task ahead.

In groups

1. Review what you learnt in Primary 6 about official letters.
2. Ask the learners to write a letter to the community leader, to make them aware of the increasing drug problem in the community.
3. Guide the learners on how to list down the measures they have discussed on how to reduce the drug problem.
4. Ask the learners to share their letters with class.
5. Let the learners listen carefully as each group presents its work.

7. Ask them to vote for the best letter and edit it with your guidance, then send it to the community leader.

Individually

1. Prepare learners for the drawing activity with all their drawing materials.
2. Guide them to draw two posters on the effects of drug abuse.
3. Let them be as creative as possible. Organise an exhibition for the learners to view each other's work. Let learners choose the best and say why.
3. Display the best poster on the school noticeboard.
4. Display another poster outside the school gate.
5. This exercise enhances the learners' creative skills and boosts their self-confidence. It also gives the learners an opportunity to sensitise others on the dangers of drug abuse.

Answers

Expect a range of posters because it is an open-ended activity.

Assessment opportunities

Product

Read the letters by the learners and consider the language they have used keeping in mind its an official letter. Have they followed the correct format of writing an official letter? Did they keep in mind the grammar rules and punctuation marks?

Observation

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

Unit 2

Human Rights

(Refer to the Learner's Book, page 14-25.)

Learn about

Materials Learners should read a range of non-fiction about Human Rights (including UN publication, extracts from books, articles in journals, government publications etc.) They should be given extracts from the UN Declaration of Human Rights and from the UN Charter for the Rights of the Child and should work in groups to identify the main points and to discuss how these apply to their own situation.

They should listen to a talk on Human Rights, and ask relevant questions.

They should work together in groups to identify the key messages that come from this reading and the talk, and turn these into a presentation to the class on the need for Human Rights and situations where Human Rights can be abused. Their discussions should be about how to be persuasive and convincing, and their presentations should include references to their source material.

They should read some fiction that deals with the issue of Human Rights and discuss how the authors achieve their effect through the use of language. They should write their own fiction on this theme.

Key inquiry questions

- What are the key Human Rights?
- Who has defined Human Rights?
- How have authors dealt with this issue in fiction?

Knowledge and understandings	Skills	Attitudes
<ul style="list-style-type: none"> • Know the vocabulary associated with drugs and drug abuse. • Understand a range of writing on this subject. 	<ul style="list-style-type: none"> • Know the vocabulary associated with Human Rights Understand a range of writing on this subject. Listen with comprehension to a talk on drug abuse and understand the key points. • Give a presentation fluently on this topic, arguing their case convincingly. Recognize how authors achieve their effect. • Apply complex language elements to make their meaning clear and their communication effective. 	<ul style="list-style-type: none"> • Communicate with confidence.

Contribution to the competencies:

Critical thinking: Analysing the information obtained on Human Rights

Communication: Reading, sharing ideas, opinions in the groups

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

Links to other subjects:

Peace Education: Human Rights

Assessment opportunities

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

- Observation
- Product
- Conversation

An outline of the learning

In this unit, let the learners understand what Human Rights are and their effects on society. They need to read a range of texts on the theme and draw posters. Learners should attempt to present persuasive arguments and be able to make convincing presentations. Learners should be able to listen attentively to experts in this field. They are also encouraged to use the internet or other digital devices to learn more about Human Rights. Learners should be able to use the knowledge they have acquired to write a report on this theme. Recognise the learners with special needs in the classroom. Monitor their progress and always try to give them the assistance they require.

Using the Learner's Book

There are both words and pictures in the textbook. Your learners should be developing their confidence to read English competently, but it may still be necessary to support less able learners by asking them to read passages silently by themselves and you ask questions to gauge their understanding or by seating them next to a more able reader. This will ensure that reading is modelled and will help the development of English skills. Learners should be encouraged to read either in groups or in pairs or copy you where phrases are more complex. Passages in the text book are increasing in length and should be broken down into shorter phrases in most situations. This will enable you to check understanding as you progress through the text. Encourage learners to ask questions to clarify their understanding and enable more able learners to respond with further questions where appropriate. It is helpful to have increasingly complex key words on posters or boards around the learning space if possible so that learners become familiar with spellings and relevant vocabulary. Learners could develop this collection as they progress through 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 7 that the teacher continues to model good communication skills, describing where appropriate features of good communication such as the use of open questions, active listening, correct grammar use and good body language. The activities provide a variety of ways to explore human rights and are also designed

to instil an appreciation and respect for the culture and heritage of South Sudan.

Links to other subjects

This unit provides a good opportunity to link into peace education. Human Rights are explored in this unit through learning about each one's right. For example it educate the learners that it's their right to eat, to worship in different religions, to go to school and to be put through child labour.

Cross-cutting issues

Peace education whereby it teaches one to respect each other regardless of their religion. It encourages one to live in peace and harmony through knowing their rights.

Activity 1: Discussing Human Rights (*Refer to Learner's Book, page 15.*)

Learning Activities

Introduce the activity by asking oral questions. Do the learners know what human rights are? Explain what Human Rights are and give examples such as; right to basic needs like food, clothing and shelter; right to education, right to your own opinion, right not to be mistreated and right to privacy and family.

In pairs

1. Organise the learners in pairs. Refer to Activity 1 and guide them to discuss what they see in the pictures. Let them contribute freely.
2. Let the learners compare the differences between the pictures.
3. Ask them to list the Human rights violations they can see in the pictures.
4. After that the learners should give alternatives for each abuse. This nurtures their problem-solving abilities.
5. Let them read their answers to the class.

Answers

Own answers

Assessment opportunities

Conversation

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

Activity 2: Learning vocabulary on Human Rights (*Refer to Learner's Book, page 16.*)

Learning Activities

Introduce the activity by giving a short spelling exercise as a warm up activity. Let learners read the words they have just spelt. The words should come from the vocabulary list.

In pairs

1. Guide the learners in reading the words. Read the words and let the learners read after you. Stress on correct pronunciation.
2. Instruct the learners to use the words to construct sentences in relation to human rights.
3. Let them present their sentences to the class. Before they read their sentences, they could give the meaning of the new word.
4. Comment on the correctness and appropriateness of their sentences.
5. Ask the learners to present their work to the class.
6. Encourage them to pay attention.
7. Select a few individuals to give comments on the presentations.

Assessment opportunities

Conversation

Talk to the learners and see how they try to come up with meanings of the new words on their own. Guide them in pronunciation and to know the different parts of speech that a certain word comes from.

Product

Read answers from learners that describe their understanding of the new vocabulary they have learnt.

Activity 3: Listening to a talk about Human Rights (*Refer to Learner's Book, page 16.*)

Learning Activities

Introduce the activity by asking learners at random to remember some of the sentences they wrote during the previous activity. Give priority to the shy learners so that it is an all-inclusive learning experience.

As a class

1. Before the activity, ensure that appropriate preparations are done. Give the learners a briefing on the expectations.
2. Introduce the visitor to the learners. Observe the learners as they listen to a talk on human rights from the local expert.
3. Encourage them to take notes, so that they could refer to them later. When taking notes we focus on the important and relevant parts of the talk
4. Observe as the learners ask relevant questions. This helps you to assess whether the learners are attentive or not.

Assessment opportunities

Observation

Observe how the learners interact with the visitor. Are they engaging and confident enough to interact fully and express themselves?

Activity 4: Revision of letter writing (*Refer to the Learner's Book, pages 16-17.*)

Learning activities

This activity should act as a bridge for the next activity. It should as a reminder for the letters about letter writing that they did in Primary 6.

In groups

1. Ask the learners to discuss the questions in this activity and write down their answers.
2. Expect varied but correct answers.
3. Ask the learners to present their work to the class.
4. Select a few individuals to give comments about the presentations.

Assessment opportunities

Product

Read the pieces of writing from learners about letters they know of. Assess whether there is enough variety of content in the way that they have described these letters.

Activity 5: Reading a letter on violation of Human Rights (Refer to the Learner's Book, pages 17-18.)

Learning Activities

1. Introduce the activity by asking the learners if they have ever sent or received a letter.
2. Let them talk about the letter and what it was about.

Individually

1. Refer the learners to Activity 5 in the Learner's Book. Read the letter as they listen attentively.
2. Let them read the letter again individually. Remind them to pronounce the words properly.

In groups

1. At random, let a learner retell the story in the letter to the group members.
2. Let each learner list four examples of Human Rights violation illustrated in the letter.
3. Allow individuals to imagine themselves in Zari's situation.
4. Let them express what they would do if they were in Zari's situation. This promotes their **critical thinking** skills.
5. Assess their answers and guide them.

Assessment opportunities

Conversation

Ask learners to explain their reasoning for answers to the questions. Check that they are using relevant and increasingly accurate vocabulary.

Product

Read answers from learners that describe their understanding and experiences of Human Rights. Check that complex language elements are accurate.

Activity 6: Discussing publications on Human Rights (*Refer to the Learner's Book, pages 18.*)

Learning Activities

Introduce the activity by reviewing the previous activity through asking oral questions.

As a class

1. Guide the learners to read about the United Nation's declaration on Human Rights. Let them use the link below;
<http://www.un.org/en/universal-declaration-Human-Rights>. you can use
2. In groups, they should analyse the information given about Human Rights.
3. Let them discuss what they think about the information.
4. Ask them to share with their group members and then with the whole class. This boosts their communication skills.
5. Assess their knowledge on Human Rights by asking them to list the Human Rights listed in the publication, at random.

Answers

Own answers

Assessment opportunities

Conversation

Talk to groups of learners about the Human Rights in the publication, checking that they can describe the main features of the text. Encourage them to explain to you why they believe these are the most important rights in the text.

Activity 7: Reading a passage on Human Rights (*Refer to the Learner's Book, page 18.*)

Learning Activities

Before-reading activity

Ask the learners to name any Human Rights they know of. Discuss with them the steps that the government in South Sudan has taken to protect Human Rights. Let the learners talk about their experiences and how they felt when their rights were violated.

As a class

1. Ask the learners to listen as you read the extract in the Learner's Book.
2. Let the learners read the extract after you have read.

In groups

1. Refer them to the comprehension in Activity 6 of the Learner's Book.
2. Let them get into their different groups and ask them to discuss the answers of what they have read in the extract.
3. Give the learners a chance to present their answers.
4. Remember, by engaging in group work the skill of cooperation is promoted.
5. Make sure the learners give good reasons for their given answers.

Answers

1. 'Stand up for your rights'
2. A child has the right to play, to a safe environment, right to no bullying.
3. Right to privacy, education, religion, to belong to a family (Any other).
4. (Own answers). Listen as the learners discuss how they can get involved. This promotes self-awareness and critical thinking as the learners participate in offering solutions.

Assessment opportunities

Observation

Listen to questions from other learners and check that they are relevant to the work being read.

Activity 8: Making presentations (*Refer to the Learner's Book, pages 20-21.*)

Learning Activities

Review the previous activity with oral questions. Let the learners mention the human rights they read about in the UN publication.

As a class

1. Refer to Activity 7 in the Learner's Book. Let the learners role play being members of parliament and talking to an audience of young people in their Payam.
2. In turns, let them give a talk about their Human Rights and dangers of human rights violation.
3. Remind the learners to ensure their talk is convincing and persuasive.
4. Let them present their arguments to the rest of the class.
5. Give comments about their talk. Comment on their knowledge of facts and presentation.
6. Give attention to the shy learners.
7. Select some individuals to give comments on the arguments made.

Assessment opportunities

Observation

- Listen as the learners present their arguments, assess whether they are able to properly connect what they are saying with the non-verbal aspects like gestures and facial expressions.

Activity 9: Reciting a poem about Human Rights (*Refer to the Learner's Book, pages 21-23.*)

Learning Activities

Introduce the activity by reading the poem to the learners and then ask them to read after you.

In pairs

1. Refer the learners to the class activity in the Learner's Book.
2. Let them read the poem. Check on their intonation and pronunciation.
3. Explain to them what the poem is about. Guide them to identify the Human Rights mentioned in the poem.

Individually

1. Refer the learners to the notes about poems. Guide them on writing their own poems. Let them use the points to create their own poem.
2. Recite it to the class.
3. Ask the learners to share their poems with the class.
4. Select a few individuals to give comments on the presentations.

Answers

1. Human Rights in the poem are:
 - i. right to play
 - ii. right to eat and work
 - iii. right to speak
 - iv. right to travel, worship and education
2. Be creative and original
3. Own recitation

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 the poetry they have already explored are they using for their own poems here and why?

Activity 10: Researching on Human Rights (*Refer to the Learner's Book, page 23.*)

Learning Activities

Tell the learners to have their reference materials ready, and let them be in groups.

Individually

1. Refer to Activity 10 in the Learner's Book. Using publications or the local newspapers with articles on Human Rights, let the learners research more on the topic.
2. Guide them on the reliable sites they can read.
3. Let them write their points down.
4. Guide the learners to use their findings in writing a report on how Human Rights have been violated in different countries. Give them hints on the countries they can look out for.
5. Listen as the learners share their findings with the class.
6. Give guidance where needed.

Assessment opportunities

Observation

Listen to groups of learners as they discuss how Human Rights have been violated in different countries. Consider whether they are able to articulate their ideas effectively and whether they demonstrate deep understanding of the unit.

Activity 11: New words (*Refer to the Learner's Book, page 24.*)

Individually

Guide the learners to make a word bank book and then add the new words and phrases learnt. The following table is a sample of a word bank book.

Example of a word bank book

Topic : South Sudan people

Adjective	Nouns	Adverbs	Verbs
Tall	Man	Playfully	Live
Hardworking	Woman	Comfortably	Cook
Clever	Child	Silently	Read
Handsome	Deng	Quietly	Play
Beautiful	Achol	Quickly	Eat

Expected answers

Accept any relevant words with the correct meaning.

Assessment opportunities

Product

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

Activity 12: Writing about Human Rights (*Refer to the Learner's Book, page 24.*)

In pairs

1. Remind the learners about the reports they wrote on Human Rights in the previous activity. Using oral questions let the learners discuss the reports they wrote.
2. Learners should write a story about Human Rights.
3. Brief them on what is expected of them. Walk around assisting learners who may need assistance. Some may need more explanation or more time to complete their work.
4. Let the learners read their work to the class.

Assessment opportunities

Conversation

Talk to the pairs of learners and see if they are able to mention Human Rights practices in their payam.

Activity 13: Writing a story about Human Rights (*Refer to the Learner's Book, page 24.*)

Individually

1. Let the learners plan and write a draft about Human Rights.
2. Using that draft, guide them on how to write a story.

3. Ask them to share with the class and let the class vote for the best story.
4. Revise and edit the best story with the learners.
5. Send the best story to the local newspaper for publication.

Assessment opportunities

Product

Consider passages of writing and assess whether phrases are effective in conveying meaning and whether the range of vocabulary is suitable for this task.

Activity 14: Reseaching about Human Rights (*Refer to the Learner's Book, pages 25.*)

Learning Activities

Learners need time out of class to complete this activity. Give them a few days to research and compile a report.

In groups

1. Advise the learners on tips they need when doing a research in their Payam. Instruct them to research on cases of Human Rights violation.
2. Let them write a report to their chief.
3. Let the learners give recommendations on how to end Human Rights violation.
4. Organise for time to let the learners share their experiences with the class.
5. Working in groups enhances collaboration and respect for others' ideas.

Assessment opportunities

Observation

Observe as the learners engage in discussion. Offer assistance whenever necessary

Product

Consider the answers given by the learners and confirm the language learners use in this case as it is supposed to be formal.

Activity 15: Further learning (*Refer to the Learner's Book, pages 25.*)

In groups

1. Ask the learners to find out the punishments given to someone who violates the rights they have listed in activity 12.
2. Ask them to write them down and present their answers with the class.

Expect varied answers

Observation

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

Activity 16: In summary (*Refer to the Learner's Book, page 25.*)

In pairs

1. Get a copy of the South Sudan constitution for this activity.
2. Ask the learners to write down what it says about Human Rights.
3. Let the learners compare their answers with the rest of the class.

Assessment opportunities

Conversation

As learners are working in pairs, ask them about their understanding of this activity. Particularly notice if they are able to cite the Human Rights and ask open questions about them.

