



South Sudan



# Primary English 2

## Teacher's Guide



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South Sudan

Primary  
2

# English

## Teacher's Guide 2



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# PART 1

# INTRODUCTION

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

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

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

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

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

## The Book Structure

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

## Organisation of the units

Each unit consists of the following:

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

## Development of vocabulary

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

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

following vocabulary games to reinforce vocabulary development:

a. Chinese whispers

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

b. Memory games

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

c. Miming games

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



ix. As a variation, have the teams take it in turns to play and set a time limit of one minute for the player to guess the three words on the board.

d. Who am I?

i. In turns, let the learners say something about the particular topic that you will be learning at this time and the others to try and guess what it is that he or she is talking about.

ii. The person who is able to guess right to be appreciated and clapped for.

e. Beat the clock

i. This game requires learners to perform a given tasks within a certain time limit.

ii. In groups ask learners to say a given number of words relating to a given topic that you have taught.

iii. Tell them their time limits and ensure they strictly adhere to it

iv. The points to be awarded to each group depending on the number of words each group were able to give within the specified time limits.

Question words

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

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

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

For example:

1. Who is your friend?
2. Where do you live?
3. Why are you late?
4. Which is better- this one or that one?

5. How many days are there in a week?
6. What are you doing?
7. When are you going home?

Strategies to support reading:

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

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

Strategies to understand the text:

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

# Unit 1

## Politeness

(Refer to Learners Book pages 1-6)

Learn about	Key inquiry questions
<p>Learners should be given the basic vocabulary to talk about politeness. They should be encouraged to talk about their view of politeness, and should be allowed to explore ways of showing politeness at home, in school and immediate community.</p> <p>In pairs, and small groups, they should be encouraged to talk about politeness and its values.</p> <p>They should also be given opportunity to listen to stories and poems about polite language. They should be exposed to rhymes, dialogues, role-play and games that help them develop polite language.</p> <p>They should be encouraged to construct oral and written sentences correctly.</p>	<ul style="list-style-type: none"><li>• How do we show politeness at home, in school and in the community?</li><li>• Why is it important to be polite?</li></ul>

Learning outcomes		
Knowledge and understandings	Skills	Attitudes
<ul style="list-style-type: none"> <li>Understand the main points and some details from a spoken passage about polite language</li> <li>Understand instructions about themselves</li> </ul>	<ul style="list-style-type: none"> <li>Speak clearly and fluently using polite language</li> <li>Express opinions orally about stories, poems</li> <li>Develop ideas about polite language in sequences</li> </ul>	<ul style="list-style-type: none"> <li>Show confidence in speaking to different people in different situations about polite language</li> </ul>
<p><b>Contribution to the competencies:</b>  <b>Communication and Co-operation:</b> Enhanced through role-play</p>		
<p><b>Links to other subjects:</b>  <b>Life Skills:</b> polite greetings  <b>Peace Education:</b> Engage in common activities  <b>Key inquiry questions:</b>            How do we show politeness at home, in school and in the community?            Why is it important to be polite?</p>		

### Assessment opportunities

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

- Observation
- Conversation
- Product

## **An outline of the learning**

This unit will help learners develop their vocabulary in relation to politeness. The activities will help learners to practise politeness, talk about their view of politeness, value of politeness and allow them to explore ways of showing politeness at home, in school and in the immediate community.

Learners will also be given opportunity to listen to and practise telling stories. Sing songs and recite poems about polite language. They will be exposed to rhymes, dialogues, role-play and games that help them develop polite language.

Learners will be encouraged to share what they will have learnt about politeness to the families and communities.

## **Using the learner's book**

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

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

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

## **The learner competencies**

This unit presents many opportunities for communication and opportunities to think critically and creatively about different aspects politeness. Learners are asked to work in pairs and groups, so there are continuous opportunities for co-operation and teamwork also. This unit provides good opportunities to create roles in groups so that for example there is a questioner, presenter and group leader. It is important in Primary 2 that the teacher models good communication skills, describing where appropriate features of good communication such as the use of open questions, active listening, correct grammar use and good body language. The activities provide a variety of ways to instil politeness in the young learners. The subject matter will

also deepen the learners' understanding of the South Sudan culture and identity by identifying universal ways in which people show politeness in their communities.

### **Links to other Subjects**

This unit provides a good opportunity to link into Life Skills through the polite greetings and Peace Education through engaging in common activities

### **Cross-cutting issues**

**Peace Education:** Through an exploration on politeness it is possible to promote peace as children learn how to be kind to others.

**Life skills:** Learners should be given an opportunity to demonstrate ways of expressing empathy and compassion to others.

### **Teaching aids**

Flash cards, the Learner's book, pictures, charts, audio recordings, video recordings

## **Activity 1: Look and talk (Refer to the Learner's Book page 1)**

### **Key words**

Clean, share, help, table, home, school, community

### **Learning activities**

- Introduce the activity by greeting the class and welcoming them to Primary Two. Give them a chance to introduce themselves.

### **In pairs**

- Ask learners to look at the pictures given in the Learner's Book. Let them talk about what they can see. They can do this in pairs using the National language since in P1-P3 the media of learning is in national language. Hold a whole class discussion so as to ensure as many learners speak freely. Encourage the learners to say how they feel about the actions of the children in the pictures.
- Use these points to introduce politeness, tell them that to be polite is to be respectful and helpful while at home and explain how the actions in the pictures show politeness.

- Give the learners a chance to talk about a kind act they have ever done. Let them say one word in English we say to show they are being polite, kind or helpful. If they can only say the words in their national language, translate the word to English e.g. sorry, thank you, welcome, etc.

### **In groups**

- let the learners practise role-playing the actions shown in the pictures. Let them practise in their groups then show their actions to the class. The class to clap for best performers.
- Pick out the key words from this discussion and translate them in English, let the learners repeat the words in English.
- Now, read out the phrases on the Learner's Book and let the learners repeat after you. Ensure learners understand what the phrases mean.

### **Conclude**

- the activity by emphasizing that it is good to help at home, school and community as it shows politeness.

### **Assessment opportunities**

#### **Conversation**

Ask learners questions during whole class discussions. Check if learners are able to tell that the actions shown portray politeness. Are they able to pronounce the new words properly?

You may also note if they can say any polite word they know in English or get the polite words you translate for them to English.

#### **Observation**

Observe the learners as they role-play the actions shown in groups. Do their actions show empathy and genuine desire to show politeness? Do they use a few English words in their conversation?

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

#### **Key words**

may, I, help, please, thank you, welcome,

#### **Learning activities**

- Introduce the activity by revising the previous one. Let learners say one act they

ever did (they can say in their national language) to show kindness and one polite word learnt in English so far.

- Remind them that before speaking to someone about anything it is important to greet them first using phrases like Good morning, Good afternoon, good evening depending on the time of the day as taught in Primary One. That shows politeness.
- Ask the learners to look at the pictures given in the Learner's Book. Let them say what they can see in relation to politeness (they can say in their national language).
- Let the learners listen as you read and say the sentences of the conversation given. Explain to them in their national language what the conversation is about.

### **In pairs**

- they can role-play to the class in turns as they try and speak the words. Encourage them to use their own names.
- Correct the learners' pronunciation accordingly.

### **In groups**

- let the learners get into small groups. Let one pretend to be borrowing a rubber from his or her friend. Let the learners act out using some of the key words. (They should greet each other first.)
- Let the learners in turns act the above role-play to the class.

## **Assessment opportunities**

### **Conversation**

Listen to learners when they say the sentences after you. Note their pronunciation and correct accordingly. Check if they understand the dialogue.

**Note** the tone of the learners when they act out the **conversation** and role-play before the class.

### **Observation**

Observe the learners as they role-play the action in the dialogue and using other items in the group. Can they borrow the items politely using the correct tone and English words?



### Activity 3: Practise (Refer to the Learner's Book page 2)

#### Learning activities

- Start by reading the words given in the Learner's Book for the learners. Ask them learners to say the words after you.

#### In pairs

- Let the learners practise saying the words in pairs. Ask the learners to try and spell the words to each other.

#### As a class

- Ask the learners to say when they use the words they have learnt and why they need to use the words. Let learners say their feelings when others hurt them and do not say sorry. (The learners to discuss in their national language.)
- Depending on the ability of the class, you may ask the learners to use the words given to make oral sentences in English. Let learners say their sentences to the class in turns.

#### Assessment opportunities

##### Conversation

Note the learners' pronunciation and correct the learners accordingly. Emphasise that the words they have learnt are used to show kindness to others. For example they should say sorry when they have hurt others or have accidentally knocked or step on someone. Note if some of the learners are able to make correct oral sentences using the polite words.

### Activity 4: Say and role-play (Refer to the Learner's Book page 3)

#### Keywords

sorry,	welcome,	thank you
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#### Learning activities

- Introduce by asking the learners; what would you tell your aunt or uncle if they bought you a nice pair of shoes? Or if they accidentally broke a plate at home? (This can be done in the national language after which you can translate the key

words in English and have the learners repeat after you.)

- Ask learners to look at the pictures given in the Learner's Book. Read the sentences then ask the learners to say the sentences after you.
- Ask learners to talk about the actions shown in the picture and say if it is polite to do such actions.