Unit 3

Festivals and Celebrations

(Refer to the Learner's Book, pages 26-42.)

Learn about	Key inquiry questions
<p>Materials Learners should read a range of fiction and non-fiction about festivals and celebrations in South Sudan and in other countries. They should listen to a talk by a local community leader on the range and importance of local festivals and celebrations, and ask relevant questions.</p> <p>They should work together in groups to identify the main festivals of their own locality, and contrast these with festivals in other countries (such as the Brazilian Carnival, Chinese New Year, American Thanksgiving etc.) They should write descriptions of local festivals referring to the importance and process, and contrast this to one festival from another country. They should present this to the class in a way that tries to capture the excitement of the festival.</p> <p>They should read some fiction that deals with the issue of festivals and celebrations and discuss how the authors achieve their effect through the use of language. They should write their own fiction on this theme.</p>	<ul style="list-style-type: none">• What are the main festivals and celebrations of our community?• How could we convey the excitement of these to other people?• How does these compare with festivals and celebrations in other countries?• How have authors dealt with this issue in fiction?

Knowledge and understandings	Skills	Attitudes
<ul style="list-style-type: none"> • Know the vocabulary associated with festivals and celebrations. • Understand a range of writing on this subject. 	<ul style="list-style-type: none"> • Listen with comprehension to a talk on local festivals and understand the key points. • Give a presentation fluently on this topic, arguing their case convincingly. • Recognise how authors achieve their effect. • Apply complex language elements to make their meaning clear and their communication effective. 	<ul style="list-style-type: none"> • Communicate with confidence.

Contribution to the competencies:

Critical thinking: Analysing the information obtained on festivals and celebrations.

Communication: Reading, sharing ideas, opinions in the groups

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

Links to other subjects:

Culture and identity: festivals and celebrations

Assessment opportunities

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

1. Conversation
2. Product
3. Observation

An outline of the learning

In this unit, let the learners understand Festivals and Celebrations and their effects on society. They need to read a range of texts on the theme. Learners

should attempt to present persuasive arguments and be able to make convincing presentations. This unit will help learners develop their vocabulary in relation to festivals and celebrations. The activities will help learners to understand the reasons for the differences and similarities between festivals and celebrations in their own Payam and other localities. The activities will enable learners to consider the importance of ritual and ceremony in their communities and own 'journey of life'. There are many opportunities within this unit for learners to practice and improve their speaking and listening skills. There are many discussions to be had about festivals, celebration and ceremony and learners should be encouraged to communicate clearly and effectively in order to share their experiences and knowledge for the benefit of others. It should be remembered that the most effective language learning is founded on relevance to the learners' culture and heritage. The activities described in this unit focus on festivals and celebrations in South Sudan. Further activities for this unit would explore and compare festivals in other countries. The activities listed here for this unit include some written texts, but the focus is on speaking and listening skills. It is possible however to find alternative and additional texts that describe festivals and celebrations. You may choose to set this as a research project or homework activity for your learners in order for them to be able to compare sources of information and provide them with additional knowledge and understanding. A visitor should be invited into school to further illustrate and describe festivals and celebrations. This could be a local priest.

Using the Learner's Book

There are both words and pictures in the textbook. Your learners should be developing their confidence to read English competently, but it may still be necessary to support less able learners by asking them to read passages silently by themselves and you ask questions to gauge their understanding or by seating them next to a more able reader. This will ensure that reading is modelled and will help the development of English skills. Learners should be encouraged to read either in groups or in pairs or copy you where phrases are more complex. Passages in the text book are increasing in length and should be broken down into shorter phrases in most situations. This will enable you to check understanding as you progress through the text. Encourage learners to ask questions to clarify their understanding and enable more able learners to respond with further questions where appropriate. It is helpful to have increasingly complex key words on posters or boards around the learning space if possible so that learners become familiar with spellings and relevant vocabulary. Learners could develop this collection as they progress through 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 7 that the teacher continues to model good communication skills, describing where appropriate features of good communication such as the use of open questions, active listening, correct grammar use and good body language. The activities provide a variety of ways to explore ceremonies and are also designed to instil an appreciation and respect for the culture and heritage of South Sudan.

Links to other subjects

This unit provides a good opportunity to link into Social Studies. Gender equality for example can be explored in this unit through learning about marriage and naming ceremonies. There is also an opportunity to link learning to the arts, especially when attention is paid to dance and song which form important aspects of cultural celebrations.

Cross-cutting issues

Peace Education: Through an exploration of festivals and celebrations it is possible to promote gender equality in a local and national situation. Discussions about how ceremonies are structured and organised should lead to thinking about how gender equity is represented and promoted in cultural practices and events.

Activity 1: Identifying different festivals (*Refer to Learner's Book, page 27.*)

Learning Activities

Refer to Activity 1; let the learners study the picture. Let them read the notes about what festivals and celebrations are in this activity.

As a class

1. Arrange the learners in groups. Let them study the picture.
2. Learners to describe what the dancers are doing.
3. Listen to their answers; accepting all sensible answers.
4. Guide the learners to look at the costumes, ornaments and musical instruments closely. Look at the patterns, colours and the design of the costumes.
5. Test how observant the learners are by asking them to draw one dancer with a costume that they have designed.
6. Comment on the learners' creativity.
7. Let the learners vote for the best drawings and hang the best four on the classroom wall.

Assessment opportunities

Observation

Consider the answers the learners give and note if they show a deeper understanding of this topic.

Product

Check the learner's drawings to see their levels of creativity. . Assess if there is enough variety of content in the way they have described the events in this topic.

Activity 2: Learning vocabulary on festivals (Refer to Learner's Book, page 28.)

Learning Activities

Introduce the activity by asking the learners what festivals and celebrations are. Let many of them give their different views.

In pairs

1. Let the learners look up the words in the dictionary.
2. Give the learners a chance to share the sentences they have written with the class.
3. Remember working in pairs will promote **co-operation** and the discussion will enhance their **communication skills**.

Individually

1. Guide the learners in filling in the blanks with the correct answers.

Answers

1. Festival
2. Culture
3. Eid-ul-fitr, Christmas, Easter
4. Eid-ul-fitr
5. cultural

Assessment opportunities

Conversation

Talk to pairs of learners checking if they can describe the vocabulary they have in the text. Encourage them to try and infer the meanings first without using the dictionary.

Product

Consider the sentence structure in the sentences they have constructed. Is there evidence of accurate spellings of the key words?

Activity 3: Reading Comprehension (*Refer to Learner's Book, pages 29-32.*)

Learning Activities

Introduce the activity by asking the learners to review the previous activity. Ask the learners if they have ever seen fireworks. Ask them to describe them.

As a class

1. Refer to Activity 3, let the learners say in which festivals or celebrations they would see fireworks. Let them tell the class.
3. Ask the learners to listen as you read the extract in the Learner's Book.
4. Let them read the extract after you have read.
5. Using key points from the passage, learners should compare the Chinese New Year festival with one local festival

In groups

1. Refer the learners to the comprehension questions on the Learner's Book.
2. Let the learners get into their different groups and ask them to discuss the questions of what they have read in the extract.
3. Give them a chance to present their answers.
4. Remember by learners engaging in group work the skill of cooperation is promoted.
5. Ask the group leaders to present their answers to the class.
6. Ask the class to listen to the presentations.
7. Ask some individuals to give comments on the presentations.

Answers

1. It depends on the sighting of the moon.
2. Own answers
3. Own answers
4. Own answers

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.

Product

Read sentences and consider how well the learners have been able to derive answers from the comprehension, also check if they have followed the grammatical rules in answering the questions.

Activity 4: Jumbled words (*Refer to Learner's Book, page 33.*)

Learning activities

In pairs

1. Refer to Activity 4, there is a paragraph on the National Music Festivals that take place in Kenya, annually.
2. Guide the learners in filling in the gaps in the paragraph with appropriate words.
3. Tell the learners to read the paragraph to the class after completing.

Answers

1. at 2. their 3. poems 4. annual 5. They 6. dances 7. environment
8. those 9. talent 10. national

Assessment opportunities

Observation

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

Product

Read the paragraph and consider whether the learners have been able to complete it effectively.

Activity 5: Crossword puzzle (*Refer to Learner's Book, pages 34-35.*)

Learning activities

Review the previous activity. Recap what was learnt.
Let the learners read the story in the Learner's Book page 34.

In pairs

1. Ask them to copy the puzzle.
2. Let them shade the words they have learnt in this unit.
3. Give the learners a chance to read the words to the class.
4. By looking for the words in the puzzle, their creativity and thinking skills are enhanced.

Answers

1. In the crossword, let the learners shade the words they have read from the story.
2. Let them use the words to construct their own sentences.
3. Listen as they read their sentences to the class.
4. Guide those who seem to be lagging behind.

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

Assessment opportunities

Product

Read the answers provided by the learners. Assess whether there is evidence of an understanding of the new word they have learnt in this activity.

Activity 6: Reading about festivals in India (Refer to Learner's Book, pages 36-38.)

Introduce the activity by asking the learners to review the puzzle of the previous activity. Let them re-read the words they learnt in the puzzle.

As a class

Before reading activity

1. Ask the learners if they know India.
2. Ask them if they know where it is located in the world.
3. Ask the learners if they know anything about the festivals and traditions in India.

Individually

1. Ask the learners to listen as you read the extract on pages 36-38 of the Learner's Book.
2. Let them read the extract after you.

Assessment opportunities

Observation

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

Activity 7: Making presentations (*Refer to Learner's Book, page 38.*)

Learning activities

Let the learners prepare for the activity. Organise them into manageable groups.

In groups

1. Instruct them to compare the Indian festivals with those in their country.
2. Let them make a presentation on the differences between festivals in China, India and South Sudan.
3. They should note the differences.
4. After that let them organise their work and present it to the class.
5. Guide them on how to note the differences.
6. This activity allows learners to appreciate other cultures around the world.
5. Ask the group leader to present their work to the class.
6. Ask the learners to listen to the presentations'
7. Select some individuals to make comments on the presentations.

Assessment opportunities

Observation

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

Product

Listen to the learners as they present their findings. Have they clearly noted down the differences?

Activity 8: Listening to a talk (*Refer to Learner's Book, page 38.*)

Learning activities

Recap on the presentation of the previous activity.

As a class

1. Ask the learners to listen to a talk by a local community leader on the range and importance of local festivals and celebrations.
2. Let them ask relevant questions. Ensure that the questions are relevant to the theme.

3. Discuss any emerging issues from the talk by the local leader.
4. Provide some examples of your own open and closed questions and encourage the learners to do the same. A closed question generates a 'yes' or 'no' answer. An open question has a number of reasonable answers. Open questions could begin like this:
 - **Describe the most.....**
 - **What do you think.....**
 - **Explain what you think about**

Assessment opportunities

Observation

Listen to questions from the learners and check that they are relevant to the discussion.

Activity 9: Researching on the importance of festivals (*Refer to Learner's Book, page 39.*)

Learning activities

Ask the learners oral questions on why they think there are many festivals across the world.

Individually

1. Using a digital device like a smart phone or the local library, guide the learners to research more on the importance of festivals.
2. Learners to write a report on their findings and share them with the class.
3. Evaluate the report and correct them where necessary.

Assessment opportunities

Product

Read the pieces of writings from learners about the importance of festivals they know. Assess whether there is enough variety of content in the way they have described their answers.

Activity 10: Reading a poem about festivals (*Refer to Learner's Book, pages 39-41.*)

Learning Activities

Introduce the activity by reviewing the previous activity on making a presentation. Ask one learner to do a presentation on the importance of festivals.

In groups

1. Read the poem to the learners.
2. Let the learners read after you.

3. Listen as the learners read the poem. Check on their intonation and pronunciation.
4. Explain to them what the poem is about (Independence). Ensure they understand the importance of celebrating their independence day. Identify the main points mentioned in the poem.
5. Note the style of rhyme used in the poem.
6. Refer the learners to the notes about poems. Let them use the points to create their own poems.
7. In their groups, let them identify the key points of the theme and write the points down.
8. Learners to share their work with the class.

Individually

1. Guide the learners to use their own creativity and styles, to write a poem on any festival they have attended.
2. Let them revise their work then read the final copy to the class.
3. Celebrate the poems that the learners have written by praising any unique and particularly imaginative descriptions. Model this kind of feedback so that other learners can offer a critical evaluation also.

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 the poetry they have already explored are they using for their own poems here and why?

Activity 11: Re-reading the comprehension (*Refer to Learner's Book, page 41.*)

In groups

1. Divide the learners into groups and ask them to read the comprehension about 'The Chinese new year Festival.'
2. Ask the learners to discuss things that go on in the Festival.
3. Guide the students to identify main festivals in the locality and write about them.

4. Make the necessary corrections (spellings and pronunciation). Expect varied answers in this activity. No correct answers here.

Assessment opportunities

Conversation

Ask learners to explain their reasoning for answers to the questions. Check that they are using relevant and increasingly accurate vocabulary.

Product

Read the answers from learners that describe their understanding and experiences of any festivals in their locality. Check that complex language elements are accurate.

Activity 12: Hot seating (Refer to Learner's Book, page 41.)

As a class

1. Choose one learner and have them sit in front of the class.
2. Guide the students in asking the questions in turns.
3. Let the learners choose the festivals they want to ask question about found in their locality.

Assessment opportunities

Observation

Consider questions posed and answered during the hot seating session. Note the learners who ask open questions- this is something that demonstrates a deeper understanding of this unit.

Conversation

Ask the learners what they have learnt during this activities about festivals in south Sudan. They should be able to use some key vocabulary in their answers that refer to communities and families, belief systems and seasonal events.

Activity 13: Writing a story about a festival (Refer to Learner's Book, page 42.)

Individually

1. Ask the learners to write a story about festivals using the points discussed in activities 12 and 13.
2. Ask the learners to exchange their books and have the partner revise their work for any grammatical mistakes with your guidance.

3. Let the learners present their work to the class as you help make necessary corrections, guide them to choose the best two stories with no favouritism.
4. Assist the learners in publishing the stories in their school magazine.

Assessment opportunities

Observation

Take note of learners who ask particularly good questions about the stories they are hearing, especially if their questions explore language use. This demonstrates a deep understanding.

Conversation

Consider how effectively learners are critically evaluating their own stories and those of others, by asking them to justify their views about what has been written.

Activity 14: Further learning (*Refer to Learner's Book, page 42.*)

Learning Activities

Learners review the previous activity.

As a class

1. Advise the learners on tips they need when organising a festival in school. Instruct them to research on the same.
2. Let them write notes on the festival.
3. Organise for time to let the learners share their findings with the class.

Assessment opportunities

Conversation

Talk to the learners about their findings. Let them justify their answers and check how well they are able to articulate words and vocabularies associated with festivals.

Activity 15: In summary (*Refer to Learner's Book, page 42.*)

Learning activities

Arrange the learners in groups. They should have their drawing materials ready.

Individually

1. Learners to draw a picture of people at a festival in their Payam.
2. Let them share the picture with the rest of the class.
3. The best picture is pinned at the back of the classroom. This exercise builds on the creativity of learners and boosts their self-esteem.

Assessment opportunities

Product

Look at the pictures of the festivals. Do they illustrate a variety of people attending the festivals? Are the pictures going hand in hand with festivals they are trying to describe?

Conversation

Talk to the learners about the pictures. Ask them to describe why they have chosen a certain festival over the other and how much this is influenced by their own experiences or from what they heard in the group discussions.

Unit 4

Writing Descriptions

(Refer to the Learner's Book, pages 43-55.)

Learn about

Learners should read and listen to extracts from a range of fiction where there are descriptions of people, places and things. They should also read some non-fiction descriptions (e.g. from tourist brochures, newspapers and magazines etc.) They should work together in groups to identify the different ways in which things have been described in different types of publication.

They should write their own descriptions in these different styles (tourist brochure, newspaper etc.)

They should write descriptions of familiar things in their own style and check them with the class (e.g. they could write a description of a member of the class, without mention their name, and see if people can guess who is being described).

They should read some fiction that contains good descriptions and discuss how the different authors achieve their effect through the use of language. They should write their own fiction on this theme.

Key inquiry questions

- How do we describe people, places and things?
- How do we compare people, places and things?
- How have authors dealt with this issue in fiction?

Knowledge and understandings	Skills	Attitudes
<ul style="list-style-type: none"> • Know the vocabulary associated with descriptions. • Understand a range of writing on this subject. 	<ul style="list-style-type: none"> • Listen with comprehension to descriptions, and understand the key points. • Write their own descriptions in different styles. • Recognize how authors achieve their effect. • Apply complex language elements to make their meaning clear and their communication effective. 	<ul style="list-style-type: none"> • Communicate with confidence.

Contribution to the competencies:

Critical thinking: Analysing the ways different publications and authors write descriptions

Communication: Reading, sharing ideas, opinions in the groups

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

Links to other subjects:

Assessment opportunities

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

1. Conversation
2. Product
3. Observation

An outline of the learning

In this unit, let the learners understand how to writing descriptions. They need

to read a range of texts on the theme and express themselves through drawing. Learners should attempt to present clear descriptions and be able to make convincing presentations. Learners should be able to listen attentively to experts in this field. They are also encouraged to use the internet or other digital devices to learn more about writing descriptions.

Learners should be able to use the knowledge they have acquired to write an article and more on this theme. As the teacher, try to recognize the learners with special needs in the classroom. Monitor their progress and always try to give them the assistance they require. It could be mentoring they require, or further explanation to a point in the theme they are handling.

Using the learner's book

There are both words and pictures in the textbook. Your learners should be developing their confidence to read English competently, but it may still be necessary to support less able learners by asking them to read passages silently by themselves and you ask questions to gauge their understanding or by seating them next to a more able reader. This will ensure that reading is modelled and will help the development of English skills. Learners should be encouraged to read either in groups or in pairs or copy you where phrases are more complex. Passages in the text book are increasing in length and should be broken down into shorter phrases in most situations. This will enable you to check understanding as you progress through the text. Encourage learners to ask questions to clarify their understanding and enable more able learners to respond with further questions where appropriate. It is helpful to have increasingly complex key words on posters or boards around the learning space if possible so that learners become familiar with spellings and relevant vocabulary. Learners could develop this collection as they progress through 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 7 that the teacher continues to model good communication skills, describing where appropriate features of good communication such as the use of open questions, active listening, correct grammar use and good body language. The activities provide a variety of ways to explore writing descriptions.

Activity 1: Learning vocabulary (*Refer to Learner's Book, page 44.*)

Introduce the activity by asking the learners what writing description is. Let many of them give their views.

Read and explain the notes on writing descriptions to the learners.

In pairs

1. Refer the learners to Activity 1 in the Learner's Book.
2. Let the learners read the new words and use the dictionary to learn their meanings.
3. Guide the learners to construct sentences using the new words.
4. The learners then read their sentences to the class.
5. Remember working in pairs will promote **co-operation** and the discussion will enhance their **communication skills**. The oral work in groups helps to strengthen the learners' rapport and **imagination**.

Assessment opportunities

Conversation

Talk to pairs of learners about the new words, checking if they can be able to infer the meanings on their own first without the use of a dictionary.

Product

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

Activity 2: Reading a sample descriptive article (*Refer to Learner's Book, page 44.*)

Review the previous activity. Remind learners of the new words and the sentences they wrote.

As a class

1. Guide the learners to study the paragraph in the Learner's Book.
2. Let the learners discuss what is happening. Discussion will enhance their communication skills.
3. Let the learners draw a picture of what they have just read. This enhances their imagination. When they complete, you can exhibit the drawings so that they assess each other's work.
4. Let the learners choose the best drawing and hung it on the classroom wall.

Assessment opportunities

Conversation

Ask the learners to tell you what they think about the paragraph. Tell them to paint a mental picture in their minds and get more imaginative as they can to show a deeper understanding of the paragraph.

Product

Look at their drawings and assess their understanding of the paragraph. Is the drawing detailed? Did it capture all the descriptions?

Activity 3: Studying a tourist brochure (*Refer to Learner's Book, pages 45-46.*)

Learning activities

Introduce the activity through oral questions. Let the learners study and interpret the features on the brochure. Interpreting the features improves their critical thinking and creativity.

In pairs

1. Let the learner say which features they can see in this brochure that makes it attractive to the reader.
2. Using the same style, guide the learners make a brochure of a nice place in their state.
3. At the end of the activity, let the learners display their brochure for the class to see. The best should be pinned on the notice board.

Answers

1. Features that make the brochure attractive:
 - Brief
 - pictures
 - colourful
2. Own answers

Assessment opportunities

Conversation

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

Product

Check if the brochure has captured all the key features of a brochure. Is it attractive? Is it brief and not too wordy? How creative were the learners?

Activity 4: Reading a story (*Refer to Learner's Book, pages 46-48.*)

Learning activities

As a class

Before reading activity

1. Begin with a picture activity. Let the learners look at the pictures before the story and discuss it.
2. Guide the learners to predict what could be happening in the story using the pictures and the title.

In groups

1. Guide the learners in reading the fiction story and then answer the questions that follow.
2. Learners should be able to discuss the activities they learn from the story.
3. Pick a few individuals to retell the story of the 'The arrogant Jackal'.
4. Let the learners discuss how the writer has dealt with the issue of writing descriptions in the story.
5. Learners to share their opinions with the class.

Answers

1. Arrogance does not pay.
2. Own answers
3. By using figurative phrases, complex sentences, specific adjectives, adverbs, nouns, idioms
4. Own answers

Assessment opportunities

Conversation

Engage the learners in a discussion and check if they are able to give accurate predictions about the pictures and what is happening in the story.

Observation

Are the learners able to give the descriptions that the writer has used in a sequence or an order that flows? What type of questions are they asking? Do they display the deeper understanding of the complex grammatical units like specific nouns?

Activity 5: Reading a Poem (*Refer to Learner's Book, pages 48-49.*)

Learning activities

Let a learner retell the story of the previous activity. In this way you can assess the learners' understanding of the story.

In pairs

1. Read the poem and stress on the intonation and pronunciation. Let the learners imitate the same as they read after you.
2. Explain to them what the poem is about. Identify the main points mentioned in the poem.
3. Note the choice of words used as a style in the poem.
4. Refer the learners to the exercise after the poem. Let them answer the questions accordingly. Guide them where necessary.
5. Learners to share their work with the class.

Answers

1. The poem is describing fighting in South Sudan.
2. Own answers
3. The author has used figurative language, adjectives, questions, complex phrases

Assessment opportunities

Observation

Take note of learners who ask particularly good questions about the poem they are hearing, especially if their questions explore language use. This demonstrates a deep understanding.

Activity 6: Writing a poem (*Refer to Learner's Book, page 49.*)

Learning activities

Read the poem from Activity 5 again. Discuss briefly with the learners the style used by the poet to convey the message. Guide the learners in case of any difficulty.

Individually

1. Now let the learners write a poem to describe their country.
2. Remind the learners that it is important for one to revise and revise the poem before they give final drafts.
3. Listen to their poems and let the learners hear the poems of their classmates. Let them read their poems in turns to the class.

4. Ask the learners to present their work one by one.
5. Ask some individuals to give comments about the presentations.

Assessment opportunities

Observation

Observe how learners 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 the learners about how they are composing their poem. What features of the poetry they have already explored are they using for their own poems here and why?

Activity 7: Writing descriptions (*Refer to Learner's Book, pages 49-50.*)

Learning activities

Introduce the activity by reviewing what descriptive writing is.

In groups

1. Refer to the Activity 7, in the Lerner's Book. Let learners do the short descriptive exercise: descriptions of a door and a hill. Can they tell which is which? Assess the learners' ability to tell the difference.
2. Ask the learners to look around the class.
3. Learners write descriptions of familiar things around them.
4. Let them share with the class. The oral work in groups helps to strengthen the learners' rapport and imagination. Working in groups promotes cooperation, inclusive education and communication
5. Instruct learners to write a description of a member of the class or a place in the school; without mentioning the name.
6. In turns, learners read what they have written to the class.
7. Let the others guess the name of the person or place the learner has described.

Assessment opportunities

Observation

Observe the learners as they discuss in their groups and see how they contribute to the discussion. Mark the learners who are quick to engage the other group members and the contributions they make. Also keep a keen eye on the slow learners.

Conversation

As the learners are working in groups, ask them their understanding of the descriptive exercise. Particularly notice if they are able to make a detailed comparison between the door and the hill and ask open questions about them.

Activity 8: Reading an extract (Refer to Learner's Book, pages 50-53.)

Learning activities

Guide the learners to predict what could be happening in the story using the title. Learners should share their predictions with the rest of the class.

In groups

1. Refer to the story Activity 8. Tell learners to identify new words. Let the learners discuss the meanings of the new words as you correct them.
2. Let the learners then read the passage in groups and then read individually. Correct them where they go wrong in pronunciation and punctuation.
3. Ask one learner to retell the story they have just read. Encourage the shy learners to participate as well.
4. Learners do the comprehension exercise. Discuss the correct answers when they complete their work.
5. Encouraging all learners to participate enhances inclusive education. Working in groups and retelling the story promotes communication, cooperation and builds on the learners' self- esteem.

Answers

1. A genre is a style of a song or written word.
2. Genres mentioned are:
 - a. Hip hop
 - b. Afro beat
 - c. Dance hall
 - d. Traditional sound
3. The characteristics of a descriptive writing are:
 - a. using vivid sensory details
 - b. painting pictures of feelings of a place, person etc.
 - c. using figurative language eg. Similes, metaphors, idioms
 - d. use specific nouns, verbs, adjectives, adverbs
 - e. organise work in a chronological manner, location etc

Assessment opportunities

Observation

Observe how the learners interact in their groups. Be keen on learners who are slow and need more engaging so as to keep on track with the rest.

Product

Look at the work the learners have done. Are there any grammatical problems for example, spelling mistake? Were they able to communicate effectively and confidently while presenting their ideas?

Activity 9: Writing an article (*Refer to Learner's Book, page 53.*)

Learning activities

Brief the learners on your expectations as they write. They should bear in mind the activities learnt in this unit.

Individually

1. Using some of the information they have acquired so far, learners to write an article of an artist they admire.
2. Remind them to ensure to mention the genre, where the artist is based and songs the artist has sung.
3. Learners share their work with the class. Present it to the class.
4. In a discussion, learners should be allowed to mention the good scripts and give reasons why.

Assessment opportunities

Observation

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

Product

Consider the sentence structure in the stories. Assess whether the learners have creatively written the story

Activity 10: Matching words with their meaning (Refer to Learner's Book, page 54.)

Learning Activities

Review the previous activity with oral questions.

In pairs

1. Refer to Activity 10, in the Learner's Book. Let the learners do the questions in pairs.
2. Explain to them how the matching exercise should be done.
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.

Answers

Match A and B

A B

1. **Popularity** – Being liked and supported by many people
2. **Fans** – Those who admire and enjoy watching an artist
3. **Outstanding** – Very good or excellent
4. **Evolving** – Developing gradually especially from simple to complex
5. **Immigrated** – To live permanently in another country
6. **Campaign** – A series of activities that are planned to achieve a goal
7. **Genre** – A style of music or literature
8. **Hit** – A successful song
9. **Collaboration** – To work with somebody to achieve something
10. **Dominated** – To have control over something

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 11: New words and phrases (*Refer to Learner's Book, pages 54-55.*)

Individually

1. Ask the learners to re-read the extract 'popular music in south Sudan' and write a summary about the different journals of music.

Key genres should be:

- afro-beat
 - Hip hop
 - Dance hall
2. Ask the learner's to write down any new words they learnt in the extract and try to infer their meanings. (ask them to use the dictionary after they have tried to infer the meaning on their own.
 3. Guide them as they add the new words to their word bank books.

Assessment opportunities

Product

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

Activity 12: Researching more on descriptive writing (*Refer to Learner's Book, page 55.*)

Learning activities

Introduce the activity by reviewing the previous activity. Refer to activity 12.

In groups

1. Guide the learners on how to use a digital device like a computer or a smart phone. Let them read some fiction that contains good descriptions.
2. The groups should discuss how different authors achieve their effects through use of language.
3. Each group reports their findings to the whole class.

Assessment opportunities

Conversation

Talk to groups of learners about the texts, checking that they can describe the main features of the text. Encourage them to explain to you the descriptions they have found in these texts how they are different from each other. Is there any text that is unique and eye catching?

Activity 13: Further learning (*Refer to Learner's Book, page 55.*)

Learning activities

Arrange learners in groups and brief them on the talk they will have.

In groups

1. Refer to Activity 13. Guide the learners to give a talk describing the market in their Payam.
2. Remind them to pronounce the words correctly and be audible. This will improve their communication skills
3. Listen to all talks before deciding on a winner.
4. The winner gets to present the talk during the school's festival.

Assessment opportunities

Observation

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

Activity 14: In summary (*Refer to Learner's Book, page 55.*)

Learning activities

Arrange the learners in pairs. Brief them on the creative work for them in advance. They should have all their drawing tools ready.

In pairs

1. Learners to draw a picture of a place, person or thing. Working in pairs will promote cooperation. Display the good pictures on the notice board.
2. Guide them to write a short story describing the picture. It will enhance their critical thinking and creative skills.
3. Let them share their story with the rest of the class.
4. Revise the story with learners and correct their mistakes.
5. Let the learners vote for the best story and they give valid reasons for choosing it.

Assessment opportunities

Product

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

Unit 5

Curriculum Vitae (Cv) And Interview

(Refer to the Learner's Book, pages 56-66.)

Learn about	Key inquiry questions
<p>Learners should be taught about the function and format of a CV and why they are important. They should read some sample CVs and work together in groups to identify what they contain and the different ways in which they have been set out.</p> <p>They should listen to a local employer talk about how they recruit employees, what they look for in a successful applicant and how they carry out interviews.</p> <p>Learners should write their own CVs and identify areas of experience that could gain before they leave school (voluntary work, membership of organisations, community service etc.) that would help strengthen their CV.</p> <p>They should listen to the sort of questions that are asked at employment interviews and prepare their own answers for these. They should role-play being interviewed.</p>	<ul style="list-style-type: none">• What is a CV?• What sorts of things do they contain?• How should they be set out?• What sort of questions do they ask as interviews?• What sort of answers should I give?

Knowledge and understandings	Skills	Attitudes
<ul style="list-style-type: none"> • Know the vocabulary associated with CVs. • Understand a range of writing on this subject. 	<ul style="list-style-type: none"> • Listen with comprehension to an employer, and understand the key points. • Write their own CVs in an appropriate style. • Respond fluently to interview questions. • Apply complex language elements to make their meaning clear and their communication effective. 	<ul style="list-style-type: none"> • Communicate with confidence.

Contribution to the competencies:

Critical thinking: Analysing the form and content of CVs

Communication: Interview role-play

Co-operation: Group work and role-play

Links to other subjects:

TVET: applying for jobs

Life Skills: discuss their ambitions

Assessment opportunities

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

1. Conversation
2. Product
3. Observation

An outline of the learning

In this unit, let the learners understand about CVs and Interviews. They need to read a range of texts on the theme and express themselves through discussions, exercises, writings and drawings. Learners should attempt to present persuasive arguments and be able to make convincing presentations. Learners should be able to listen attentively to experts in this field. They are also encouraged to use the internet or other digital devices to learn more about CVs and Interviews. Learners should be able to use the knowledge they have acquired to write a range of texts on this theme. As the teacher, try to recognise the learners with special needs in the classroom. Monitor their progress and always try to give them the assistance they require. It could be mentoring they require, or further explanation of a point in the theme they are handling.

Using the Learner's Book

There are both words and pictures in the textbook. Your learners should be developing their confidence to read English competently, but it may still be necessary to support less able learners by asking them to read passages silently by themselves and you ask questions to gauge their understanding or by seating them next to a more able reader. This will ensure that reading is modelled and will help the development of English skills. Learners should be encouraged to read either in groups or in pairs or copy you where phrases are more complex. Passages in the text book are increasing in length and should be broken down into shorter phrases in most situations. This will enable you to check understanding as you progress through the text. Encourage learners to ask questions to clarify their understanding and enable more able learners to respond with further questions where appropriate. It is helpful to have increasingly complex key words on posters or boards around the learning space if possible so that learners become familiar with spellings and relevant vocabulary. Learners could develop this collection as they progress through 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 7 that the teacher continues to model good communication skills, describing where appropriate features of good communication such as the use

of open questions, active listening, correct grammar use and good body language. The activities provide a variety of ways to explore Curriculum Vitae and how important it is in the employment world.