### **In pairs**

- Ask one of the learners to act as the aunt while the other to act as the niece (it can also be uncle and nephew) let the aunt give the niece a 'gift' and the niece to say 'thank you' while the aunt says 'welcome'.
- The learners should do this in turns before the class.
- Emphasise why it is good to do the actions shown.
- Conclude by awarding (even by a clap) the pair that acted the best.

### **Assessment opportunities**

#### **Conversation**

Listen to learners when they say the sentences after you and when they act. Note their pronunciation and correct accordingly. Check if they understand the meanings of the sentences and give the necessary support.

#### **Observation**

Observe the learners as they role-play in groups and before the class. Do their actions denote understanding? Observe and correct learners accordingly. Also encourage learners to show confidence as they act and co-operate with each other.

### **Activity 5: Recite (Refer to the Learner's Book page 3)**

#### **Key words**

wrong,

giving,

asking,

receiving

#### **Learning activities**

- Introduce the activity by revising the previous one. Do this by giving as many learners a chance to say at least one polite word (in English) they have learnt so far.
- Read out the words of the song given. Let the learners say the words of the

song after you. You can repeat this as much as you deem necessary. (You may also consider translating the song into national language for them to grasp the meaning or even just translating the key words.)

- Sing the song to the class. (It is important to practise the tune of the song before the class activity.)
- Ask the learners to sing the song after you. You may sing a few lines or one line at a time depending on their ability.

### **In groups**

- Divide the learners into small groups. Let them sing the song in their groups as you go round and observe. Correct the learners accordingly.
- Let the groups sing to the class in turns.
- Conclude by awarding (even by a clap) the teams that sing best.

### **Assessment opportunities**

#### **Conversation**

Listen to learners when they say and sing the words of the song after you. Note their pronunciation and correct accordingly. Check if they understand the song and give support.

#### **Observation:**

Observe the learners as they sing and act the song in groups and before the class. Do their actions denote understanding?

### **Activity 6: Say and act (Refer to the Learner's Book page 4)**

#### **Key words**

kind,	help,	sack,	so	sir
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#### **Learning activities**

- Introduce the activity by revising the previous one. Do this by giving some groups a chance to sing the song to the class. Give a chance to those who never presented during the previous one.
- Encourage the learners to do the activity given in the Learner's Book. Read and even if possible translate the sentences for them to understand.
- Give them clues like: we say thank you when someone offers to help us in any way, etc.

### **In pairs**

- Let the learners say the words as they act out as a young person helping the elderly person carry a bag. They should do this in turns in class.
- Correct accordingly.

### **Assessment opportunities**

#### **Observation**

Watch the learners say and act the words after you, assess their comprehension of the sentences. And give them an opportunity to guess the completing words. As they say the complete sentences, note their pronunciation and correct accordingly.

### **Activity 7: Play a game (Refer to the Learner's Book page 4)**

#### **Learning activities**

- Introduce the activity by revising the previous one. Do this by asking a few learners to say sentences from the previous **conversation**.
- Ask the learners to look at the picture given in the Learner's Book. Let them say what they can see in relation to politeness.
- Let the learners listen to you as you guide them to play a game (explain to the learners in their national language.). Polite Polly says is a good game that can be used to teach politeness. The game is a variation of "Simon Says," and it reinforces good manners. The learner should do what is polite and should not do what is impolite. You are Polite Polly, and when you say, "Polite Polly says to say please and sorry," the child should say, "please and sorry," if they think that is polite. If he or she does say it, it is correct and gets a point. If they don't, they do not get a point. The opposite happens if you say something impolite, such as, "Polite Polly says pick your nose." If the learners pick their noses, they would not get a point, because that is impolite and vice versa. (Think of other ways to enhance the game.) After five points, the winner gets a prize.

### **In groups**

- Let the learners get into small groups and play the game above in turns.

## Assessment opportunities

### Conversation

Listen to learners when they say the sentences when playing the game. Note their pronunciation and correct accordingly.

### Observation

Observe the learners as they play the game? Are they having fun as they learn in the process?

## Activity 8: Listen and tell (Refer to the Learner's Book page 5)

### Key words

Hospital,	broken,	happy,	classmates,	stayed
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### Learning activities

- Introduce the activity by revising the previous one. Do this by giving a few learners a chance to play the game in class. They should use as many English words.

### Before reading.

- Let the learners tell each other about a time they have ever been sick and taken to hospital. Let them say how they felt when someone came to visit. (The learners to discuss in their national language.)
- Tell the learners that it is good to visit the sick.
- Ask learners to look at the picture in the story and describe what they can see. Let as many learners talk. (The learners to discuss in their national language.)
- Read the story given in the Learner's Book.
- Ask learners to say the story after you.
- Let the learners in turns say anything they have learnt from the story even if it is just a word they picked. Guide and correct them accordingly. Depending on the abilities of the learners let them say the story in their own words. Let them start by saying what the story is about. Correct them accordingly but encourage them to retell it even in their national language.

## **Assessment opportunities**

### **Conversation**

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

### **Observation**

Assess whether there is evidence of comprehension by checking on how much learners get by listening to the story.

## **Activity 9: Draw and show (Refer to the Learner's Book page 5)**

### **Learning activities**

- Introduce the activity by revising the previous one. Do this by asking individuals to talk about what they remember from the story. Let them say as many English words as they picked.

### **Individually**

- Ask learners to individually draw one thing that happened in the story.
- Ask them to show their pictures to the class in turns and briefly talk about what they drew in relation to the story, 'Achol in hospital'. Encourage them to use some of the words from the story in their description of the pictures.
- Let the class clap for the best picture and description.

## **Assessment opportunities**

### **Product**

Look at the drawings the learners have come up with. Do they show images that are related to the story 'Achol in hospital'? How creative are the learners in their drawing?

### **Observation**

Assess whether learners are able to talk about their pictures using any words learnt so far or from the story e.g. Achol broke her leg.

## Activity 10: Tell us (Refer to the Learner's Book page 6)

### Key words

school, sick

### Learning activities

- Introduce the activity by revising the previous one. Do this by asking individuals to say what they remember from the story 'Achol in hospital'. They should say in English e.g. Achol was taken to hospital.
- Let the learners say what they liked about the story, they can do this in their National language but encourage them to say some English words they remember from the story.
- Let them answer the given questions and at the same time relating to their own experience.

### Expected answers

- a) Achol did not go to school because she was sick.
- b) Open ended. But expect answers like; they brought her good things like fruits / she felt loved and cared for among others.
- c) Show politeness to the sick. For example one can help them eat, wash their clothes spend time with them among others.

### Assessment opportunities

#### Observation

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

## Activity 11: Say (Refer to the Learner's Book page 6)

### Learning activities

- Introduce the activity by asking the learners to list all the new words learnt in this unit.
- Ask the learners to mime or act out these new words that they have learnt.
- You can have the words displayed.
- Guide the learners to make oral sentences using these words.

- Depending on the learners' abilities, guide them to make a word bank book and add the words for future reference.

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

### **Play vocabulary games**

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

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



# Unit 2

## Myself

(Refer to Learners Book pages 7-13)

Learn about	Key inquiry questions
<p>Learners should be given the basic vocabulary to talk about themselves. They should be encouraged to talk about their likes and dislikes.</p> <p>Talking in pairs, in small groups and to the class they should talk about things that makes them happy, sad, worried or frightened. They should draw up list of common things between the groups. They talk about their list and listen to others making presentations. They should be given key words to write in their lists.</p> <p>They should also listen to appropriate stories and poems on their likes and dislikes and discuss meaning of these stories. They should also attempt to tell their own stories through role play and drama and where appropriate, write some sentences.</p>	<ul style="list-style-type: none"><li>• What are the things you like?</li><li>• What are those things that you don't like?</li><li>• How can we differentiate emotions?</li></ul>

<b>Learning outcomes</b>		
<b>Knowledge and understandings</b>	<b>Skills</b>	<b>Attitudes</b>
<ul style="list-style-type: none"> <li>• Understand the main points and some details from a spoken passage made – up of familiar language in simple sentences about myself</li> <li>• Listen to and follow instructions about themselves</li> </ul>	<ul style="list-style-type: none"> <li>• Speak clearly about their selves</li> <li>• Express opinions about stories, poems etc.</li> <li>• Develop ideas about myself in sequences orally</li> <li>• Form letters accurately and consistent in size</li> <li>• Spell some simple words correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Show confidence in speaking to different people in different situations about myself</li> </ul>
<p><b>Contribution to the competencies:</b>  <b>Communication and Co-operation:</b> Discussion in groups</p>		
<p><b>Peace Education</b>  <b>Key inquiry questions</b></p> <ul style="list-style-type: none"> <li>• What are the things you like?</li> <li>• What are those things that you don't like?</li> <li>• How can we differentiate emotions?</li> </ul>		

### **Assessment opportunities**

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

- Observation
- Conversation
- Product

## **An outline of the learning**

This unit will help learners develop their vocabulary in relation to myself. The activities will help learners to practise talking about the things they like, the things they do not like and differentiating emotions.

Learners will also be given opportunity to listen to and practise telling stories. Sing songs and recite poems about myself. They will be exposed to rhymes, dialogues, role-play and games that help them develop polite language.

Learners will be encouraged to apply whatever they will have learnt outside the classroom and develop the life-long learning attitude.