Links to other subjects

This unit provides a good opportunity to link into Technical and vocational education and training (TVET). This is through job applications whereby the learners are able to learn how to write letters which is an important skill that is applied when in the employment world.

Cross-cutting issues

Life skills: The learners get a chance to explore and talk about their future ambitions. They tell of different careers that they feel the need to pursue or they are passionate about in their future lives.

Activity 1: Learning vocabulary (*Refer to Learner's Book, page 57.*)

Learning activities

Introduce the activity by asking learners to read the new words. Ensure that the correct pronunciation of words is upheld.

Read to them the notes on CV's and interviews.

In pairs

1. Guide the learners to find the meanings of the new words they have just learnt in the dictionary.
2. Let the learners construct five sentences using the words.
3. Learners should now read their sentences to the class.

Assessment opportunities

Conversation

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

Product

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

Activity 2: Curriculum vitae (Refer to Learner's Book, page 57.)

As a class

1. Briefly introduce the unit to the learners by letting them to discover.
2. Let the learners discuss what is a CV.
3. Choose a few individuals to tell the class the purpose of a CV.
4. Ask the learners what they think is contained in a CV.
5. Have some samples of CVs to guide the students on the purpose of writing a CV.

Expect varied answers

Assessment opportunities

Observation

Observe as the learners engage in discussion. Offer assistance where necessary.

Product

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

Activity 3: Learning the format of a CV (Refer to Learner's Book, pages 58-59.)

Learning Activities

Introduce the activity by reviewing the previous activity.

In groups

1. Refer to Activity 3. Let the learners study the general format of a CV.
2. Read the notes on what a CV contains.
3. Let the learners read the sample CV aloud.
4. In a discussion, identify what it contains. Learners should try to get the differences between the sample CV in the Learner's Book and any other they have seen before.
5. Let the learners share their findings with the class.
6. Select some individuals to give comments on the presentations.

Answers

1. Own answers
2. The CV contains the following:
 - contacts
 - personal information
 - employment history

- education history
- skills
- interests
- referees

3. Own answers

Assessment opportunities

Product

Read answers from learners that describe their understanding of the format of a curriculum vitae.

Activity 4: Learning about careers (*Refer to Learner's Book, page 59.*)

Learning activities

1. Using oral questions remind the class what a CV is and the format of one.
2. Ask the learners to name some of the careers or jobs they know.
3. Let them say what they know about them.

In pairs

1. Refer to Activity 4. Learners should be able to fill the blanks with the correct career.
2. Learners can now read their answers to the rest of the class.

Answers

1. Pharmacist, 2. lawyer 3. jeweller 4. doctor 5. engineer
6. finance officer 7. pilot

Assessment opportunities

Observation

Listen to pairs of children as they discuss their future and what careers they would love to pursue. Consider whether they are able to articulate their ideas effectively and whether they demonstrate creativity and imagination.

Activity 5: Writing a Curriculum Vitae (Refer to Learner's Book, page 60.)

Learning activities

Review the format of a CV. Let the learners mention the contents of a CV.

Remind the learners the importance of a good CV.

Individually

1. Refer to Activity 5. Learners assume they are applying for a job after school.
2. Learners should identify areas of experience that give them an advantage before leaving school. For example, voluntary work, membership of a club, community service etc.
3. Let the learners write and read their CV's to the class. This will improve the learner's self-esteem and confidence.
4. The best should be displayed on the noticeboard.

Assessment opportunities

Observation

Observe how groups begin the task of writing the CV. 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 curriculum vitae.

Activity 6: Listening to a talk (Refer to Learner's Book, page 60.)

Learning activities

Introduce the activity by reviewing the previous activity about writing CVs. Pick on a learner to read his or her CV again.

As a class

1. Organise the learners to prepare for the talk from a local employer about how they recruit employees.
2. Observe them and ensure they are listening. This will enhance respect as they will learn how to listen and respect the opinions of others.
3. Advise the learners to take notes on how employers recruit, what they look for and how interviews are carried out.
4. At the end of the talk, learners should ask relevant questions.
5. Guide the learners in planning good and relevant questions.

Assessment opportunities

Observation

Observe how learners interact and present themselves to the visitor. Are they confident and able to express themselves fluently?

Activity 7: Reading a sample interview (*Refer to Learner's Book pages 61-63.*)

Learning activities

1. Guide the learners to read the text in pairs. Remind them to pronounce the words correctly and be audible. This will improve their communication skills.

In pairs

1. Refer to activity 7, Let the learners talk about the interview, in pairs.
2. Let them use key points in the passage to draw conclusions. For example Do you think the interviewee was recruited? Give reasons.

Allow any probable reasons.

3. Let the learners share their views with the class.

Assessment opportunities

Conversation

As learners are working in pairs, ask them about their understanding of this activity. Particularly notice if they are able compare an interview and a CV ask open questions about it.

Activity 8: Role play (*Refer to Learner's Book, page 63.*)

Learning activities

Introduce the activity by reviewing the previous activity about interviews.

In pairs

1. Refer the learners to activity 8, on page 63 in the Learner's Book.
2. Let the learners appoint two speakers in their group. Decide on who will be the employer (A) and who will be Sarah.
3. Observe as they role play the interview.
4. Let the class appreciate the actors and the actresses for their effort.
5. Encourage all the learners to be confident.
6. Assist the learners plan relevant questions to ask by learners doing role play and discussing, they improve their **communication skills**.

Assessment opportunities

Observation

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

Activity 9: Reading a story (*Refer to Learner's Book, pages 63-65.*)

Learning activities

As a class

Before reading

Let the activity begin with learners looking at the pictures and predicting what is happening.

As a class

1. Refer to the story in activity 9. Let the learners read the story in turns. Give priority to shy learners so that it boosts their confidence and esteem.
2. Let one learner retell the story in brief. Assess that the learners can mention the main points of the story.
3. Learners to answer questions from the story.
4. In turns let them share their answers with the class.

Answers

1. The advice the father gave Kenneth was; he should dress smartly, speak with confidence, give brief, sensible and honest answers.
2. The interviewer asked him to talk about himself, strengths, hobbies and at what percentage he would work for his employer.
3. Own answers
4. Own answers

Assessment opportunities

Observation

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

Activity 10: Creating interview questions (*Refer to Learner's Book, page 65.*)

Learning activities

Begin the activity with a discussion. Ask learners questions like; How many learners have ever been interviewed? What questions were they asked and so on.

In groups

1. Refer to activity 9. Arrange learners in small groups and have a group leader. Let the learners choose one learner to assume the role of an employer. They should write a list of what they would look for when employing people.
2. What questions should one ask?
3. The groups, they should discuss the details according to the activity 9.
4. After discussing, let the leader read out the requirements to the group members.
5. Listen to their presentations and share your opinion. Let them know what they need to improve on.
6. Ask the learners to be silent and listen to the presentations.
7. Select a few individuals to give comments about the presentations.

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.

Product

Read the writings from learners about their visions of their first interview. Check if there is enough content, grammatical construction of sentences and correct spelling. Assess their creativity level and how captivating is their essay.

Activity 11: Researching on sample CVs and interviews (*Refer to Learner's Book, page 65.*)

Learning activities

Review the interview questions learners came up with in the previous activity. Discuss the pros and cons.

In pairs

1. Refer to activity 11. Learners should be well equipped with a digital device for example a smartphone to research on different careers or visit a local library in their community.
2. Help the learners look for samples of CVs and interviews in different careers.
3. Guide the learners in analysing the content in the CVs.
4. In conclusion, have short discussions on the learners' opinions about the CVs.
5. Evaluate their abilities to pick out well written CV's.

Assessment opportunities

Conversation

Ask learners to explain their reasoning for answers to the questions. Check that they are using relevant and increasingly accurate vocabulary.

Activity 12: Writing a story (*Refer to Learner's Book, page 65.*)

Learning activities

Remind learners about the writing process. You can model for them one or two paragraphs.

Individually

1. Ask the learners to re-read the story 'my first interview'.
2. Ask the learners to imagine that they are Kenneth Okot attending the first interview after school. Tell them to think about the things that they would do to make themselves emerge as the best candidate.
3. Guide the learners to write a rough draft and note down useful points.
4. Ask the learners to write a story using the points in the draft.
5. Ask the learners one by one to present their work to the class as you make necessary corrections in their pronunciation and other grammatical rules.
6. Let the class vote for the best story. A good story should be clear, interesting, conclusive, have high level of originality, unique and be able to appeal to a large audience.
7. Select some individuals from the class to give a reason why they chose a certain story as the best.
8. Guide the learners on how to include the story in their school magazine or have them pin it in the school noticeboard.

Activity 13: Writing a dialogue on an interview (*Refer to Learner's Book, page 66.*)

Learning activities

Brief the learners on the format of writing a dialogue. Refer to previous dialogues in this unit. Read the story 'My First Interview' again and others.

Individually

1. Learners to write a dialogue between the employer and Kenneth.
2. Encourage them to be creative and even incorporate their own ideas. (Using the ideas from the talk, too).

3. As the learners write, look out for anybody who needs individual assistance. A learner may need more time or further explanations.
4. When they all complete their writings, let the learners present their work to the class. They could do it at random or in turns.
5. Evaluate their work and give general advice.

Assessment opportunities

Observation

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

Conversation

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

Activity 14: Further learning (*Refer to Learner's Book, page 66.*)

Learning activities

In groups

1. Allow the learners enough time to visit offices in their Payams.
2. They should take notes on the employment opportunities available, what the employers look for and the interview questions.
3. Evaluate their findings and give the necessary comments.
4. This exercise prepares the learners early enough for the job market. They also learn cooperation through group work.

Assessment opportunities

Product

Look at the findings written by the learners and assess whether they understood what is required of them so as to more eligible in the job market.

Activity 15: In summary (*Refer to Learner's Book, page 66.*)

Learning activities

1. Review the different CVs and interviews covered in this unit. Using all that information, prepare learners for the next exercise.

Individually

1. Guide the learners to differentiate between a CV and an interview. Let them draw a table.
2. Support those that need assistance in their writing.
3. Let them read their work to the class as you evaluate.

Assessment opportunities

Product

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

Unit 6

Biographies and Autobiographics

(Refer to the Learner's Book, pages 67-82.)

Learn about	Key inquiry questions
<p>Learners should read some extracts of the biographies and the autobiographies of some well-known people (such as presidents, human rights activists, sportspeople, celebrities etc.) and work in small groups to identify what they contain and the different ways in which they have been set out. Each group should make a presentation to the class, summarising an autobiography and biography that they have read and explaining how they have been structured.</p> <p>They should listen to an extract of an autobiography or biography being read to them (by the teacher, or recorded) and summarise the main points.</p> <p>They should identify in their small groups other important people and use a range of sources (including the internet where possible) to find out about their lives. They should individually write a biography of the people they have researched and present to the class.</p> <p>They should take some key passages of this biography and change it so that it reads as an autobiography. They should write the autobiography of their own lives so far, and project to the future to include how they hope their lives will turn out.</p>	<ul style="list-style-type: none">• How do we use language to write the biography of people?• How do biographies differ from autobiographies in the way they are written?

Knowledge and understandings	Skills	Attitudes
<ul style="list-style-type: none"> • Know the vocabulary associated with biographies. • Understand a range of writing on this subject. 	<ul style="list-style-type: none"> • Listen with comprehension, and understand the key points. • Write a biography of someone they have researched in an appropriate style. • Use their imaginations to write the autobiography of the life they hope to lead. • Apply complex language elements to make their meaning clear and their communication effective. 	<ul style="list-style-type: none"> • Communicate with confidence.

Contribution to the competencies:

Critical thinking: Analyzing the form and content of biographies and autobiographies

Communication: Writing biographies and autobiographies

Co-operation: Group work

Links to other subjects:

Life Skills: discuss the cause and effect of emotions

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 is about biographies and autobiographies. Let the learners identify well-known persons in school, community, country and the rest of the world, eg. Human rights activists, presidents, sports people and celebrities. Begin from known to unknown activities. For instance, use the common classroom, school or home examples of famous people can be applied before introducing those at a national and international level. Recognise learners with special needs in the classroom.

Using the Learner's Book

There are both words and pictures in the textbook. Your learners should be developing their confidence to read English competently, but it may still be necessary to support less able learners by asking them to read passages silently by themselves and you ask questions to gauge their understanding or by seating them next to a more able reader. This will ensure that reading is modelled and will help the development of English skills. Learners should be encouraged to read either in groups or in pairs or copy you where phrases are more complex. Passages in the text book are increasing in length and should be broken down into shorter phrases in most situations. This will enable you to check understanding as you progress through the text. Encourage learners to ask questions to clarify their understanding and enable more able learners to respond with further questions where appropriate. It is helpful to have increasingly complex key words on posters or boards around the learning space if possible so that learners become familiar with spellings and relevant vocabulary. Learners could develop this collection as they progress through 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 7 that the teacher continues to model good communication skills, describing where appropriate features of good communication such as the use of open questions, active listening, correct grammar use and good body language. The activities provide a variety of ways to explore biographics and autobiographics and are also designed to instill an appreciation and respect for the culture and heritage of South Sudan.

Cross-cutting issues

Life skills: through the exploration of biographies and autobiographies, a discussion the cause and effect of emotions and how one can be able to control them and use them positively to influence other people in their life.

Activity 1: Identifying important people (*Refer to Learner's Book, page 68.*)

Learning activities

In groups

1. Introduce the activity by asking the learners the important people they know in their Payam, country and other parts of the world.
3. Let them look at the pictures and identify the personalities.
4. Let them mention why the personalities mentioned are important.
5. Give necessary support.
6. Ask the learners to name any important people in their communities.

Answers

- a) President Salvar Kiir
- b) Barack Obama
- c) Dr John Garang
- d) Rebecca Garang
- e) Nelson Mandela
- f) Kofi Annan

Assessment opportunities

Conversation

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

Activity 2: Learning vocabulary on important people and their stories

(*Refer to Learner's Book, pages 69-70.*)

Start the activity by asking the learners to differentiate between a biography and autobiographies.

In pairs

Prompt learners to construct grammatically correct sentences with the words given. They may use dictionaries to look up the meanings of the words.

The definitions are as follows:

Biography: An account of someone's life written by someone else.

Autobiography: An account of a person's life written by that person.

President: The elected head of a country.

Life history: The story of a person's life. This could be self-written or written by another person.

Dignitary: A person considered to be important because of high rank or office.

Celebrity: a famous person, especially in entertainment or sport.

Public figure: A famous person who is often written about in newspapers and magazines or appears on television and radio.

Icon: A person regarded as a representative or symbol of something. For example, Dr Garang is an icon of the struggle for freedom in South Sudan.

Famous: Known by many people.

Hero: Person admired for their courage, excellent achievements or good qualities.

Answers

Individually

1. biography
2. autobiography
3. celebrity

In groups

1. Introduce the activity by reviewing what was taught in the previous activity.
2. Let the learners turn to the Learner's Book pages 69-70 and do the questions in groups. Explain to them how the matching exercise should be done.
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.

Characteristic – a feature or quality that makes someone (or something) recognizable

Conflict– a problem, clash, or struggle

Contribution – a role played in achieving something

Adversity– hardship and suffering

Influential– the powerful or dramatic effect someone has

Ambition– desire for success; a goal or objective

Achievement– something you succeed in doing; usually with effort

Attribute – a quality or property of someone or something

Impact – able to have a powerful effect on people or events

Life history - The biography or autobiography of a person

Assessment opportunities

Product

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

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.

Testimonials

Activity 3: Listening to the biography of Barack Obama. (Refer to Learner's Book page 70.)

1. Draw learners' attention to the portrait of Barack Obama, the 44th US President and the first black president in American history. Ask them to explain any details they know about him or his family.
2. Read his biography slowly to the class. Read it again and give them time to write brief notes on what they have heard.
3. Give the learners a chance to ask relevant questions. It would be worthwhile to read more on Barack Obama beyond the copy provided here (just in case learners have further questions).

Biography of Barack Obama

Barack Hussein Obama II was born August 4, 1961. He served as the 44th President of the United States from 2009 to 2017. The first African American to assume the presidency, he previously served as a United States Senator, representing Illinois from 2005 to 2008. He also served in the Illinois State Senate from 1997 to 2004.

Obama was born in 1961 in Honolulu, Hawaii, two years after the territory was admitted to the Union as the 50th state. Raised largely in Hawaii, Obama also spent

one year of his childhood in Washington State and four years in Indonesia. After graduating from Columbia University in New York City in 1983, he worked as a community organiser in Chicago.

In 1988, Obama enrolled in Harvard Law School, where he was the first black president of the Harvard Law Review. After graduation, he became a civil rights lawyer and professor, and taught constitutional law at the University of Chicago Law School from 1992 to 2004. Obama represented the 13th District for three terms in the Illinois Senate from 1997 to 2004, when he ran for the U.S. Senate. Obama received national attention in 2004 with his unexpected primary win, his well-received July Democratic National Convention keynote speech, and his landslide November election to the Senate. In 2008, Obama was nominated for president a year after his campaign began and after a close primary campaign against Hillary Clinton. He was elected over Republican John McCain and was sworn in on January 20, 2009. Nine months later, Obama was named the 2009 Nobel Peace Prize winner. While accepting the award, he said that he felt there were others far more deserving the honour than him.

During his first two years in office, Obama signed many landmark bills into law. Main reforms were the Patient Protection and Affordable Care Act (often referred to as “Obamacare”, shortened as the “Affordable Care Act”), the Dodd–Frank Wall Street Reform and Consumer Protection Act, and the Don’t Ask, Don’t Tell Repeal Act of 2010. The American Recovery and Reinvestment Act of 2009 and Tax Relief, Unemployment Insurance Reauthorization, and Job Creation Act of 2010 served as economic stimulus amidst the Great Recession, but the GOP regained control of the House of Representatives in 2011. After a lengthy debate over the national debt limit, Obama signed the Budget Control and the American Taxpayer Relief Acts. In foreign policy, Obama increased U.S. troop levels in Afghanistan, reduced nuclear weapons with the United States–Russia New START treaty, and ended military involvement in the Iraq War. He ordered military involvement in Libya in opposition to Muammar Gaddafi, and he also ordered the military operation that resulted in the death of Osama bin Laden.

After winning re-election by defeating Republican opponent Mitt Romney, Obama was sworn in for a second term in 2013. Obama advocated for gun control in response to the Sandy Hook Elementary School shooting, and issued wide-ranging executive actions concerning climate change and immigration. In foreign policy, Obama ordered military intervention in Iraq in response to gains made by ISIL after the 2011 withdrawal from Iraq, continued the process of ending U.S. combat operations

in Afghanistan, promoted discussions that led to the 2015 Paris Agreement on global climate change, initiated sanctions against Russia following the invasion in Ukraine and again after Russian interference in the 2016 United States elections, brokered a nuclear deal with Iran, and normalized U.S. relations with Cuba. Obama left office in January 2017 with a 60% approval rating. He currently resides in Washington, D.C with his family.

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.

Activity 4: Reciting a poem on a well-known person (*Refer to Learner's Book, pages 71-*

Introduce the activity by asking the learners to recap what they know about Barack Obama.

As a class

1. Prepare them to read a poem about a prominent person in the country.
2. Let them read or recite the poem, Salva Kiir: The Tiger of South Sudan, as a class.
4. Ask them general questions about Salva Kiir to see what they know.
5. Remind them to pronounce the words properly.
6. Read the poem as the learners listen and repeat after you.

In groups

1. Let them answer the questions
2. Observe them as they argue out their points.
3. Give each group a chance to present their answers to the class.
4. Remember by learners working in groups, cooperation is enhanced and by presenting the answers to the class, the skill of communication is enhanced.

Answers

1. The poem is generally about the achievements of President Salva Kiir of South Sudan during the struggle for liberation. It talks about his personal qualities and his bravery as a soldier.
2. He is a liberator; he is a good politician; he risked his life for others; he is resolute in thought and action; won victory in war of independence.
3. (a) 'victor of all times'...he always succeeded in everything he did.

(b) ‘The Tiger of South Sudan.’ This is a metaphor for bravery and strength of character. The tiger is known in English folklore as ‘The king of the jungle.’ The tiger here is Salvar Kiir. The phrase summarizes all his heroic deeds in the course of the fight for liberation up to his presidency.

(c) Presentations may vary from group to group. Give each group a chance to present their views.

4. Guide the learners where necessary.

In pairs

1. Ask the learners to read the poem again and answer the questions that follow.
2. This is meant to be a self-assessment activity so the learners can have a deeper understanding of the poem.

Expect varied answers.

Assessment opportunities

Observation

Take note of learners who ask particularly good questions about the poem they are hearing, especially if their questions explore language use. This demonstrates a deep understanding.

Product

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

Activity 5: Reading the biography of Dr Garang de Mabior *(Refer to Learner’s Book, pages 74-75.)*

In pairs

1. Introduce the activity by reviewing the previous activity on the poem about Salva Kiir (The Tiger of South Sudan).
2. Allow the learners time to read the Biography.
3. Let the learners read the passage in pairs. They can skim through it to get the gist of it, then read it more closely for comprehension.

Assessment opportunities

Observation

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

Activity 6: Answering comprehension questions (*Refer to Learner's Book. pages 75-76.*)

In pairs

1. Refer the learners to the passage on pages 74-75 on the Learner's Book.
2. Ask learners general questions about Dr John Garang de Mabior to establish their comprehension of the text.
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.

Answers

1. 1945
2. He was born in 1945 and died in 2005 (1945-2005=60). So he was 60 years old when he died.
3. He fought for freedom of his people. He wanted people of all tribes and religions to be involved in running the country. He fought for peace.
4. Answers will vary, depending on how each pair views Garang's story. Accept all reasonable responses that are supported by sound arguments.

Individually

1. Ask the learners to reread the comprehension and write down in their own words what they think a biography is.
2. Let the learners write two more paragraphs to serve as a continuation of what they know about the life of John Garang.
3. Let the learners share their work with the class.

In groups

1. He started the SPLA/he fought for freedom for over 20 years/he was well learned/he was the First Vice President of South Sudan.
2. Answers will vary from group to group. Let them name the prominent people and what has made such people popular, such as celebrities, politicians, business persons, artists, human rights activists, etc.

Assessment opportunities

Product

Consider passages of writing and assess whether phrases are effective in conveying meaning and whether the range of vocabulary is suitable for this task.

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.

Activity 7: Reading the biography of Malala Yousafzai (Refer to Learner's Book, pages 76-79.)

Learning activities

Introduce the activity by asking learners to recap of the life history of Dr Garang.

In groups

1. Draw learners' attention to the picture of Malala. Let them say what they know about her.
2. Give them a preview of Malala's life history.
3. Let the learners read the passage in groups. They can skim through it to get the gist of it, and then read it more closely for comprehension.

Answers

1. Let learners comment on her bravery, her ambitions, her academic performance and any other relevant detail. (Answer will vary).
2. Let the learners give their views. Answers will vary; there are no wrong or right answers.
3. Ideally, all girls should go to school since education is now a basic human right. For cultural or whatever reason, some may have a contrary opinion. Give them a hearing and a chance to air their views. But the conclusion of the matter is that both boys and girls should go to school. Every argument advanced by the learners should be supported accordingly by facts. You may also choose to have a debate session based on this question. This can be a mixed group or boys vs girls.
4. Give learners a chance to conduct some research on the question. This can also be used as a class project.

In pairs

1. Ask the learners to explain in their own words why this is an autobiography.
2. Tell the learners to discuss and write down two paragraphs that they could add to the autobiography if they were Malala Yousafzai.

3. Ask them to exchange their books and make corrections in each other's work.

Assessment opportunities

Product

Consider answers and assess whether they answer effectively the questions asked. Are they creative? Are they able to own the story and make it theirs?

Activity 8: Learning differences between biographies and autobiographies
(Refer to Learner's Book, pages 79-80.)

Learning activities

Introduce the activity by reviewing the previous activities on the story of Dr Garang and Malala.

In groups

1. Ask students to name which of the two stories is a biography and which is an autobiography. They have to justify their answers.
2. Let them compare and contrast the vocabulary, tone and viewpoint used in both texts.
3. Give each group a chance to present their ideas. Remember, group work promotes learners' co-operation skills.
4. Ask the learners to tell how each has been structured and the language use in each.
5. Expect varied but reasonable answers.

Assessment opportunities

Product

Read answers and consider how well they reflect on the topic of discussion as well as how much variety there is across sentences.

Activity 9: Research on biographies and autobiographies
(Refer to Learner's Book, page 80.)

Learning Activities

Introduce the activity by reviewing the previous activity on differences between biographies and autobiographies. Let the learners re-read the samples in this unit again.

Individually

1. Learners may use reference materials and books found in the local library to

conduct the research. Let them identify the features of a biography and those of an autobiography. They should record their findings.

2. They can retrieve any other biography of any well-known person and read it. This can be obtained online or extracted from a book.
3. Individual learners to share their ideas about the differences between biographies and autobiographies in terms of language and format.
4. Give the learners a chance to present their findings to the class. Through such presentations, their communication skills are promoted.
5. Ask the learners to present their work.
6. Select a few individuals from the class to give comments on the presentations.

Assessment opportunities

Product

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

Activity 10: Re-writing a biography into an autobiography (*Refer to Learner's Book, page 80.*)

As a class

1. Read the biography of Dr Garang in Activity 5 above. Read it loudly, slowly and fluently so that students can pick the words.
2. Let them write down the main points. They should not refer to the Learner's Book.
3. Let them imagine they are Dr Garang and use the points to write an autobiography, as if they are Dr Garang himself. Each learner to write his/her own piece.

Assessment opportunities

Product

Read the autobiographies written by the learners and assess whether they are able to rewrite it in the correct language. Does it have the qualities of an autobiography? Check for spelling mistakes and the punctuation marks if they are used correctly.

Activity 11: Writing an autobiography (*Refer to Learner's Book, page 81.*)

Learning activities

Review the previous activity on writing autobiographies.

In pairs

1. Refer learners to the features of autobiographies learnt in this unit. Let the pairs of students share their stories with each other orally.

2. Let them attempt to predict their own futures and share dreams, expectations and ambitions in pairs.
3. Students should make short notes about their lives.

Individually

1. Give learners a few minutes to reflect on their future after school.
2. Finally, give students time to write down their own autobiographies based on the notes made earlier.
3. Ask the learners to make their work as interesting as possible.
4. Ask the learners to present their work to the class.
5. Let the class vote for the best autobiography.
6. Revise and edit the best autobiography with learners and write a clean copy and have pinned in the school noticeboard.

Assessment opportunities

Observation

Listen to pairs of learners as they discuss their future. Consider whether they are able to articulate their ideas effectively and whether they demonstrate creativity and imagination.

Product

Consider passages of writing and assess whether phrases are effective in conveying meaning and whether the range of vocabulary is suitable for this task.

Activity 12: Further learning (*Refer to Learner's Book, pages 81-82.*)

In groups

1. Lead the groups to identify celebrities, dignitaries and other well-known people in the community.
2. Learners to discuss the role of each of the above named person and what has made them prominent.
3. Guide students to pick on one of the characters in their lists. Let them present their biographies to the class. They can read them aloud in turns for the rest to hear.
4. Guide students on how to write a friendly letter. Let them send out letters to real or imaginary friends, or to each other based on instructions given. Let them attach the biography before sending the whole message.

Assessment opportunities

Observation

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

Product

Read the work written by the learners and see if the letter's format is for a friendly letter, the content in it and the language used is it correct?

Activity 13: In summary (*Refer to Learner's Book, page 82.*)

Individually

1. Refer learners to the personalities named in this unit. Let them randomly name the people they admire or their role models. Let them draw a poster of the person of their choice and paste on a surface to make a poster.
2. Below the above portrait, the learners should write briefly why they like or admire the person named above.

Assessment opportunities

Product

Observe the posters made by each learner, assess whether it is clearly written, eye catching, and also comprehensive. Celebrate the drawings that learners have drawn by praising any unique and particularly imaginative descriptions.

Unit 7

Poetry

(Refer to the Learner's Book pages 83-101.)

Learn about	Key inquiry questions
<p>Learners should read a range of famous poetry from Africa and other countries, and work in small groups to identify what they contain and the different ways in which they have been set out. Each group should make a presentation to the class, reading their favourite poem and explaining its meaning.</p> <p>They should make a special study of a particular poem and analyse its structure and language (rhyme patterns, rhythm, use of imagery etc.) They should read some poems of two contrasting styles (e.g. ballad and lyric, or sonnet and limerick or haiku) and identify the differences in the style and form.</p> <p>They should listen to poems being read to them being (by the teacher, or recorded) and summarise the main points and talk about what aspects they liked or disliked.</p> <p>They should write some poetry of their own in both rhyme and free-verse.</p>	<ul style="list-style-type: none">• How does poetry differ from prose?• What is the form a structure of poems?• What have famous poets written about?• How can we write a poem ourselves?

Knowledge and understandings	Skills	Attitudes
<ul style="list-style-type: none"> • Know the vocabulary and form associated with poetry. • Understand a range of poetry. 	<ul style="list-style-type: none"> • Listen to poetry with comprehension, and understand the meaning. • Recognise how poets achieve their effects through structure, pattern and language use. • Analyse the form and structure of a range of poems. • Apply complex language elements to make their poems clear and evocative. 	<ul style="list-style-type: none"> • Communicate with confidence.

Contribution to the competencies:

Critical thinking: Analyzing the form and structure of poetry

Communication: Writing their own poetry

Co-operation: Group work

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 is about interaction with a range of poetry from Africa and other parts of the world. Let the learners identify well-known poets and their works in the country, the region and beyond. They should be conversant with the language of poetry, form

and structure. The poems should be read to them; they should also read on their own, decipher the message of poetry and even compose their own. Recognise the learners with special needs in the classroom.

Using the Learner's Book

There are both words and pictures in the textbook. Your learners should be developing their confidence to read English competently, but it may still be necessary to support less able learners by asking them to read passages silently by themselves and you ask questions to gauge their understanding or by seating them next to a more able reader. This will ensure that reading is modelled and will help the development of English skills. Learners should be encouraged to read either in groups or in pairs or copy you where phrases are more complex. Passages in the text book are increasing in length and should be broken down into shorter phrases in most situations. This will enable you to check understanding as you progress through the text. Encourage learners to ask questions to clarify their understanding and enable more able learners to respond with further questions where appropriate. It is helpful to have increasingly complex key words on posters or boards around the learning space if possible so that learners become familiar with spellings and relevant vocabulary. Learners could develop this collection as they progress through 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 7 that the teacher continues to model good communication skills, describing where appropriate features of good communication such as the use of open questions, active listening, correct grammar use and good body language. The activities provide a variety of ways to explore poetry and are also designed to instill an appreciation and respect for the culture and heritage of South Sudan.

Activity 1: Identifying poetry (Refer to Learner's Book, page 84.)

Learning activities

In groups

1. Introduce the activity by asking learners to describe the activity taking place in the picture. Let them suggest where such activities or performance take place.
2. Refer them to the group work in Learner's Book page 84.
3. Give the learners a chance to share what they have discussed to the class.
4. Let the learners attempt to explain what poetry is and the use of poetry.
5. Remember working in groups will promote cooperation and the discussion will enhance their communication skills.
6. Guide the learners read the **NOTE** in the Learner's Book.

Assessment opportunities

Conversation

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

Activity 2: Learning poetic terms (Refer to Learner's Book, pages 85-86.)

In pairs

1. Lead learners through the poetic terms on the Learner's Book.
2. Ensure that every student is engaged, clarify where need be.

Assessment opportunities

Observation

Observe pairs of learners working together and consider how effectively they are co-operating with each other in order to assist each other to learn the new terms and their pronunciations.