## **Using the learner's book**

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

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

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

## **The learner competencies**

This unit presents many opportunities for communication and opportunities to think critically and creatively about different aspects of themselves. Learners are asked to work in pairs and groups, so there are continuous opportunities for co-operation and teamwork also. This unit provides good opportunities to create roles in groups so that for example there is a questioner, presenter and group leader. It is important in Primary 2 that the teacher models good communication skills, describing where appropriate features of good communication such as the use of open questions, active listening, correct grammar use and good body language. The activities provide a variety of ways to instil accommodative hearts in the young learners. The subject matter will also deepen the learners' understanding of the

South Sudan culture and identity by identifying universal ways in which people introduce themselves or express their likes and dislikes.

### Links to other Subjects

This unit provides a good opportunity to link into Peace Education through learning to accommodate others even when their likes and dislikes are different from others.

### Cross-cutting issues

**Peace Education:** Through an exploration on the topic, it is possible to promote peace as children learn how to be kind to others despite having different likes and dislikes.

**Life Skills:** Learners should be given an opportunity to talk about the self i.e. their interests, gifts, likes and dislikes as well as demonstrate ways of accommodating each other despite different likes and dislikes.

### Teaching aids

Flash cards, the Learner's book, pictures, charts, audio recordings, video recordings, photos

### Activity 1: Say and role-play (Refer to the Learner's Book page 7)

### Keywords

mangoes

bananas

fruits

### Learning activities

- Introduce the activity by recapping what the learners learnt in Unit 1 about politeness. Let each learner say one thing they learnt and one polite word they are applying in their day-to-day.
- Ask learners to look at the pictures given in the Learner's Book.
- Let them say what they can see using their national language they can tell each other in pairs.
- Let the learners guess what the children are saying in relation to likes and dislikes.
- Pick out key words from their discussion and translate them in English, let them repeat the translated words after you.
- Ask the learners to repeat the sentences in the Learner's Book after you.

### **In groups**

- Let the learners practise role-playing the actions shown in the pictures as they say the words.
- Let them practise in their groups then show their actions to the class.
- Correct pronunciation and grammar accordingly.
- The class to clap for best performers.

### **As a class**

- Discuss with the learners to say what fruits they like or dislike themselves. They should orally come up with simple oral sentences to describe their likes and dislikes.
- Give the learners a chance to talk about why fruits are good for them as children.

### **Assessment opportunities**

#### **Conversation**

Ask learners questions about what they can see and what they think the children like. Check if learners are able to tell the fruits shown.

Also check if learners are able to tell their own likes and dislikes in terms of fruits.

#### **Observation**

Observe the learners as they role-play the actions shown in groups. Do they show facial expressions of like and do they say the sentences correctly?

### **Activity 2: Practise (Refer to the Learner's Book page 7)**

#### **Key words**

like	dislike
------	---------

#### **Learning activities**

- Introduce the activity by asking learners to talk about the fruits they learnt in the previous one. Let them say the ones they like and why they do.
- Ask learners to get into groups. Let them introduce themselves in their group. The opening sentences on page 7 can help you.
- Let the learners say one type of food they like and why they like the food or anything else appropriate.

- Go round as you correct the learners' grammar and pronunciation accordingly.
- As a class. Guide learners to make a list about what the foods (or anything else) they like.
- Let them say why they like what they like.
- Guide learners to appreciate and understand that each person is unique hence the different likes and dislikes.

### **Assessment opportunities**

#### **Conversation**

Assess how learners talk when they introduce themselves and say the foods they like. Correct and give support as needed.

#### **Observation**

Observe the learners as they talk and see if they show confidence. Encourage them to speak confidently.

### **Activity 3: Look and role-play (Refer to the Learner's Book page 8)**

#### **Key words**

dance	read	ride	jump
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#### **Learning activities**

- Introduce the activity by revising the previous one. Do this by asking individuals to greet the class then introduce themselves saying the foods they like.
- In pairs, ask learners to look at the pictures given. Let the learners make oral sentences about what the children in the pictures are doing. (Remember this can always be done in the national language before you eventually translate some relevant words in English)
- Let the learners say their sentences to the class.
- Read the words in the Learner's Book and ask the learners to repeat after you.

#### **In groups**

- Ask the learners to pick the activities they like.
- Let them role-play the activities they have picked.
- Ask some of the learners to act as if they are doing these activities before the class.
- Clap for the best actors.

## Assessment opportunities

### Conversation

Ask learners to say the actions shown and if possible make simple oral sentences. Check if learners are able to tell that the actions shown can show likes.

### Observation

Observe the learners as they mime the actions shown in groups. Do their actions depict what is shown in the pictures? Do their faces capture the actions they are miming?

### Activity 4: Mime (Refer to the Learner's Book page 8)

### Key words

sing	jump	cook	sweep
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### Learning activities

- Introduce the activity by revising the previous one. Do this by giving some learners a chance to mime the actions shown in the previous activity to their partners who have to guess what they are doing.
- Start by reading the words given in the Learner's Book for the learners. Ask the learners to say the words after you.
- Let the learners practise saying the words in pairs.
- In groups, ask the learners mime the activities shown in the Learner's Book, they should read out the words they are miming.
- Hold a discussion about how learners' likes are different from those of their friends. Let learners say how they feel about these differences.
- Conclude that everyone is unique hence his or her likes are unique.

## Assessment opportunities

### Conversation

Note the learners' pronunciation and correct the learners accordingly. Emphasise that the words they have learnt are used to show their likes, which are varied, but they should accommodate each other's uniqueness.

If the learners were able to make oral sentences, note and correct their grammar accordingly.

## Observation

Observe the learners as they mime the actions in groups. Do their actions show the meanings of the words given?

### Activity 5: Matching words (Refer to the Learner's Book page 8)

#### Learning Activities

- Revise the previous activity. Do this by asking individuals to talk about how their likes are different from those of their friends. Ask them why they think different people like different things.
- Prepare some flashcards for this activity. Also have different pictures showing the vocabularies learnt so far.
- Divide the learners into two groups. Place the flashcards around the class.
- Show a certain picture and one group member from each group to run and pick the correct word matching the picture.
- This activity will help reinforce the vocabularies learnt and it makes learning fun and easier for the learners to remember. The activity should be done in English.

#### Assessment opportunities

##### Product

Look at the drawings the learners have come up with. Do they show a range of the activities they like and they appreciate each other's uniqueness?

### Activity 6: Play a game (Refer to the Learner's Book page 9)

#### Learning activities

- Introduce the activity by revising the previous one. Do this by giving as many learners a chance to show their picture to the class and also talk about the pictures.
- Guide the learners to play a game on likes and dislikes. You can use the following example if you do not have any other

Who likes?

Students to guess which person in the class are being described from their likes and dislikes. This can be organised in many ways. One is for students to write sentences



on one piece of paper each describing what they really like, don't really like, etc, then the papers to be taken by the teacher, shuffled, and issued out to other people. The person who received it then mimes the activity as the rest of the class, they should start with the most difficult to guess to the easier ones, until someone guesses who it is.

- Guide the learners to do the game above or any other that is about like and dislikes.
- Correct the learners accordingly.

### **Assessment opportunities**

#### **Conversation**

Listen to learners when they say what others like or dislike. Note their pronunciation and correct accordingly.

#### **Observation**

Observe the learners as they play the games before the class. Do their actions denote understanding?

### **Activity 7: Sing and act (Refer to the Learner's Book page 9)**

#### **Key words**

fast	skipping	always	will
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#### **Learning activities**

- Introduce the activity by revising the previous one.
- Read out the words of the song given.
- Let the learners say the words of the song after you.
- Sing the song to the class. (It is important to practise the tune of the song before the class activity.)
- Ask the learners to sing the song after you. You may sing a few lines or one line at a time depending on their ability.
- Organise the learners into small groups. Let them sing the song in their groups as you go round and observe.
- Correct them accordingly.
- In the same groups, let the groups sing to the class in turns.

- Conclude by awarding (even by a clap) the teams that sang best.
- **Note:** Learners can also sing more about their likes if they know any.

### Assessment opportunities

#### Conversation

Listen to learners when they say and sing the words of the song after you. Note their pronunciation and correct accordingly. Check if they understand the song and give support.

#### Observation:

Observe the learners as they sing and act the song in groups and before the class. Do their actions denote understanding

### Activity 8: Look and talk (Refer to the Learner's Book page 10)

#### Key words

dog	cry	chase	dislike	darkness	sad
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#### Learning activities

- Introduce the activity by revising the previous one. Do this by giving some learners a chance to sing the learnt song to the class.
- Let the learners say what they can see in the pictures given in the Learner's Book.
- Let learners say what the children do not like from the pictures shown, they can use their national language to discuss these.
- Ask learners to give reasons why they think the children do not like those things.
- Let learners say what they do not like. In groups, learners can pick some of their actions and role-play them.
- In turns, ask learners to role-play before the class.
- As a class, guide learners to make a list about what they dislike.
- Let them say why they dislike those things and even why among themselves different children dislike different things.
- Guide learners to appreciate that each person is unique hence the different likes and dislikes.

## Assessment opportunities

### Conversation

Note the learners' pronunciation and correct them accordingly when they list their dislikes. Emphasise that their dislikes are varied but they should accommodate each other's uniqueness.

### Observation:

Observe the learners as they role-play the actions of their dislikes. Do their actions show the meanings of the words given?

### Activity 9: Role-play (Refer to the Learner's Book page 10)

### Keywords

sad, smile, cry

### Learning activities

- Introduce the activity by revising the previous one. Do this by giving as many learners a chance to say one of their dislikes.
- Ask learners to look at the pictures given in the Learner's Book.
- Let the learners tell the class what they can see.
- Ask learners to say when people put on such faces.
- Read the words in the Learner's Book and ask the to repeat after you.
- Let the learners say which faces show likes e.g. the smiling face and which faces show dislikes e.g. the sad face.
- Organise them into small groups. Let the learners pick any emotion displayed on the Learner's Book and role play it the others to say the English word being role played.
- As a group, let them act the emotions before the class.
- Ask the class to vote for the best group.

## Assessment opportunities

### Conversation

Listen to learners when they talk about the faces and what those faces show. Note their pronunciation and correct accordingly. Check if they understand the meanings of likes and dislikes.

## Observation

Observe the learners as they role-play in groups and before the class. Do their actions denote understanding of the emotions portrayed?

### Activity 10: Draw and colour (Refer to the Learner's Book page 10)

#### Learning activities

- Introduce the activity by revising the previous one. Do this by asking learners to talk about their dislikes; they should be able to give reasons for their answers.
- Ask learners to draw themselves showing that they are worried or sad about something.
- Let them colour the pictures.
- Ask learners to show their pictures to the class and say what they are worried or sad about( they can say this in their national language, after which you will pick the key words about what can make someone sad, translate them in English, then ask the learners to repeat these words.
- Let the class clap for the best picture and description.

#### Product

Look at the drawings the learners have come up with. Do they show sad faces? Are learners able to say what is worrying them?

### Activity 11: Say (Refer to the Learner's Book page 11)

#### Key words

cassava

fish

skipping

#### Learning activities

- Introduce the activity by revising the previous one. Do this by giving some groups a chance to act about the thing they dislike.
- Read the incomplete sentences given in the Learner's Book.
- Ask learners to say the sentences after you.
- Ask them to complete the sentences using their own likes and dislikes; they can do this in their National language then help them translate in English.

- Ask learners to try and stand before the class and say the complete sentences.
- Observe and correct learners accordingly. Also encourage learners to show confidence as they talk.

### **Assessment opportunities**

#### **Conversation**

See if learners are able to complete the sentences correctly after you have given them enough cues.

#### **Answers (Open-ended)**

1. I like beans
2. I like fish
3. I dislike cassava
4. I like rice
5. I like football
6. I like reading

### **Activity 12: Guess (Refer to the Learner's Book page 11)**

#### **Learning activities**

Introduce the activity by revising the previous one. Do this by asking the learners to give oral sentences about what they like.

- Guide the learners to guess what the children in the pictures like. They should give reasons to support their answers.
- Divide the learners into small groups.
- Let them act what they can see in the pictures in their groups as you go round and listen. Correct the learners accordingly.

### **Assessment opportunities**

#### **Conversation**

Listen to learners when they say the sentences after you. Note their pronunciation and correct accordingly. Check if they understand what is going on in the pictures and give support.

Note the tone of the learners when they act out the **conversation** and act before the class.

### **Observation**

Observe the learners as they role play the actions in the pictures. Are they cooperating with each other?

### **Activity 13: Listen and tell (Refer to the Learner's Book page12)**

#### **Key words**

cabbages

potatoes

storybooks

#### **Learning Activities**

- Introduce the activity by revising the previous one. Do this by giving some learners a chance to role play what they could see in the pictures
- Before Reading. Let the learners tell each other about the type of food they like, how they help their parents while at home and what they would like to do when they grow up; they can do this in their national language and you can translate some of the key words they mention.
- In turns, let the individual learners share with the rest of the class
- Ask learners to look at the picture in the story and describe what they can see. Let as many learners talk.
- Read the story given in the Learner's Book.
- Ask learners to say the story after you.
- Let the learners say anything they have learnt from the story in turns as you guide and correct them accordingly. Even if it is just a word they picked.
- Depending on the abilities of the learners let them say the story in their own words. Let them start by saying what the story is about. Correct them accordingly but encourage them to retell it even in their national language.

#### **Assessment opportunities**

##### **Conversation**

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

## Observation

Assess whether there is evidence of comprehension by checking on how much learners get by listening to the story.

### Activity 14: Tell us (Refer to the Learner's Book page 12)

Introduce the activity by asking the learners to say what they can remember in the story 'Awori's likes'.

## Answers

- a) Awori likes eating rice, beans cabbages, potatoes and kiswa
- b) A writer (an author)
- c) Open ended.

## Assessment opportunities

## Conversation

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

### Activity 15: Say (Refer to the Learner's Book page 13)

## Learning activities

- Introduce the activity by asking the learners to say all the new words they have learnt in this unit.
- You can have the words displayed e.g. at the blackboard.
- Depending on their abilities ask the learners to make oral sentences using these words. However, if this seems too difficult for them, ask them to mime the words as a group.
- Guide the learners to copy the new/key words they learnt in the word bank book for future reference. (If the learners' ability is low, they do not need to do the activity.)

## Assessment opportunities

### Conversation

Talk to the learners about the new words learnt in this unit. Do they seem to understand the meaning of these words? Can they use these words in different contexts and construct accurate sentences using them?

### Play vocabulary games

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

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

### Play vocabulary games

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

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



# Unit 3

## Our School

(Refer to Learner's Book pages 14-19)

Learn about	Key inquiry questions
<p>Learners should be given the basic vocabulary to talk about their school. Key words should be displayed for them to copy and learn. They should be encouraged to talk about their likes and dislikes and think how they would describe the school to others.</p> <p>In pairs, and in small groups, they should differentiate their school from others and talk about how school benefit their communities.</p> <p>Learners should be allowed to listen to poems, stories and sing songs about schools and talk about the differences between those schools and their own.</p> <p>They should also recite rhymes and act dialogues and retell stories about their school and it community. Individually draw and paint pictures of their school and its community.</p> <p>They should be encouraged to write sentences about the school.</p>	<ul style="list-style-type: none"><li>• What makes your school different from other school? (Location, Badge, Uniform etc.)</li><li>• How does the community around your school benefit from your school?</li></ul>

Learning outcomes		
Knowledge and understandings	Skills	Attitudes
<ul style="list-style-type: none"> <li>Understand the main points and some details from a spoken passage made up of familiar language</li> <li>Listen to and follow instructions about their schools</li> </ul>	<ul style="list-style-type: none"> <li>Speak clearly about their school</li> <li>Express opinions about poem, stories and nonfictions related to school</li> <li>Develop ideas about our school in sequence of oral sentences</li> <li>Form letters accurately and consistent in size</li> <li>Spell simple words correctly</li> </ul>	<ul style="list-style-type: none"> <li>Gain confidence in speaking to different people in different occasions about their school</li> </ul>

**Contribution to the competencies:**

**Communication and Co-operation:** Role plays and discussions

**Social Studies:** The aspect of man and its surroundings

**Life skills:** talk about likes and dislikes

**Key inquiry questions**

- What makes your school different from other school? (Location, Badge, Uniform etc.)
- How does the community around your school benefit from your school?

**Assessment opportunities**

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

- Observation
- Conversation
- Product

## **An outline of the learning**

This unit will help learners develop their vocabulary to talk about their school. The activities will help learners to practise talking about their likes and dislikes and think how they would describe the school to others.

Learners will hold discussions to differentiate their school from others and talk about how school benefits their communities.

Learners will also be given opportunity to listen to and practise telling stories. Sing songs and recite poems about school. They will be exposed to rhymes, dialogues, role-play and games about schools and talk about the differences between those schools and their own.

Learners will retell stories about their school and its community. Individually, they will draw and paint pictures of their school and its community.

## **Using the learner's book**

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

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

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

## **The learner competencies**

This unit presents many opportunities for communication and opportunities to think critically and creatively about different aspects of a school. Learners are asked to work in pairs and groups, so there are continuous opportunities for co-operation and teamwork also. This unit provides good opportunities to create roles in groups so that for example there is a questioner, presenter and group leader. It is important in Primary 2 that the teacher models good communication skills, describing where appropriate features of good communication such as the use of

open questions, active listening, correct grammar use and good body language. The activities provide a variety of ways for learners to talk about their school and how it can benefit the community around it. The subject matter will also deepen the learners' understanding of the South Sudan culture and identity by learners gaining understanding on how their school benefits the community around it.

### Links to other subjects

This unit provides a good opportunity to link into Social Studies and Life Skills where learners talk about how their school benefits the community around it.

### Cross-cutting issues

**Peace Education:** Through an exploration on the topic, it is possible to promote peace as children learn how their school benefits the community around it.

**Life skills:** Learners should be given an opportunity to talk about their school and what differentiates it from other schools surrounding it.

### Teaching aids

Flash cards, the Learner's Book, pictures, charts, audio recordings, video recordings, photos

## Activity 1: Look and talk (Refer to the Learner's Book page 14)

### Key words

flag	ball	teacher	rope	uniform	pupils
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### Learning activities

- Introduce the activity by recapping what the learners learnt in Unit 2 about 'myself'. Let each learner say one thing they learnt and one like and dislike they have.
- Ask them to look at the picture given in the Learner's Book.
- In pairs let them say what they can see. They can tell each other using their national language then help translate the key words in English; they should then repeat these words and practice saying them with the correct pronunciation.
- As a class, let the learners say how their school is different from the school shown in the picture. They can use things like badge, school uniform, and nature of the buildings and even location of the school.