Activity 3: Reading a poem from USA (Refer to Learner's Book, pages 86-87.)

As a class

1. Explain to the learners that you are going to read the poem on the Learner's Book.
2. Read the poem, I, Too, by Langston Hughes, to the class. Read it loudly and fluently.

3. Read it a second time and ensure that each learner is attentive. Explain that the poem is set in the United States and the persona or speaker is an African-American (perhaps a slave or a servant) in a white household.

In groups

1. Let learners read the poem on their own and attempt the questions given.
2. Ensure that each one is involved. Make further explanations, where need be.
3. Select one learner in each group to present their answers.
4. Ask some individuals from the class to give comments on the presentations.

Answers

1. To show that the speaker is also part of that community/ a member of that society regardless of anything. He/she is also an American, irrespective of racial background.
2. It shows how the 'darker brother' (Africans are discriminated in white society I the United States.
3. He/she is treated as inferior and thus not good enough to eat with the members of the white household and their guests at the same dinner table.
4. The white masters/members of the household that have employed him.
5. He/she is able to 'eat well' and 'grow strong.' He is healthy because there is enough food to eat in the kitchen.

Assessment opportunities

Product

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

Activity 4: Famous poems from Africa (Refer to Learner's Book, pages 87-94.)

Learning activities

Guide learners to read the three famous African poems. Give a preview of each poem: '**Building the Nation**' is about African public servants who are more concerned about satisfying their own desires than those of other citizens or the welfare of the country. 'A Freedom Song' is about child labour and exploitation. 'Song of Lawino' an educated urbanite who despises his village wife for being illiterate.

In pairs

1. Let learners read the poems in pairs and identify the poetic devices used in each.
2. They should give examples in each case.

Answers

Building the nation

1.-stanza- the poem has 4 stanzas.

Poet-the writer of the poem is Henry Barlow of Uganda.

It is a narrative poem- it tells the story of the driver and the PS.

(accept any other relevant point with an appropriate example)

A Freedom Song

Refrain-the line 'Atieno yo' is repeated several times like a chorus.

It is a narrative poem-tells the story of Atieno, who worked for his servant as a domestic servant.

The name 'Atieno' is repeated several times to give the poem rhythm.

Poet-the poem is written by Marjorie Oludhe MacGoye, a Kenyan poet.

Stanza-The poem has six stanzas.

Song of Lawino

Stanza-the poem has six stanzas.

Poet-the poem is written by Okot p' Bitek, a Ugandan.

Like the other two, it is a narrative poem. It tells of the relationship between Lawino and her husband, Ocol. The two cannot agree because they have different lifestyles.

Simile-'Stop treating me like salt-less ash.'

Assessment opportunities

Observation

Take note of learners who ask particularly good questions about the poems they are hearing, especially if their questions explore language use. This demonstrates a deep understanding.

Conversation

Consider how effectively learners are critically evaluating the poems by trying to justify their views about what has been written.

Product

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

Activity 5: Discussing what African poets write about (*Refer to Learner's Book, pages 94-95.*)

In pairs

1. Discuss the themes of African poetry with learners.
2. Ask the learners to write down their points and exchange the books with other pairs to compare the ideas.

In groups

1. Let learners re-read the three African poems closely. Ensure that each learner is attentive.
2. Discuss the gist or theme of each of the poems, as outlined in Activity 4 above. Let learners give their views after reading the poems.
3. Ask the learners to talk about their feelings towards each poem and how it has influenced their views.
4. Let learners write their ideas and present their ideas to the class
5. Select some individuals from the class to give comments about the presentations.

Assessment opportunities

Conversation

Talk to the learners about the poems. Let them tell you what they think about them. Do they have anything that puzzles them in the poems? Did the poems cover anything that occurs in their communities?

Activity 6: Learning the structure of poetry (*Refer to Learner's Book, page 95.*)

In groups

Take learners through the notes about structure of poetry. Let them read through the poems to determine whether they are narrative or lyric poems.

Answer

The poems are narrative in structure since they all tell a story.

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.

Activity 7: Comparing poems of different styles and structure (Refer to Learner's Book, pages 95-96.)

In pairs

1. Let the learners read both poems in pairs and then identify the difference.
2. Ensure that all students read the poem and discuss to as this is bound to improve their teamwork as well as oral competence.
3. Let the learners point out how the poems differ in style and form. Accept any reasonable responses.

Assessment opportunities

Observation

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

Activity 8: Listening to a poem (Refer to Learner's Book, page 97.)

In groups

1. Read the poem, 'I Beg You,' by Laban Erapu of Uganda. Read it aloud and fluently.
2. You may read it twice for learners to get it right.
3. Instruct learners to write down important points or main message of the poem.

Read the poem 'I Beg You' by Laban Erapu twice to the class.

I beg you,
If you feel something like love for me,
Not to let me know it now
When I feel nothing so certain for you.
Wait until you've conquered my pride
By pretending not to care for me.

I beg you,

If you think your eyes will give you away,
Not to give me that longing look
When you know it will force the moment
Wait until our heartbeats have settled
Then put your head on my shoulder.

I beg you,
Not to let us surrender to passion
Until our liking has grown to love
Let's stop and look back
Let's draw apart and sigh,
Let's stand back to back,
Let's say goodbye for the day
And walk our different ways
Without pausing to wait
For an echo to our last word.

I beg you
If you find yourself interlocked
In my embrace,
To kiss me and keep me silent
Before I start making promises
That time may choose to by-pass –
Wait until our hands are free,
Then listen to me;
Wait until our love is primed
Then give me your hand.'

This poem was published in 'Poems from East Africa', an anthology of poems edited by David Rubadiri and David Cook

In pairs

Working in pairs let learners reflect on the poem and discuss what they like/dislike about the poem. Answers will vary, but there is no right or wrong answers.

Assessment Opportunities

Observation

Take note of learners who ask particularly good questions about the poem they have heard, especially if their questions explore language use. This demonstrates a deep understanding.

Conversation

Consider how effectively learners are critically evaluating the poem and by asking them to justify their views about what has been written.

Activity 9: Studying and analysing a poem (Refer to Learner's Book, page 97.)

In groups

1. Introduce the activity with a recap of Laban Erapu's poem, 'I Beg You.'
2. This kind of poem is called a visual poem. It shows the image of its subject. For example, this one is about Africa, and so the words are arranged in a way that represents Africa.
3. Let learners read the poem and summarise the main message. They can then summarise the details and present to the class.

Assessment opportunities

Observation

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

Product

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

Activity 10: Reciting a favourite poem (Refer to Learner's Book, page 98.)

Individually

1. Allow students to use a digital device to search for other African poets.

2. This can take more than a activity to give learners more time to research. Ask learners their favourite poems and let them recite them in class.

Assessment opportunities

Observation

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

Activity 11: Comparing rhyme and free verse (Refer to Learner's Book, pages 99-100.)

In pairs

Let learners read through the notes about rhymes and free verse. Let them discuss the difference between the two. Let them present their findings to class.

Assessment opportunities

Conversation

Talk to pairs of learners and guide them to understand the clear differences between rhyme and free verse. Watch how they co-operate to come up with the correct answers.

**Activity 12: Learning difference between prose and poetry
(Refer to Learner's Book, pages 100-101.)**

In pairs

Draw the learners' attention to the two extracts of prose and poetry in Learner's Book page 100. Let them read the texts and point out the differences.

Assessment opportunities

Conversation

Talk to the pairs of learners and ask them relevant questions to assess whether they have an understanding of differences as asked in the questions.

Activity 13: Writing a poem (Refer to Learner's Book, page 102.)

Individually

1. Let learners read the extracts in the previous activity keenly again. They now need to compose their own prose and poetry.

2. Let each compose on paragraph in prose on a topic of their choice.
3. Let each pair compose a poem of two or more stanzas; with any number of lines per stanza, on a topic of their choice.
4. Ask the learners to exchange their books with their partners and make any necessary corrections in their poems.
5. Ask the learners to present their work to the class.
6. Let the class vote for the best poem and give reasons why.
7. Post the best poem on the school's noticeboard.

Assessment opportunities

Observation

Take note of learners who ask particularly good questions about the poems they are hearing, especially if their questions explore language use. This demonstrates a deep understanding.

Conversation

Consider how effectively learners are critically evaluating their own poem and those of others, by asking them to justify their views about what has been written.

Activity 14: Further learning (Refer to Learner's Book, page 102.)

In groups

1. This is a research-based task that can be done as a class project. The learners can use computers, tablets or even smart phones to find details of other poets and their works in Africa and other parts of the world.
2. Having found the poets and their works, the learners are expected to read some of the poems, and write down their themes or at least the message of the poems.
3. It is presumed that learners will have been exposed to various works of poetry by this time. Therefore, they will be able to compose their own simple poems with common themes, and basic features of poems or even free verse.
4. In this task, the learners will attempt to critique or analyse some of the poems they have composed in task 3 above. They can mention the basic poetic devices that they have used in their own compositions.

NOTE: Due care should be taken to ensure that every learner takes part in the projects. The learners should also get a chance to recite their own compositions in class as this will help boost their communication skills.

Assessment opportunities

Product

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

Activity 15: In summary (Refer to Learner's Book, page 102.)

Individually

1. This is a follow-up on Activity 14 above. They can get poems from a published book or through electronic devices, whichever is readily available. This is basically other types of poems apart from the few that are mentioned in this unit. They can explore such genres as odes, haiku, and the rest.
2. The list of poetic terms given in activity 2 is certainly not exhaustive. More research can be conducted to find out other poetic terms and language devices relating to poetry.

Assessment opportunities

Product

Check and assess whether the learners were able to find out more different types of poems other than the ones studied in the class.

Unit 8

Drama

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

Learn about	Key inquiry questions
<p>Learners should read a range of some famous plays from Africa and other countries, and work in small groups to identify what they contain and the different ways in which they have been set out, how characters have been created and how stage directions are given. Each group should make a presentation to the class, summarising their favourite drama and explaining its importance how it has been written.</p> <p>They should act out some scenes from dramas they have studied.</p> <p>They should watch examples of drama on TV or video and discuss how it has been structured to create tension and excitement, and how characters have been presented. Where possible, learners should read examples or extracts of scripts of TV dramas, films or videos and compare these to the visual experience. They should note how screen and acting directions are given, and contrast these to stage plays.</p> <p>They should write some short drama of their own (taking well know stories as a basis) writing the script and adding stage directions. Groups should act out these dramas for the class, who should discuss how well they have been written. Where possible, learners should video their drama and use the extra dimensions this will give them to present to an audience.</p>	<ul style="list-style-type: none">• What is the form a structure of drama?• How does stage drama differ from TV and film?• How can we write a drama ourselves?

Knowledge and understandings	Skills	Attitudes
<ul style="list-style-type: none"> • Know the vocabulary and form associated with plays and scripts. • Understand a range of drama. 	<ul style="list-style-type: none"> • Watch drama with comprehension, and understand the meaning. • Recognise how dramatists achieve their effects through structure, pattern and language use • Analyse the form and structure of a range of dramas. • Apply complex language elements to make their drama clear and engaging. 	<ul style="list-style-type: none"> • Communicate with confidence. • Appreciate the meaning of dramas.

Contribution to the competencies:

Critical thinking: Analysing the form and structure of dramas

Communication: Writing and performing their own dramas

Co-operation: Group work and acting

Links to other subjects:

ICT

Assessment Opportunities

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

- Observation
- Conversation
- Product

An outline of the learning

This unit is about interaction with a range of famous dramas from Africa and other parts of the world. Let the learners watch plays, television series or video and compare with visual experience. They should be conversant with structure of scripts,

stage directions and characterization. The learners should also act out works of drama, and write their own short dramas based on well-known stories.. Recognise the learners with special needs in the classroom.

Using the Learner's Book

There are both words and pictures in the textbook. Your learners should be developing their confidence to read English competently, but it may still be necessary to support less able learners by asking them to read passages silently by themselves and you ask questions to gauge their understanding or by seating them next to a more able reader. This will ensure that reading is modelled and will help the development of English skills. Learners should be encouraged to read either in groups or in pairs or copy you where phrases are more complex. Passages in the text book are increasing in length and should be broken down into shorter phrases in most situations. This will enable you to check understanding as you progress through the text. Encourage learners to ask questions to clarify their understanding and enable more able learners to respond with further questions where appropriate. It is helpful to have increasingly complex key words on posters or boards around the learning space if possible so that learners become familiar with spellings and relevant vocabulary. Learners could develop this collection as they progress through 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 7 that the teacher continues to model good communication skills, describing where appropriate features of good communication such as the use of open questions, active listening, correct grammar use and good body language. The activities provide a variety of ways to explore drama and are also designed to instil an appreciation and respect for the culture and heritage of South Sudan.

Links to other subjects: ICT

This unit provides a good opportunity to link into ICT. For example plays and films can be explored through the use of internet and comparing them with other works of literary across the globe. There is an opportunity to link learning through the arts, especially when attention is paid to acting and role playing which form important aspects of drama.

Cross-cutting issues

Peace education: through an exploration of drama, it is possible to promote the growth of film industry in a local and national situation. Discussions also promote critical thinking on how one can preserve their culture and heritage through drama and educate generations.

Activity 1: Learning vocabulary on drama (Refer to Learner's Book, page 104.)

In pairs

1. Remind learners to carry dictionaries to class before the activity.
2. Refer them to the work in Learner's Book page 104.
3. Let learners try to define the vocabulary items based on their prior knowledge.
4. Let the learners look up the words in the dictionary, focusing on the context of drama.
5. Remember working in groups will promote cooperation and the discussion will enhance their communication skills.
6. Guide the learners to add the words and their meanings in their word bank books.

As a class

Let learners share their experiences as a class. Ensure that they all participate as much as is practicable, to enhance their communication skills.

Answers

1. Responses will be either 'yes' or 'no.' Give learners a chance to explain why/why not.
2. Those whose responses are 'yes' can explain what they saw, describe the performers, and other details.

Assessment opportunities

Product

Read the answers provided by the learners. Assess whether there is evidence of an understanding of the new words they have described. Also check their word bank books and assess the progress.

Activity 2: Reading a famous African play (Refer to Learner's Book, pages 105-106.)

In pairs

1. Lead learners through the poetic terms on Learner's Book page 104.

2. Give learners a synopsis of the play.
3. Let learners read the extract in pairs.

In groups

1. Let learners read the extract more closely.
2. Ensure that each one of them takes part in the group discussion.
3. Remind them to come to class with dictionaries ahead of time.

Answers

1. The extract mentions such problems as rape, forced marriages, lack of water to drink, famine, lack of medical services, death of loved ones.
2. Help learners to get the dictionary meanings of the words as used by the writer. If they are not familiar with dictionaries, it may help to induct them on how to locate words quickly.
3. The phrase means hospitals do not have enough doctors and emergency vaccines. In some cases, they are not there at all. Drama uses language in many ways to pass a message. Here, it is said that “hospitals scream.” When non-humans are made to do only what human beings do, this style is known in Literature as ‘personification.’
4. Working in groups and pairs will promote **cooperation** and the presentation will enhance their **communication skills**.

Assessment opportunities

Product

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

Activity 3: Reading a famous African play (*Refer to Learner’s Book, pages 106-108.*)

In groups

1. Let learners read the extract of the play on their own and attempt the questions given. Ensure that each one is involved. Make further explanations, where need be.
2. Draw their attention to the format of a play script, including characters and stage directions.
3. Ask the learners to present their work to the class.
4. Ask a few individuals to give their comments on the presentations.
5. Make necessary corrections as the learners present their work.

Answers

1. Stage directions are written in italics and enclosed in parentheses or what is commonly known as brackets. They tell the character how to behave on stage.
2. The stage directions in the extract are:
 - (After a little hesitation.
 - (He takes off at full speed but stops almost immediately. Slowly, thoughtfully, he turns and walks back to where Jumba is).
 - (Pause)
 - (Jumba fidgets).
 - (Fingering his head.)
 - (Losing his patience.)
3. Agege's complaints were
 - He is given too much work for example lighting the fire, feeding the cow, digging grave.(let the learners give other answers about the work Agege has to do.)
 - He is complaining that he is given very little money
 - He is complaining that people do not respect and call him the village idiot.