- In groups, let the learners practise role-playing the actions shown in the picture. Let them practise in their groups then show their actions to the class.

### **Assessment opportunities**

#### **Conversation**

Ask learners questions about how their school is different from the one shown in the Learner's Book. See if they are able to tell the differences and guide accordingly

#### **Observation**

Observe the learners as they role-play the actions shown in the pictures. Do they do this correctly?

### **Activity 2: Talk about (Refer to the Learner's Book page 14)**

#### **Key words**

has	our	field	head teacher	prefect
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#### **Learning activities**

- Introduce the activity by asking learners to talk about the features of their school that are different from what they saw in the picture.
- Ask them to look at the pictures given and let them name any of the things they can in the picture, give them the vocabulary to talk about their school, for example the school is big, small, nice; the school has teachers, a field, prefects, watchmen; they should also be able to say why they like or dislike their school.
- Read the words given in the Learner's Book for the learners. Ask the learners to say the words after you.
- Let the learners practise saying and completing the phrases in pairs.
- In groups, ask the learners to say the words as they point to the actual things or people in the school that they refer to. They can for example, walk outside the classroom to point at the flag.
- Depending on the learners' ability, they can make oral sentences using the words.

## Assessment opportunities

### Conversation

Note the learners' pronunciation and correct the learners accordingly. If the learners were able to make oral sentences, note and correct their grammar accordingly.

### Observation

Observe the learners as they work in groups to identify the people or things mentioned in the picture. Do they do this correctly hence showing an understanding of the words?

### Activity 3: Point and name (Refer to the Learner's Book page 15)

### Key words

blue   chalkboard   red   ruler   yellow   brown   locker   window

### Learning activities

- Introduce the activity by revising the previous one. Do this by asking the learners to talk about their school.
- Ask learners to look at the pictures given in the Learner's Book. Let them talk about what they can see. They can do this in pairs depending on their ability.
- Read the words in the Learner's Book and ask them to repeat after you.
- Help the learners to point at the objects in the pictures as you read the names of the objects.
- Let them say what the objects in the pictures are used for.
- Hold a whole class discussion so as to ensure as many learners speak freely.

## Assessment opportunities

### Conversation

Talk to the learners and assess if they are able to not only identify the objects by name but also say what they are used for. Give the necessary support.

### Observation

Observe the learners as they discuss. Identify learners who are particularly good at organising others as they facilitate the discussions.

### Activity 4: Recite and act (Refer to the Learner's Book page 16)

#### Key words

learn          play          friends

#### Learning activities

- Introduce the activity by asking the learners to name some of the objects found in school as learnt in the previous activity.
- Read out the words of the poem given. Let the learners say the words of the poem after you. You can repeat this as much as you deem necessary for the learners to get the words.
- Recite the poem to the class, act out some of the actions like playing.
- You may recite a few lines or one line at a time depending on their abilities.
- Ask the learners to recite the poem after you. Encourage them to act out the poem as you had done.

#### Assessment opportunities

##### Conversation

Listen to learners when they say and recite the words of the poem after you. Note their pronunciation and correct accordingly. Check if they understand the song and give support.

##### Observation

Observe the learners as they recite and act the song in groups and before the class. Do their actions denote understanding?

### Activity 5: Recite about your school (Refer to the Learner's Book page 16)

#### Learning activities

- In groups. Divide the learners into small groups. Let them recite and act the poem in activity 4 in their groups as you go round and observe. Correct the learners accordingly.
- Let the groups recite the poem to the class in turns.
- Award (even by a clap) the teams that recite best.

- Hold a class discussion about the activities children do in school and how they benefit from those activities.

### **Assessment opportunities**

#### **Conversation**

Listen to learners when they say and recite the words of the poem after you. Note their pronunciation and correct accordingly. Check if they understand the song and give support.

### **Activity 6: Talk and role-play (Refer to the Learner's Book page 17)**

#### **Key words**

Volleyball	athletics	long jump	counselling
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#### **Learning activities**

- Introduce the activity by revising the previous one. Do this by giving a few learners a chance to present the poem in class.
- Ask learners to look at the pictures given in the Learner's Book. Let them talk about what they can see; in their national language though you will have to translate some key words in English and have the learners repeat the words. They can do this in pairs depending on their ability.
- Read the words in the Learner's Book and match them with the pictures, the learners to repeat this after you.
- Let the learners say what the people shown in the pictures do in school or in the community.
- Hold a whole class discussion so as to ensure as many learners speak freely. Discuss with the learners about the people found in school and how they work with those found in the community. For example, how does the parent work with the teacher and vice-versa.
- In groups, let the learners practise role-playing the actions shown in the pictures. Let them practise in their groups then show their actions to the class. The class to clap for best performers.



## Assessment opportunities

### Conversation

Ask learners questions during whole class discussions. Check if learners are able to identify the people in the pictures, their role and the importance of the activities they are involved in.

### Observation

Observe the learners as they role-play the actions shown in groups. Do their actions show they understand the roles of different people in the community in relation to the school?

### Activity 7: Listen and tell (Refer to the Learner's Book page 18)

### Key words

nurse	grow	clean	help	sweep	slash
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### Before Reading

- Let the learners tell the class what they want to be in future and how their careers will benefit the class.
- Ask learners to look at the picture in the story and describe what they can see. Ask learners to compare the school shown with their own school. Let as many learners talk; they can use their National language and then translate the key words that they may mention.
- Read the story given in the Learner's Book.
- Ask learners to say the story after you.
- Let them say anything they have gotten from the story in turns as you guide and correct them accordingly.
- For more advanced learners, let them say the story in their own words. Let them start by saying what the story is about. Correct them accordingly but encourage them to retell it even in their national language.

## Assessment opportunities

### Conversation

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

Also assess how much learners are able to compare their school with the one shown in the story.

### **Observation**

Assess whether there is evidence of comprehension by checking on how much learners get by listening to the story.

## **Activity 8: Tell us (Refer to the Learner's Book page 18)**

### **Learning activities**

- Introduce the activity by revising the previous one. Do this by giving some learners a chance to tell what they remember from the story.
- Read the story once again. Let the learners say what they have learnt from the story even if it is one word.
- Let the learners answer the questions given orally.
- Let them say the answers to the class.
- Correct them accordingly.

### **Answers**

- a) Buwa would want to be a nurse and help many sick people.
- b) Open-ended
- c) Open-ended

### **Assessment opportunities**

### **Conversation**

Listen to the answers provided by the pupils and consider whether choices of answers are correct in the given contexts. Are they able to say how the school help those who are around it?

## **Activity 9: Draw and show (Refer to the Learner's Book page 18)**

### **Learning activities**

- Introduce the activity by revising the previous one. Do this by asking individuals to say their answers to the previous exercise.
- Ask learners to draw their school and show clearly about its uniform, nature of buildings and compound.

- Let them colour the picture.
- Ask learners to show their pictures to the class as they talk about it; they could say what makes their school a good one.
- Let the class clap for the best picture and description.

### **Product**

Look at the drawings the learners have come up with. Do they show the nature of their school? Are learners able to say what is in the school?

## **Activity 10: Say (Refer to the Learner's Book page 19)**

### **Learning activities**

- Introduce the activity by revising the previous one. Do this by asking individuals to show their picture to the class.
- Ask the learners to say all the new words they have learnt in this unit.
- You can have the words displayed e.g. at the blackboard
- Depending on their abilities ask the learners to make oral sentences using these words. However, if this seems too difficult for them, ask them to mime the words as a group
- Guide the learners to copy the new/key words they learnt in the word bank book for future reference. (If the learners' ability is low, they do not need to do the activity.)

### **Assessment opportunities**

#### **Conversation**

Talk to the learners about the new words learnt in this unit. Do they seem to understand the meaning of these words? Can they use these words in different contexts and construct accurate sentences using them?

#### **Product**

Consider the words identified by the learners. Were they able to identify all the words? Remind them of the ones they may have forgotten.

### **Play vocabulary games**

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

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

# Unit 4

## Our Home

*Refer to Learner's Book pages 20-25*

Learn about	Key inquiry questions
<p>Learners should be given the basic vocabulary to talk about their homes. Key words should be displayed for them to copy and learn. They should be encouraged to talk about the people in their homes using their nuclear and extended families. They should work in pairs and in small groups to identify the different family members, activities done at home and also should discuss as the whole class how their homes fit within the community. They should write of their family members and their roles.</p> <p>They should be exposed to poems, songs, riddles and tongue twisters where possible. Learners should be encouraged to dramatise, role-play and act dialogues and whispering games about our home.</p>	<ul style="list-style-type: none"><li>• Who are the people in your home?</li><li>• What activities do you do at home?</li><li>• How do your neighbours benefit from home?</li></ul>

Learning outcomes		
Knowledge and understandings	Skills	Attitudes
<ul style="list-style-type: none"> <li>Understand the main points and some details from a spoken passage about our home and the neighbourhood</li> <li>Listen to and follow instructions about our home and neighbourhood</li> </ul>	<ul style="list-style-type: none"> <li>Speak clearly about their homes and neighbourhood</li> <li>Express opinions about poems and stories</li> <li>Develop ideas about our home in sequence of sentences orally about our home and neighbourhood</li> <li>Form letters accurately and consistent in size</li> <li>Spell simple words correctly</li> </ul>	<ul style="list-style-type: none"> <li>Gain confidence to speaking to different people in different occasions</li> </ul>
<p><b>Contribution to the competencies:</b>  <b>Communication, Co-operation and Culture Heritage:</b> Discussion of family issues</p>		
<p><b>Key inquiry questions</b></p> <ul style="list-style-type: none"> <li>Who are the people in your home?</li> <li>What activities do you do at home?</li> <li>How do your neighbours benefit from home?</li> </ul>		

### Assessment opportunities

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

- Observation
- Conversation
- Product

## **An outline of the learning**

This unit will help learners develop their vocabulary in relation to our home. The activities will help learners to talk about people at home, activities at home and how their homes fit within the community.

Learners will also be given opportunity to listen to and practise telling stories. Sing songs and recite poems about our home. They will be exposed to rhymes, dialogues, role-play and games that help them talk about our home.

Learners will be encouraged to identify how their neighbours benefit from their homes.

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

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

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

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

## **The learner competencies**

This unit presents many opportunities for communication and opportunities to think critically and creatively about different aspects of a home. Learners are asked to work in pairs and groups, so there are continuous opportunities for co-operation and teamwork also. This unit provides good opportunities to create roles in groups so that for example there is a questioner, presenter and group leader. It is important in Primary 2 that the teacher models good communication skills, describing where appropriate features of good communication such as the use of open questions, active listening, correct grammar use and good body language. The activities provide a variety of ways to instil politeness in the young learners. The subject matter will also deepen the learners' understanding of the South Sudan Culture and Identity by

identifying the people in our homes and what common values they hold.

### Links to other subjects

This unit provides a good opportunity to link into Life Skills through the roles children learn to do at home and Peace Education through harmonious living in families.

### Cross-cutting issues

**Peace Education:** Learning to play different roles at home and living in harmony with family members promotes Peace Education.

**Life Skills:** Learners should be given an opportunity to learn different roles at home.

### Teaching aids

Flash cards, the Learner's Book, pictures, charts, audio recordings, video recordings

### Activity 1: Point and name (Refer to the Learner's Book page 20)

### Key words

broom	house	door	chair	basin
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### Learning activities

- Introduce the activity by reviewing the previous topic about our school. Each learner should say at least one feature about their school and how school benefits the community around it.
- Ask learners to look at the picture in the Learner's book. Let them talk about what they can see. They can do this in pairs using their national language depending on their ability.
- Read the words in the Learner's Book and ask the learners to repeat after you.
- Give the learners a chance to name the picture using the words they have just said and see if they can identify them, give the necessary guidance.
- Let the learners say what the actions are being shown in the picture. Hold a whole class discussion so as to ensure as many learners speak freely.
- Ask learners to compare the shown home with their own homes. Let them say how the physical appearance is different. Let them also see the roles shown and how they differ from what they do at home. Ask them to do this comparison in groups depending on their ability.



- In groups, let the learners practise role-playing the actions shown in the picture. Let them practise in their groups then show their actions to the class. The class to clap for best performers.
- Conclude the activity by emphasising that we all live at a home but homes can be different from each other and people at home do different roles.

### **Assessment opportunities**

#### **Conversation**

Check if learners are able to tell how the home shown in the picture is different from their own homes and are able to compare the two.

#### **Observation**

Observe the learners as they role-play the actions shown in the picture. Do they role-play correctly?

### **Activity 2: Show and tell (Refer to the Learner's Book page 20)**

- For this activity, ask learners to bring one item from home. This will enable them to learn new vocabulary learnt in Primary 1.
- Ask the learners one by one to present the item they brought to school. For example, I have two spoons. I have a plate etc.
- You can go ahead and ask them to go ahead and tell more about the uses of the item they have brought. For example; I drink tea in the morning using this cup.
- Organise the learners in groups and ask them to play the guess game. One group member can put an item in their bag and ask the other group members to guess what they have in the bag. 'I have a . . . . . ?'
- Encourage the learners to answer in short English phrases.

### **Assessment opportunities**

#### **Conversation**

Talk to learners and ask them questions about the items found at home. Correct their pronunciation where necessary. Also check if they are able to speak English fluently and incorporate the new vocabulary.

### Activity 3: Point and name (Refer to Learner's Book page 21)

#### Key words

grandmother	uncle	aunt	cousins
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#### Learning Activities

- Introduce the activity by revising the previous one. Do this by giving some learners to say the things found in the home.
- Ask learners to look at the pictures shown on page 21 of the Learner's Book. Let them say who the people shown are in relation to the people found at home. They should also be able to identify the people shown.

#### Assessment opportunities

##### Observation

Watch as the learners point and name Okello's family members. Are they able to accurately name the members using the correct vocabulary?

### Activity 4: Talk about your family (Refer to Learner's Book page 21)

- Read the incomplete words given in the Learner's Book.
- Ask learners to say the words after you.
- Ask the learners to describe their family members using their national language; then pick the key words they used and translate them in English; ask learners to repeat these words and memorise them.
- Ask learners to complete the sentences by saying the missing words that describe the grandmother, the aunt among others,
- Ask learners to try and stand before the class and say the complete words.
- Observe and correct learners accordingly. Also encourage learners to show confidence as they talk.

#### Assessment opportunities

##### Conversation

See if learners are able to name the people shown in the pictures in relation to their homes. Check on their pronunciation as they say complete words.

## Observation

Observe learners as they look at the pictures and assess whether they comprehend the pictures shown. Also note if they speak with confidence.

### Activity 5: Mime and say (Refer to the Learner's Book page 22)

#### Key words

Wipe	wash	cook	milk
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#### Learning activities

- Introduce the activity by recapping what the learners learnt in the previous one.
- Ask learners in pairs or small groups to name all the activities they do at home; in their national language. Let them share their answers with the whole class.
- Translate the key words from the above discussion; ask the learners to say these words after you.
- Ask learners to look at the pictures shown on page 22 and describe which activity is being carried out.
- Ask them to say how they feel about doing the activities illustrated in the pictures.
- Read the words on the Learner's Book and ask the learners to repeat them after you; they should point at the pictures as they say the words.
- In groups ask the learners to mime the activities in the pictures.
- Ask the learners to say why it is important to do the activities.

#### Assessment opportunities

#### Observation

Look as learners look at the pictures, see if they can correctly interpret what the characters are doing. Watch as the learners mime the actions in the pictures, do they portray creativity and imagination?

### Activity 6: Say using your family (Refer to the Learner's Book page 22)

#### Learning activities

- Introduce the activity by revising the previous one. Do this by giving some groups a chance to mime the activities in the pictures.

- Read the words loudly and ask the learners to repeat after you.
- Let the learners say the roles each do at home; they can do this using their National language. Ensure you translate the key words and they repeat after you.
- They should now be able to say what the other family members do at home as in the Learner's Book.
- You can start them off by giving examples e.g. Brother washes dishes (watch their response to this as some may feel is a duty meant only for girls; tell them that both boys and girls can do any chore to help at home.)

### **Assessment opportunities.**

#### **Conservation**

Talk to the learners about the different roles and responsibilities of family members. Do they believe that some duties are for male and others are for females? Encourage them that anyone can do anything to help out regardless of their gender.

### **Activity 7: Role-play and say (Refer to the Learner's Book page 22)**

#### **Learning activities**

- Let the learners get in groups of five.
- Ask the learners to say the people they live with at home and the chores performed by each family member on a daily basis.
- Let the pick a family member and role-play the chores performed by that family member.
- The groups should take turns to present their roles to the class.
- Each learner should say the role and chores they are presenting to the class.
- Encourage, 'I am a mother. I am cooking.'

### **Assessment opportunities**

#### **Observation**

Observe the learners as they role-play and say and assess whether there has been an understanding of the vocabulary used to name different family members and chores.

## Activity 8: Recite a poem (Refer to the Learner's Book pages 23)

### Learning activities

Introduce the activity by revising the previous one. Do this by giving as many learners a chance to say one activity they do at home.

- Read out the words of the poem given. Let the learners say the words of the poem after you. You can repeat this as much as you deem necessary.
- Recite the poem to the class.
- Ask the learners to recite after you. You may recite a few lines or one line at a time depending on their ability.

### In groups

- Arrange the learners into small groups. Let them recite the poem in their groups as you go round and observe. Ask them to introduce actions where they can. Correct the learners accordingly.
- Let the groups sing to the class in turns.
- Conclude by awarding (even by a clap) the teams that sing best.

### Assessment opportunities

#### Conversation

Listen to learners when they say and recite the words of the song after you. Note their pronunciation and correct accordingly. Check if they understand the poem and give support.

#### Observation

Observe the learners as they recite and act the poem in groups and before the class. Do their actions denote understanding?

## Activity 9: Match from your family (Refer to the Learner's Book pages 23)

### Learning activities

- Introduce the lesson by reviewing the previous activity. Do this by asking some learners to recite the poem before the class.
- Ask the learners to name the family members mentioned in the poem.

- Ask the learners to say the chores carried out by their family members. Encourage them to use English language as they have already learned the names of most done at home.
- Read the words in the learner's book and ask the learners to repeat after you.
- Guide them to do the matching activity in relation to the family members and charts that they have mentioned.