Assessment opportunities

Observation

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

Activity 4: Reading features of plays (Refer to Learner's Book, pages 108-109.)

As a class

1. Read the notes given in the Learners Book pages 108-109.
2. Let learners read the features of a play, that is, characterisation and stage directions.
3. Let them go through the extracts given in this unit and identify the characters and stage directions. Have a discussion and brief explanations of the notes given.

In pairs

1. Let learners read the sample of play given in learners book pages 109.
2. Let them pick roles and act it out in pairs, taking into account the spirit of the characters and stage directions.

Assessment opportunities

Conversation

Talk to learners about the notes given in the learner's book and assess whether they understand them.

Observation

Observe how pairs of learners are acting the play. Are they able to use non-verbal cues correctly? Can they follow the stage directions to a clear point?

Activity 5: Watching a film (*Refer to Learner's Book, page 109.*)

Tell learners that they are going to watch a film as part of their drama activity.

As a class

1. Show learners any well-known film.
2. Give them a preview of the film before they watch it so that they can follow the storyline.

In groups

1. After watching the film, let the learners discuss in groups what the film is about, how it differs from plays acted onstage, and comment on the main characters.
2. Ask them to write down their points and present them to class.
3. Ask the group leaders to present their work to the class.
4. Select a few individuals to give their comments about the presentations to the class.

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.

Activity 6: Reading form and structure of drama or plays

(Refer to Learner's Book, pages 109-110.)

As a class

Take learners through the notes about the basic features of play scripts on learner's book page 109. Let them read the features keenly individually.

In groups

Let learners go through the extracts of play scripts in this unit. In groups, they should discuss and identify the basic features of play scripts used in the extracts or samples.

Assessment opportunities

Product

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

Activity 7: Learning the differences between stage drama, television drama and film

(Refer to Learner's Book, page 110.)

Individually

1. Give each learner a copy of a play script.
2. Let them read it carefully to understand the play.

In groups

1. Let learners watch a previously selected play, movie or DVD of a television drama.
2. Let them discuss how it is different from stage drama.
3. Learners should present their findings in class. Ensure that each learner takes part in the discussion and presentation.
4. Ask them to share their work with the class.
5. Select a few individuals to give comments on the presentations.

Assessment opportunities

Product

Read what the learners have written and assess whether they have written clear and distinct differences.

Activity 8: Watching a TV drama or video (*Refer to Learner's Book, page 111.*)

As a class

Play a previously selected television drama.

Let learners watch the TV drama.

In groups

Let learners discuss:

1. The structure of the televised drama.
2. How the drama creates tension and excitement.

Answers will vary, but there is no right or wrong answer.

Assessment opportunity

Conversation

Talk to learners as they work on this activity and guide them in getting the correct structure and have a deeper understanding of televised drama.

Activity 9: Reading extracts of TV/video/film drama scripts

(*Refer to Learner's Book, page 112.*)

Individually

1. Give learners a previously selected TV drama script.
2. Let each learner the TV drama script.

In groups

1. Let learners perform a range of activities in groups. Ensure that each one of them participates.
2. Discussion should focus on: similarities and differences between acting directions and stage directions; how the best scripts are written.
3. Let learners write down their ideas and present them before the class.
4. Ask the group leaders to present their work in turns.
5. Select a few individuals and ask them to give comments about the presentations.

Assessment opportunities

Conversation

Ask learners to explain their reasoning for answers to the questions. Check that they are using relevant and increasingly accurate vocabulary.

Activity 10: Acting a play (*Refer to Learner's Book, page 112.*)

In groups

1. Introduce the activity with a recap of some of the plays read in this unit.
2. Inform learners that they are going to rehearse and enact their own play.
3. Let learners rehearse and act a play they have written themselves.
4. The learners should then act the play and record on video.
5. The video should finally be played for the whole class to watch.

Assessment opportunities

Observation

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

Activity 11: Writing a short drama or play script (*Refer to Learner's Book, pages 112-114.*)

In groups

1. Let learners name and discuss well-known plays.
2. Let them discuss the plot, characters and themes of the play.
3. Make brief notes on the stories.

Individually

1. Let learners write a play or drama script based on one of the stories discussed above.
2. Guide them to use the scripting guidelines on learner's book page 102.
3. Assist the learners to revise their work and make the necessary corrections.

As a class

1. Let the learners present their work to the class.
2. Ask the learners to listen keenly, choose the best work presented and give reasons why they chose it.
3. Why arrange the learners into groups, let them memorise the script, share out the roles and act the best script.

Assessment opportunities

Observation

Observe how groups begin the task of writing the drama or play. 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 writings.

Talk to learners about how they are composing their dramas and plays. What features have they learnt in this unit that they are they using for their own writings?

Activity 12: Further learning (*Refer to Learner's Book, page 114.*)

In groups

1. Instruct learners to use a digital device to watch other TV dramas and films.
2. Let them write down/discuss how they differ from the play script extracts they have read in this unit.
3. Let them present their findings to the class.
4. Ensure that each student participates in the discussions and activities.
5. Let the group leaders or a representative from the group, present their findings to the class.
6. Ask a few individuals to give comments about the presentations.

Assessment opportunities

Observation

Take note of learners who ask particularly good questions about the findings they are hearing, especially if their questions explore language use. This demonstrates a deep understanding.

Activity 13: In summary (*Refer to Learner's Book, page 115.*)

In groups

1. This is a follow-up of Activity 12 above.
2. Let learners draw a table in their exercise books as shown on the Learner's Book. Give them to discuss and fill out the key features of play, TV drama and films.
3. Let the learners present their work to the class.
4. Correct them accordingly.
5. Copy the table and the learner's on a chart and copy the correct features presented by the learners on it and pin it at the back of the class.

NOTE: Due care should be taken to ensure that every student takes part in group discussions. The learners should also get a chance to act plays in class as this will help boost their communication skills.

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.

Unit 9

Contemporary African Literature

(Refer to the Learner's Book, pages 116-128.)

Learn about	Key inquiry questions
<p>Learners should read a range of some key modern literature from Africa and work in small groups to identify what they contain and the different ways in which they have been set out, how characters have been created and the key themes they contain. Each group should make a presentation (using ICT where possible) to the class, summarizing their favourite book and explaining its importance how it has been written.</p> <p>They should listen to some passages from modern African literature (live or recorded) being read to them and then work in groups to discuss the content and meaning.</p> <p>They should make a particular study of passages from two different authors and make a comparison of their styles and the way they approach their themes.</p> <p>They should write some stories of their own taking one of the key themes from literature they have read, and locating it in a familiar setting.</p>	<ul style="list-style-type: none">• Are the key themes of contemporary African literature?• Who are the key writers of contemporary African literature?• How can we write about similar themes?

Knowledge and understandings	Skills	Attitudes
<ul style="list-style-type: none"> • Know the vocabulary and form associated with contemporary African literature. • Understand a range of literature. 	<ul style="list-style-type: none"> • Listen with comprehension, and understand the meaning. • Recognise how authors achieve their effects through structure, pattern and language use. • Analyse the form and structure of a range of literature. • Apply complex language elements to make their writing clear and engaging. 	<ul style="list-style-type: none"> • Communicate with confidence. • Appreciate the meaning of contemporary African literature.

Contribution to the competencies:

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

Communication: Writing their own stories

Co-operation: Group work

Links to other subjects:

ICT

Assessment Opportunities

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

- Observation
- Conversation
- Product

An outline of the learning

This unit is about interaction with a range of some key literature from Africa. Let

the learners read extracts, listen to reading of passages, and summarise their favorite texts. They should be conversant with contents of modern African literature, works of different African authors and how they achieve their effects through structure, pattern and language use. The learners should also analyze the form and structure of various literatures, identify themes and write their own stories based on familiar settings. Recognise the learners with special needs in the classroom.

Using the Learner's Book

There are both words and pictures in the textbook. Your learners should be developing their confidence to read English competently, but it may still be necessary to support less able learners by asking them to read passages silently by themselves and you ask questions to gauge their understanding or by seating them next to a more able reader. This will ensure that reading is modelled and will help the development of English skills. Learners should be encouraged to read either in groups or in pairs or copy you where phrases are more complex. Passages in the text book are increasing in length and should be broken down into shorter phrases in most situations. This will enable you to check understanding as you progress through the text. Encourage learners to ask questions to clarify their understanding and enable more able learners to respond with further questions where appropriate. It is helpful to have increasingly complex key words on posters or boards around the learning space if possible so that learners become familiar with spellings and relevant vocabulary. Learners could develop this collection as they progress through 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 7 that the teacher continues to model good communication skills, describing where appropriate features of good communication such as the use of open questions, active listening, correct grammar use and good body language. The activities provide a variety of ways to explore African Literature and are also designed to instill an appreciation and respect for the culture and heritage of South Sudan.

Links to other subjects:

This unit provides a good opportunity to link into ICT. Through the research of

different authors and stories using a digital device the learners are able to explore more about African literature.

Activity 1: Learning vocabulary on literature (Refer to Learner's Book, pages 117-118.)

Learning activities

In pairs

1. Remind learners to carry dictionaries to class before the activity.
2. Refer them to the group work in Learner's Book page 117.
3. Let learners try to define the vocabulary items based on their prior knowledge.
4. Let the learners look up the words in the dictionary, focusing on the context of drama.
5. Let learners construct sentences with the words.
6. Let them read the sentences to the rest of the class.
7. Remember working in groups will promote cooperation and the discussion will enhance their communication skills.
8. Ask the learners to present their work to the class one after the other.
9. Ask some individuals to give comments on the presentations made.

In groups

Let learners share their experiences as a class. Ensure that they all participate as much as is practicable, to enhance their communication skills.

Answers

Play	A creative work that can be acted on stage or filmed for people to watch.
Prose	Ordinary writing, made up of sentences and paragraphs without any rhymes.
Contemporary	Belonging to or taking place in the present time or period.
Literature	General word for all creative work such as plays, poems, and stories.
Character	A person in a novel, play, or film.

Poetry	Written or oral work which expresses strong feelings and emotions. It may be arranged in stanzas or free verse.
Short story	A book written as a long story with one or more characters.
Author	A person who has written or writes books.
Theme	The main message or idea in a published work.
Novel	Books and writings published on a particular topic.

Assessment opportunities

Product

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

Activity 2: Identifying key writers in African literature
(Refer to Learner's Book, pages 117-119.)

In pairs

Lead learners through the portraits of authors on the Learner's Book. You may tell learners about the writers' background. Let learners name the authors, and their respective countries.

Answers

1. Let learners observe pictures.
2. Help the students to identify the authors correctly.
3. Let learners name the works of the authors featured here.
 - (a) Chimamanda Ngozi Adichie from Nigeria some of her works are 'Half yellow sun' and 'Americanah'
 - (b) Alan Paton from south Africa one of his works is 'Cry, The Beloved country'
 - (c) Ayi Kwei Armah from Ghana – has written 'The Beautiful Ones are not yet born'
 - (d) Mariama Ba from south Africa – has written 'So long a letter'
 - (e) Chinua Achebe from Nigeria – has written 'Things fall apart'

- (f) Nadine Gordimer from South Africa – has written ‘A World of Strangers’
- (g) Ngugi wa Thiong’o from Kenya – has written ‘The River Between’
- (h) Taban Lobito from Sudan – has written ‘The Last Word’
- (i) Wole Soyinka from Nigeria – has written ‘The Lion and the Jewel’

Assessment opportunities

Conversation

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

Activity 3: Discussing favorite books (*Refer to Learner’s Book, page 119.*)

In pairs

1. Draw the learners’ attention to the picture in the Learner’s Book page 119. Let them describe the activity depicted. Give as many of them as possible to air their views.
2. Let learners present the above responses to the entire class.
3. Ask some individuals to give comments on the presentations.

Answers

1. Answers will vary based on individual interest.
2. Let the learner’s name the authors of the respective author of their favourite texts.
3. Answers will vary based on individual interests.
4. Let them name the plots and themes of their favourite texts

Assessment opportunities

Observation

Listen as the pupils present their points. Consider whether they are able to articulate their ideas effectively and confidently, also assess whether they demonstrate creativity and a deeper understanding of their favourite texts.

Activity 4: Reading ‘Secret Lives and other Stories’ by Ngugi wa Thiong’o.
(*Refer to Learner’s Book, pages 120-121.*)

In groups

1. Read the extract and have the learners read it after you.
2. Let learners read the extract in groups. They can read it twice for a proper understanding.

In pairs

Let learners read the extract again more closely and discuss the questions on the Learner's Book.

Answers

1. It is about how the family of Ngugi was Thiong'o, the writer, suffered during the colonial period in Kenya.
2. The text has several themes:
 - Domestic conflicts
 - Conflict with the authorities
 - the search for formal education
 - oppression and murder
 - struggle for freedom
 - terrorism
 - betrayal
 - love, despair and kinship
3. The characters in the play are: The author (Ngugi), his mother, Wallace Mwangi (Ngugi's elder brother), Gichini wa Ngugi (the author's cousin), Rachael.
4. Setting is the time and place where a story takes place. The story is set in Kenya during the colonial period.
(Ask the learners to write down the answers and exchange the books with other pairs and compare their answers).

Assessment opportunities

Observation

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

Product

Read the answers written by the learners and try to assess if they are correct in this context.

Activity 5: Reading ‘Things Fall Apart’ (Refer to Learner’s Book, pages 121-123.)

As a class

Let the learners read the extract in Learner’s Book.

In pairs

1. Let learners read the text above again closely and answer the questions that follow.
2. Ask the learners to share their work with the class.
3. Select some individuals to give comments about the presentations.

Answers

1. Themes: Life in the village/rural area; personal achievement; sporting activities. Accept any relevant responses.
2. Characters: Okonkwo, Amalinze, old men, spectators
3. Setting: The nine villages of Umuofia.
4. let the learners write down their answers.

In groups

1. Let learners read the above extracts in the unit closely.
2. Let them find similarities and differences.
3. Compare in terms of style of writing, language used and how the themes are expressed.

Assessment opportunities

Conversation

As learners are working in groups, ask them about their understanding of this passage. Particularly notice if they are able to compare the extracts in this unit and ask open questions about them.

Activity 6: Listening to a poem (Refer to Learner’s Book, page 123.)

As a class

Read the poem ‘I Beg You’ by Laban Erapu twice to the class.

I beg you,
If you feel something like love for me,
Not to let me know it now
When I feel nothing so certain for you.

Wait until you've conquered my pride
By pretending not to care for me.

I beg you,
If you think your eyes will give you away,
Not to give me that longing look
When you know it will force the moment
Wait until our heartbeats have settled
Then put your head on my shoulder.

I beg you,
Not to let us surrender to passion
Until our liking has grown to love
Let's stop and look back
Let's draw apart and sigh,
Let's stand back to back,
Let's say goodbye for the day
And walk our different ways
Without pausing to wait
For an echo to our last word.

I beg you
If you find yourself interlocked
In my embrace,
To kiss me and keep me silent
Before I start making promises
That time may choose to by-pass –
Wait until our hands are free,
Then listen to me;
Wait until our love is primed
Then give me your hand.

This poem was published in 'Poems from East Africa', an anthology of poems edited by David Rubadiri and David Cook

In groups

1. Let the learners discuss the questions that follow. They should make some notes as you are reading and present what they have written.
2. Ask the learners to present the notes they have written to the class.
3. Select some individuals to give comments on the presentations.

Answers

The poem is about a person who is seeking genuine love from his/her partner. It is pretty clear without a shadow of doubt that this is a romantic poem. The persona pleads and urges his(probably a male) lover to demonstrate restraint in love.

It is obvious that this man has an upholding attitude towards mutual love. He says that he is not ready to make promises, clearly shining some light to our modernity. Whereas in the current society where lovers fool themselves with false promise, the persona attempts to adjust moral decadence and probably abolish it. Yet to many this has been a tough nut to crack.

The poem exhibits a solemn tone of advice to the youth majorly, that they ought not to take love for granted. They should uphold mutual love and passion for another.