### **Assessment opportunities**

#### **Observation**

Watch as the learners engage in the discussion about different roles and responsibilities. Pay attention to the vocabulary used in naming family members and the different chores that they carry out.

### **Activity 10: Listen and tell (Refer to the Learner's Book pages 24)**

#### **Learning activities**

- Introduce the activity by revising the previous one. Do this by giving a few learners a chance to share their answers in class.

#### **Before Reading**

- Let the learners discuss on how they think their neighbours are useful to them or how they help their neighbours.
- Emphasise that it is good for families to live in harmony with their neighbouring homes and to help each other.
- Ask learners to look at the picture in the story and describe what they can see. Let as many learners talk.
- Read the story given in the Learner's Book.
- Ask learners to say the story after you.
- Let the learners say anything they have gotten from the story in turns as you guide and correct them accordingly. Even if it is just a word they picked.
- For more advanced learners, let them say the story in their own words. Let them start by saying what the story is about. Correct them accordingly but encourage them to retell it even in their national language.

## Assessment opportunities

### Conversation

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

### Observation

Assess whether there is evidence of comprehension by checking on how much learners get by listening to the story.

## Activity 11: Tell us (Refer to the Learner's Book page 25)

### Learning activities

- Introduce the activity by revising the previous one. Do this by asking individuals to say what they remember from the story even if it's a word.
- Let the learners say what they like about the story.
- Read the story again and ask the learners to point out the answers to the questions on the Learner's Book, you could do this by pausing each time you read a sentence with the answer, you can also repeat that sentence; ask learners that specific question and see if they can answer.

### Answers

1. He always brings sweets and toys to Okello whenever he goes to Juba
2. Open-ended(encourage learners to give reasons for their answers)
3. Open ended. (Caring, kind helpful etc.)
4. Open ended. (We can be kind, considerate, etc.)

## Assessment opportunities

### Observation

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

### Activity 12: Tell a story (Refer to the Learner's Book page 25)

- Ask the learners to say who their neighbour is. Let them take turns to tell the class.
- Ask the learners to tell a story about their neighbour. They could talk about:
  - (a) What their neighbour does for a living and what they think about it.
  - (b) A memorable thing their neighbour has done for their family and how it made them feel.
  - (c) The things that their neighbour owns in their compound.
  - (d) The things that their neighbour does that upsets them and what they could do about it.
- Encourage the learners to tell their stories in English language and use their national language sparingly.

#### Assessment opportunities

##### Observation

Observe the learners as they tell stories and assess whether the vocabularies used is appropriate to the context.

### Activity 13: Say (Refer to the Learner's Book page 25)

#### Learning activities

- Introduce the activity by revising the previous one. Do this by asking individuals to talk about anything they learnt from the story they listened to.
- Ask the learners to say all the new words they have learnt in this unit.
- You can have the words displayed e.g. at the blackboard
- Depending on their abilities ask the learners to mime the words as a group.
- Guide the learners to copy the new/key words they learnt in the word bank book for future reference. (If the learners' ability is low, they do not need to do the activity.)



## Assessment opportunities

### Conversation

Talk to the learners about the new words learnt in this unit. Do they seem to understand the meaning of these words? Can they use these words in different contexts and construct accurate sentences using them?

### Product

Consider the words identified by the learners. Were they able to identify all the words? Remind them of the ones they may have forgotten.

### Play vocabulary games

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

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

# Unit 5

## Economic Activities In Our Community

(Refer to Learner's Book pages 26-30)

Learn about	Key inquiry questions
<p>Learners should be given simple vocabulary to enable them talk about their environment.</p> <p>In groups they should discuss about things in the environment and share with other groups. They should also discuss how human activities affect the environment and ways of conserving it.</p> <p>Learners should listen to stories and poems, recite rhymes, sing songs, act dialogues/conversations on themes related to environment. They should be encouraged to construct simple oral sentences about the things found in their environment.</p> <p>Through role-play, they should demonstrate how to conserve the environment and also draw pictures of things found in their environment and colour them.</p>	<ul style="list-style-type: none"><li>• What are the things that make up our environment?</li><li>• What is the importance of things found in our environment?</li><li>• In what ways do we damage environment?</li><li>• How can we conserve our environment?</li></ul>

Learning outcomes		
Knowledge and understandings	Skills	Attitudes
<ul style="list-style-type: none"> <li>Understand main points and some details from a spoken passage about economic activities in our community</li> <li>Listen to and follow instructions on economic activities in our community</li> </ul>	<ul style="list-style-type: none"> <li>Speak clearly about economic activities</li> <li>They should also express opinion about stories, poems etc.</li> <li>Develop ideas about activities e.g. farming in sequences of sentences</li> <li>Form letters accurately and consistent in size</li> <li>Spell simple words correctly</li> </ul>	<ul style="list-style-type: none"> <li>Show increasing confidence in speaking to different people in different occasions on economic activities in our communities</li> </ul>
<p><b>Contribution to the competencies:</b></p> <p><b>Communication and Co-operation:</b> Role-play, reciting rhymes, listening to and telling stories</p>		
<p><b>Links to other subjects:</b></p> <p><b>Social Studies &amp; TVET:</b> Spelling out a way of earning a living</p> <p><b>Life Skills:</b> economic roles</p> <p><b>Key inquiry questions</b></p> <ul style="list-style-type: none"> <li>What are the main economic activities people do in your community?</li> <li>How do the activities benefit the people in your community?</li> </ul>		

### Assessment opportunities

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

- Observation
- Conversation
- Product

## **An outline of the learning**

This unit will help learners develop their vocabulary in relation to economic activities in their community. The activities will help learners to talk about the various economic activities in their community and how they are of benefit to the community.

Learners will also be given an opportunity to listen to and practise telling stories. Sing songs and recite poems about economic activities. They will be exposed to rhymes, dialogues, role-play and games that help them understand the economic activities further.

Learners will be encouraged to apply whatever they will have learnt outside the classroom and develop the life-long learning attitude.

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

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

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

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

## **The learner competencies**

This unit presents many opportunities for communication and opportunities to think critically and creatively about different aspects of economic activities. Learners are asked to work in pairs and groups, so there are continuous opportunities for co-operation and teamwork also. This unit provides good opportunities to create roles in groups so that for example there is a questioner, presenter and group leader. It is important in Primary 2 that the teacher models good communication skills, describing where appropriate features of good communication such as the use of open questions, active listening, correct grammar use and good body language.

The activities provide a variety of ways to explore economic activities 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 and TVET that spell out a way of earning a living. Life Skills are also emphasised when learners get exposed to different roles.

### **Cross-cutting issues**

**Life skills:** Learners should be given an opportunity to learn about different economic activities in their community and their benefit.

### **Teaching aids**

Flash cards, the Learner's book, pictures, charts, audio recordings, video recordings, photos, realia

### **Activity 1: Look and name (Refer to the Learner's Book page 26)**

### **Key words**

farmer	teacher	tailor	carpenter
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### **Learning activities**

- Introduce the activity by recapping what the learners learnt in Unit 4 about our home. Learners should at least name one family member, one activity they do at home and say how they relate well with other homes around them.
- Ask learners to look at the pictures given in the Learner's Book.
- Let them say what they can see using their national language. They can tell each other in pairs. Remember to pick the key words from the learners and translate the words in English and ask the learners to repeat the words after you.
- Let the learners guess what the people are doing so as to earn a living. Use the opportunity to introduce what economic activities are and their benefits.
- Read the words on the Learner's Book and ask the learners to repeat after you as they point at the pictures.
- Ask learners to name one farmer and carpenter they know.
- In groups. Let the learners practise role-playing the actions shown in the pictures.

- Let them practise in their groups then show their actions to the class.
- The class to clap for best performers.
- As a class. Discuss with the learners the various economic activities that take place in their community.

### **Assessment opportunities**

#### **Conversation**

Ask learners questions about what they can see and what they think about the people earning money from what they are doing. Check if learners understand what economic activities are and can talk about the ones found in their Payam.

#### **Observation**

Observe the learners as they role-play the actions shown in the pictures. Is there role-play elaborate and clear?

### **Activity 2: Say and match (Refer to the Learner's Book page 26)**

#### **Learning activities**

- Introduce the activity by revising the previous one. Do this by asking individuals to name the economic activities they have learnt.
- In pairs, ask learners to look at the pictures given. Let the learners say the economic activities shown.
- Read the sentences given and ask the learners to say the sentences after you.
- Let the learners say the sentences to the class as they match them with the pictures given on the Learner's Book.
- Correct the grammar and pronunciation accordingly.
- In groups of fours, let the learners mime the activities shown in the pictures.
- Ask some of the learners to act as if they are doing these activities before the class.
- Clap for the best actors.

### **Assessment opportunities**

#### **Conversation**

Talk to the learners about the economic activities shown and let them match them with the sentences given. Check if learners are able to do this correctly.

## Observation

Observe the learners as they mime the actions shown in the pictures. Do their actions depict what is shown in the pictures?