Apart from love as a virtue that stands out, patience is also dominant. The persona persuades his lover to wait until their love is primed, yet there is a reward for that: marriage. This ought also to be learning points for many young lovers who rush into marriage while ignorant of its deleterious effects when not mature.

Assessment opportunities

Observation

Take note of learners who ask particularly good questions about the poem they are hearing, especially if their questions explore language use. This demonstrates a deep understanding.

Activity 7: Reading a poem (*Refer to Learner's Book, pages 123-124.*)

Reading a poem

In pairs

- Read the poem and the learners to repeat after you.
- Let learners read the poem in pairs. They can read it twice for better understanding.
- Assess their understanding by asking oral questions.

Assessment opportunities

Product

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

Activity 8: Composing a poem (*Refer to Learner's Book, page 124.*)

Individually

Let the learners read the poem above again. Then:

1. Let them use the same format to compose their own poems.
2. The poem should have a theme that reflects a problem facing the school.
3. Let them read the poems they have composed to the class.
4. Let the learners vote for the best poem.
5. Make the necessary corrections on the poems.
6. Assist the learners make a clean copy of the poem and pin it on the school noticeboard.

Assessment opportunities

Observation

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

Conversation

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

Activity 9: Reading a story from South Africa (*Refer to Learner's Book, pages 125-126.*)

As a class

1. Ask the learners to read the title of the poem.
2. Ask them to predict what the story is about.

In groups

Let learners read the extract in groups.

In pairs

1. Let learners read the extract again closely. They should then discuss and answer the questions that follow. They should present their findings to the class.
2. Have the learners present their findings to the class.
3. Select some individuals to give comments about the presentations.

Answers

1. The story is about the difficulties faced by blacks in South Africa during the apartheid rule when whites dominated everything in the country. Africans were discriminated and lacked opportunities for education and employment.
2. The themes include: Broken culture, lawlessness, discrimination, fear, conflict between whites and blacks, hatred, insecurity, racism, segregation, separation of families. Accept any other relevant point.
3. Characters: Blacks and whites in South Africa
4. The Setting is South Africa during the time of a colonial system known as Apartheid.

Assessment opportunities

Conversation

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

Observation

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

Activity 10: Comparing writings (Refer to Learner's Book, pages 126-127.)

In groups

Let learners read the following extracts again:

- (i) Cry, the Beloved Country-Alan Paton
- (ii) Grass Will Grow-Jonathan Kariara

They should compare the two pieces in terms of style format, themes and language used. Then let them discuss and answer the questions that follow.

Answers

Answers will vary from group to group.

1. One overriding similarity is that both extracts talk about problems that people face in society. Let learners mention specific examples in each case. Accept any reasonable responses.
2. The major difference in format is that 'Grass Will Grow' is a poem, while 'Cry, the beloved Country' is a work of prose. The authors are also from different parts of the worked: Alan Paton (South Africa) and Jonathan Kariara (Kenya).

Assessment opportunities

Product

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

Activity 11: Writing a story (Refer to Learner's Book, page 127.)

In groups

1. Let learners identify and discuss the social problems they have in their neighbourhood or community.
2. They should suggest how the above issues can be solved.

Individually

1. Let learners use one of the above problems to write a short story that reflects the theme.
2. The story can be at least one page long up to a maximum of two pages.

Assessment opportunities

Observation

Listen as the learners present their stories. Consider whether they are able to

articulate their ideas effectively and confidently, also assess whether they demonstrate creativity and imagination.

Activity 12: Further learning (*Refer to Learner's Book, page 127.*)

In groups

1. If there is a class/school library, let each learner borrow a book written by an African author. They can also use electronic devices to find digital versions of the book.
2. Let learners summarise the books they have read. They should mention the respective genre (state whether it is a short story, poem, novel or play).
3. They should include publishing details such as: author, publisher, year of publication, ISBN, number of pages, among others.
4. Let learners identify the themes of the text as well as characters.

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.

Activity 13: In summary (*Refer to Learner's Book, page 127.*)

In groups

1. This can be approached as a project. Let learners use digital devices to find out more about authors in south Sudan, including those living in the Diaspora.
2. Let them write brief notes about the said authors, including the books, essay, poems and stories they have written and the themes covered in the writings.
3. Let the learners share their writing with the class.

Assessment opportunities

Observation:

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

Product:

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

Unit 10

Contemporary World Literature

(Refer to the Learner's Book, pages 129-140.)

Learn about	Key inquiry questions
<p>Learners should read a range of some key modern literature from around the world and work in small groups to identify what they contain and the different ways in which they have been set out, how characters have been created and the key themes they contain. Each group should make a presentation (using ICT where possible) to the class, summarizing their favorite book and explaining its importance how it has been written.</p> <p>They should listen to some passages from modern world literature (live or recorded) being read to them and then work in groups to discuss the content and meaning.</p> <p>They should make a particular study of passages from two different authors and make a comparison of their styles and the way they approach their themes.</p> <p>They should write some stories of their own taking one of the key themes from literature they have read, and locating it in a familiar setting.</p>	<ul style="list-style-type: none">• What are the key themes of contemporary world literature?• Who are the main contemporary world writers?• How can we write about similar themes?

Knowledge and understandings	Skills	Attitudes
<ul style="list-style-type: none"> • Know the vocabulary and form associated with contemporary world literature. • Understand a range of literature. 	<ul style="list-style-type: none"> • Listen with comprehension, and understand the meaning. • Recognise how authors achieve their effects through structure, pattern and language use. • Analyze the form and structure of a range of literature. • Apply complex language elements to make their writing clear and engaging. 	<ul style="list-style-type: none"> • Communicate with confidence. • Appreciate the meaning of contemporary world literature.

Contribution to the competencies:

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

Communication: Writing their own stories

Co-operation: Group work

Links to other subjects:

ICT

Assessment Opportunities

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

- Observation
- Conversation
- Product

An outline of the learning

This unit is about interaction with a range of some key literature from around the world. Let the learners read extracts, listen to reading of passages, and summarize their favorite texts. They should be conversant with contents of modern world literature, works of different world authors and how they achieve their effects

through structure, pattern and language use. The learners should also analyze the form and structure of various literatures, identify themes and write their own stories based on familiar settings. Recognize the learners with special needs in the classroom.

Using the Learner's Book

There are both words and pictures in the textbook. Your learners should be developing their confidence to read English competently, but it may still be necessary to support less able learners by asking them to read passages silently by themselves and you ask questions to gauge their understanding or by seating them next to a more able reader. This will ensure that reading is modelled and will help the development of English skills. Learners should be encouraged to read either in groups or in pairs or copy you where phrases are more complex. Passages in the text book are increasing in length and should be broken down into shorter phrases in most situations. This will enable you to check understanding as you progress through the text. Encourage learners to ask questions to clarify their understanding and enable more able learners to respond with further questions where appropriate. It is helpful to have increasingly complex key words on posters or boards around the learning space if possible so that learners become familiar with spellings and relevant vocabulary. Learners could develop this collection as they progress through 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 7 that the teacher continues to model good communication skills, describing where appropriate features of good communication such as the use of open questions, active listening, correct grammar use and good body language. The activities provide a variety of ways to explore the key writers of contemporary world literature and are also designed to instill an appreciation and respect for the culture and heritage of South Sudan.

Links to other subjects

ICT whereby the learners are able to use the internet as a research source and get the reference materials needed to learn about the world literature.

Activity 1: Identify key writers of contemporary World Literature
(Refer to Learner's Book, page 130.)

Learning activities

In pairs

1. Let learners try to identify the authors whose portraits are given. They can also name the writers' nationalities and some of their works. You may tell learners about the writers' background.
2. Remember working in groups will promote **cooperation** and the discussion will enhance their **communication skills**.

Answers

- (a) Chinua Achebe from Nigeria –has written 'Things fall apart'
- (b) Nuruddin Farah from Somali – has written 'From a crooked Rib'
- (c) Ayi Kwei Armah from Ghana – has written 'The Beautiful Ones are not yet born'
- (d) William Shakespeare from England – has written 'The merchant of Venice'

Assessment opportunities

Conversation

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

Activity 2: My favourite book (Refer to Learner's Book, page 131.)

Individually

1. Let learners observe picture and give their views.
2. Ask them if they like reading in their spare time.
3. Let them talk about their favourite book or story: who wrote it? Why do you like it?

In groups

- Draw learners' attention to the picture on learner's book page 130.
- Let them describe the texts they are reading now/have read recently.
- Descriptions should be based on: Who wrote it? What is the setting? Did you like it/not? Why /why not?

- Let them present their experiences to the class. Due care must be taken to ensure that all learners participate in the discussions.

Assessment opportunities

Observation

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

Activity 3: Listening to a passage (Refer to Learner's Book, page 132.)

As a class

1. Get a simple extract from a storybook, newspaper or novel. Read the passage twice to the learners.
2. Tell them to listen very keenly as you read the text.

In groups

1. Read the passage to the learners again.
2. Tell them to write down the main points and present to the class.
3. Ask the learners to tell their members what the story is all about.
4. Let them discuss the story in terms of setting, characters and the themes found in the passage.

Assessment opportunities

Product

Read answers provided by the learners and consider whether choices of answers

Activity 4: Reading an extract from a novel by R.K. Narayan (India)
(Refer to Learner's Book, pages 132-134.)

As a class

Let the learners study the title of the story and say what the story is about.

Individually

Let learners read the extract of *The English Teacher*, by T.K. Narayan individually.

In pairs

Guide learners to discuss the main points of the extract. The discussion should be based on: **characters**, **themes** and the **setting**. Accept any reasonable responses. Let the learners write down their answers and present them to the class.

Assessment opportunities

Conversation

As learners are working in pairs, ask them about their understanding of this passage.

Activity 5: Discussing comprehension questions (*Refer to Learner's Book, page 134.*)

In groups

1. Let learners read the extracts again more closely.
2. Let them discuss the questions in groups.
3. Ask a member of each group to present their work to the class.
4. Select a few individuals to give comments about each presentation.

Answers

1. Family members (wife, child, parents) come together, only to go apart again (it is a continuous movement-they move away from us as we move away from them).
2. The persona (English Teacher); his parents and siblings; his wife; his daughter; the headmaster; children;
3. Our attempts to arrest the Law; get away from it or allow ourselves to be hurt by it.
4. He read a lot, wrote, reflected, looked at pictures, took walks, watched children playing, or listened to the headmaster's stories.
5. His mother from her parents; his sisters from their house; he separated from his brother; he separated from his wife; his daughter went away with his mother; his father moved away from his father; his friends moved away from him.
6. Watching children as they listened to the headmaster's stories.
7. Let learners share their experiences. This is a very delicate topic: some may have lost their parents, friends and other loved ones in the war. Use words very carefully and sensitively.

Assessment opportunities

Observation

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

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, pages 134-135.*)

In groups

1. Let learners infer the meanings of the words from the extract.
2. Let them take turns to say the meanings of the words in their own words.
3. Ask the learners to read the completed meanings and sentences to the class.
4. Select some individuals to give comments about the presentations.

Answers

Unbearably dull - So unpleasant

Loneliness - State of being alone

Detach - To separate

Reconciled - To bring oneself to accept

Contentment - Satisfaction

Opress - To cause worry

Ceased - Stopped

Struggles - Problems

Battling - Trying to overcome something

Stirring - Causing exciting emotions

Assessment opportunities

Conversation

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

Product

Consider the answers given. Is there evidence of accurate spelling of key words?

Do the learners show an evidence of having understood the new words?

Activity 7: A poem by Rudyard Kipling(England) (*Refer to Learner's Book, pages 135 -137.*)

As a class

1. Read the poem to the learners as they listen.
2. Let learners read the poem after you.

In pairs

1. Let learners read the text above again closely and answer the questions that follow.
2. Let learners read the poem again closely and discuss the answers.
3. Let the learners write down their answers and present them to the class.
4. Select a few individuals from the class to make comments on the presentations.

Answers

1. The poem is generally giving advice on how to go about life. Let students pick main points for each stanza. They will use their discretion to determine what is important in each stanza. Accept any reasonable responses.
2. The poem is rich and talks about remaining level-headed when everyone else has lost direction; trusting yourself even when other doubt you; keeping your virtue and avoiding negative influence by the people you interact with. This list is not exhaustive. Each stanza has a point or so. Accept any reasonable responses.
2. The speaker or persona could be addressing anybody. Let pupils suggest who is likely to be advised about life this way. Their answers could include: teacher-learners/pupils; parent-child; an old person –young person; preacher-congregation, etc. accept any reasonable suggestion since the question is open-ended.

Assessment opportunities

Observation

Take note of learners who ask particularly good questions about the poem they are discussing, especially if their questions explore language use. This demonstrates a deep understanding.

Conversation

Consider how effectively learners are critically evaluating the answers, by asking the ones presenting to justify their views about what they have written.

Activity 8: Comparing passages from two authors (Refer to Learner's Book, page 137.)

In groups

1. Let the learners read the two extracts closely.
2. Ask them to pay attention to style of writing, how they explain their themes and the language used.

3. Let them present their findings in class.
4. Ensure that every learner participates in discussions.

Assessment opportunities

Observation

Observe as the learners engage in discussion. Offer assistance when necessary.

Product

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

Activity 9: Reading contemporary world literature (South Africa) *(Refer to Learner's Book, pages 137-139.)*

As a class

1. Let learners describe what is happening in the picture. Ask them what game is being played and what they know about it.
2. Let them read the extract from *Rabbit, Run*, by John Updike.

In pairs

Let learners discuss the main points of the extract. The discussion should focus on themes, characters, and setting.

Answers

1. The extract is about Rabbit Angstrom, a tall (six-feet, three inches), 23-year old boy who plays basketball. His body and skills makes him suited to the game that even the other boys feel intimidated in his presence. He dunks he ball effortlessly and with precision.
2. Learner's perception of the theme (so will depend on how they interpret the text. Accept any reasonable ideas and moderate what may not be clear.
3. Characters: Rabbit Angstrom and other boys (basket ballers).
4. An improvised basketball court (with the backboard bolted to a telephone pole).

Assessment opportunities

Observation

Observe as the learners engage in discussion. Offer assistance when necessary

Product

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

Activity 10: Writing a story (*Refer to Learner's Book, page 139.*)

Individually

1. Ask the learners to pick a theme from the texts they have read in this unit.
2. Let them write a story based on the themes they have picked.
3. Ask them to exchange their books with their partners.
4. Ask the partners to make corrections and revise each other's work.

As a class

1. Ask the learners to present their work to the class.
2. The class to choose the best story and give a reason why.
3. Edit the best story and make all the necessary corrections.
4. Let the learners pin the best story on the class noticeboard.

Assessment opportunities

Observation

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

Activity 11: Researching about world literature (*Refer to Learner's Book, page 140.*)

In groups

1. Ask the learners to research more on world literature.
2. Let them identify writers they have heard about in south Sudan and the rest of the world.
3. Ask them to write down their findings.
4. Ask the learners to present their findings to the class.
5. Select some individuals from the class to give comments on the presentations.

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.

Activity 12: Further learning (*Refer to Learner's Book, page 140.*)

In groups

1. Using a digital device or the library, let learners find out other writers of contemporary literature from different parts of the world.
2. Instruct them to read the text(s) and write a summary.
3. The summary should include: author's name, nationality, publisher, year of publication, nationality, number of pages, main characters, setting and themes.
4. Each group can research on one book/author or more if they wish.

Assessment opportunities

Observation

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

Activity 13: In summary (*Refer to Learner's Book, page 140.*)

In pairs

1. Ask the learners to draw a picture of anything.
2. Let them exchange the pictures and make a comparison.
3. Ask them to write a story about the picture.
4. Ask them to present their work to the class.
5. Let the class vote for the best story and give reasons why.

In groups

(This can be done as a side project at learners' free time)

1. This can be approached as a project. Let learners use digital devices to find out about contemporary authors of South Sudan descent, including those living in the Diaspora.
2. You may mention Taban Lo Liyong as one of the most famous contemporary writer from South Sudan who has written from the Diaspora for many years (Kenya, Uganda, Japan, and the United States)
3. Let them write brief notes about the said authors, including the books, essay, poems and stories they have written and the themes covered in the writings.

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.