### Activity 3: Sing and act (Refer to the Learner's Book page 27)

#### Key words

butcher

grocer

dress

sew

cut

#### Learning activities

- Introduce the activity by recapping what the learners have learnt so far about economic activities. Give as many a chance to name the economic activities.
- Ask learners to look at the pictures given in the Learner's Book.
- Let them say what they can see. They can tell each other in pairs using their national language.
- Let the learners name the economic activities shown. Guide and correct them where necessary. Pronounce the words and let them say after you.
- Read out the words of the song given. Let the learners say the words of the song after you. You can repeat this as much as you deem necessary.
- Sing the song to the class. (It is important to practise the tune of the song before the class activity).
- Ask the learners to sing the song after you. You may sing a few lines or one line at a time depending on their ability.
- In groups. Divide the learners into small groups. Let them sing the song in their groups as you go round and observe. Correct the learners accordingly.
- Let the groups sing to the class in turns.
- Conclude by awarding (even by a clap) the teams that sing best.

#### Assessment opportunities

#### Conversation

Listen to learners when they say and sing the words of the song after you. Note their pronunciation and correct accordingly. Check if they understand the song and give support.

## Observation

Observe the learners as they sing and act the song in groups and before the class. Do their actions denote understanding?

### Activity 4: Mime (Refer to the Learner's Book page 27)

#### Key word

Pack

#### Learning activities

- Introduce the activity by revising the previous one. Do this by giving a few groups a chance to sing the song before the class.
- In groups, let the learners practise to mime the actions shown in the pictures. Let them practise in their groups then show their actions to the class. The class to clap for best performers.

#### Assessment opportunities

#### Observation

Observe the learners as they mime the actions mentioned in groups. Do their actions show they understand what it is some people do to earn a living.

### Activity 5: Listen and act (Refer to the Learner's Book page 28)

#### Key word

long

work

meet

time

health

#### Learning activities

- Introduce the activity by revising the previous one. Do this by giving a few groups a chance to mime the actions in the previous activity.
- Read out the dialogue given in the Learner's Book.
- Let the learners say the words of the dialogue after you. Explain to the learners what the dialogue is about.
- Say with the class. That is the class says one character as you say the other.
- Ask the learners to say in pairs depending on their ability.



- Divide the learners into small groups.
- Let them act the conversation/dialogue in their groups as you go round and listen. Correct the learners accordingly.
- In the same groups, ask learners act in pairs and even use their own names.
- Let the groups act to the class.
- Conclude by awarding (even by a clap) the teams that act best.
- Take some time to discuss the economic activities shown in the dialogue and say why they show the speakers are successful.

### **Assessment opportunities**

#### **Conversation**

Listen to learners when they say the sentences after you. Note their pronunciation and correct accordingly. Check if they understand the dialogue and give support.

Note the tone of the learners when they act out the **conversation** and act before the class.

#### **Observation**

Observe the learners as they act the action in the dialogue and see if they do this correctly.

### **Activity 6: Role-play (Refer to the Learner's Book page 28)**

#### **Learning activities**

- Introduce the activity by giving some groups a chance to act the dialogue before the class.
- Ask learners to look at the pictures given in the Learner's Book. Let them talk about what they can see. They can do this in pairs using their National language depending on their ability.
- Let the learners say what the people shown in the pictures do for a living.
- Hold a whole class discussion so as to ensure as many learners as possible speak freely. Discuss with them about the people the economic activities shown and let them pick the ones they admire more and they should give reasons why. They can say the economic activity they would want to pursue in future.
- In groups, let the learners practise role-playing the actions shown in the pictures.

- Let them practise in their groups then show their actions to the class. The class to clap for best performers.

### **Assessment opportunities**

#### **Conversation**

Ask learners questions during whole class discussions. Check if learners are able to identify the economic activities shown in the pictures and say the ones they may wish to pursue in future.

#### **Observation**

Observe the learners as they role-play the actions shown in groups. Do their actions show they understand the economic roles of different people shown?

### **Activity 7: Listen and tell (Refer to the Learner's Book page 29)**

#### **Key words**

Laboratory	science	mixing	build	treat	doctor
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#### **Learning Activities**

- Introduce the activity by revising the previous one. Do this by giving a few learners a chance to talk about the economic activities they have learnt.
- Before Reading. Let the learners tell the class what they want to be in future and how their careers will benefit the community.
- Ask learners to look at the picture in the story and describe what they can see. Ensure every learner participates.
- Read the story given in the Learner's Book.
- Ask learners to say the story after you.
- Let the learners say anything they have gotten from the story in turns as you guide and correct them accordingly.
- For more advanced learners, let them say the story in their own words. Let them start by saying what the story is about. Correct them accordingly but encourage them to retell it even in their national language.

## Assessment opportunities

### Conversation

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

Also assess how much learners are able to tell what they want to be in future.

### Observation

Assess whether there is evidence of comprehension by checking on how much learners get by listening to the story.

## Activity 8: Tell us (Refer to the Learner's Book page 30)

### Learning activities

- Introduce the activity by revising the previous one. Do this by giving some learners a chance to tell what they remember from the story.
- Read the story once again. Let the learners say what they have learnt from the story.
- Let the learners retell the story in their own words, depending in their abilities they can use their national language.
- Ask them the question on the Learner's Book and let them to give the answers orally; let them do this in their national language then translate the key point in English.
- Encourage many learners to talk.
- Correct them accordingly.

## Assessment opportunities

### Conversation

Listen to the learners retell the story and see how much they can remember. Are they able to correctly answer the questions on the Learner's Book.

## Activity 9: Who am I? (Refer to the Learner's Book page 29)

### Learning activities

- Ask learners to individually role-play what they want to be when they grow.

- Let the individual show all the actions concerning the occupation and the class guesses the job.
- Encourage the learners to guess the job in short English phrases. For example; She is a doctor.
- Also have the learners doing the role-play to improvise the props used for different occupations. This will make it interesting.

### **Assessment opportunities**

#### **Observation**

Observe how the learners are doing the role-play and assess whether they are able to pronounce the English phrases they have used in this activity accurately.

### **Activity 10: Say what they do (Refer to the Learner's Book page 30)**

#### **Key words**

butcher

trader

#### **Learning activities**

- Introduce the activity by revising the previous one. Do this by giving some learners a chance to show their drawings to the class.
- Read the words given in the Learner's Book.
- Ask learners to say the words after you.
- Ask learners to say what the people mentioned do. Encourage them to make oral sentences.
- Ask learners to try and stand before the class and say their complete sentences.
- Add more occupations done by different people. This will also help reinforce the different vocabularies learnt earlier on.

#### **Answers (Open-ended)**

- A farmer grows plants and keeps animals.
- A nurse takes care of the sick.
- A butcher cuts and sells meat.
- A teacher teaches children.
- A tailor makes clothes.

## Assessment opportunity

### Observation

Observe and correct learners accordingly. Also encourage learners to show confidence as they talk.

### Activity 11: Say (Refer to the Learner's Book page 30)

### Learning Activities

- Introduce the activity by revising the previous one. Do this by asking individuals to talk about the people given and their economic activities.
- Guide the learners say the new/key words they learnt in the unit.
- You can have the words displayed e.g. at the blackboard
- Let the learner try to construct oral sentences using these words
- Ask the learners to copy these words in their word bank (If the learners' ability is low, they do not need to do the activity.)

### Assessment opportunities

#### Conversation

Talk to the learners about the new words learnt in this unit. Do they seem to understand the meaning of these words? Can they use these words in different contexts and construct accurate sentences using them?

#### Product

Consider the words identified by the learners. Were they able to identify all the words? Remind them of the ones they may have forgotten.

#### Play vocabulary games

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

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

# Unit 6

## Health and Hygiene

(Refer to Learner's Book pages 31 - 36)

Learn about	Key inquiry questions
<p>Learners should be guided to discover the four main types of transport. Individually and in small groups, they are encouraged to discuss about various means of transport and also encouraged to draw pictures of these common means of transport in their community these should then be displayed in the class so that the plenary determine the commonest types.</p> <p>They should be given the common vocabulary about distances and talk about how far away things are from their own homes.</p> <p>They should be given opportunity to listen to stories and poems, recite rhymes, sing songs, role play and communicate through simple words and phrases orally about transport and travels.</p>	<ul style="list-style-type: none"><li>• What are the common types of transport?</li><li>• What are the means of transport in your community?</li><li>• What are unit measures of distance?</li></ul>

<b>Learning outcomes</b>		
<b>Knowledge and understandings</b>	<b>Skills</b>	<b>Attitudes</b>
<ul style="list-style-type: none"> <li>• Understand the main points and some details from a spoken passage about health and hygiene</li> <li>• Listen to and follow instruction on health and hygiene</li> </ul>	<ul style="list-style-type: none"> <li>• Speak clearly about health and hygiene</li> <li>• Express opinions about stories and poems</li> <li>• Develop ideas orally in logical sequence about health and hygiene</li> <li>• Form letters accurately and consistent in size</li> <li>• Spell simple words correctly</li> <li>• Recognise, understand and read out familiar words in simple contexts</li> <li>• Use knowledge of letters and sounds to read words and establish meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Show increasing confidence in speaking to different people on different occasions about health and hygiene</li> </ul>
<p><b>Contribution to the competencies:</b>  <b>Communication and Co-operation:</b> Role-plays, singing, reciting rhymes</p>		
<p><b>Links to other subjects:</b>            Science: Health and hygiene            Peace Education: co-operate within group            Life skills: discuss healthy living issues</p> <p><b>Key inquiry questions</b></p> <ul style="list-style-type: none"> <li>• What are the different parts of the body?</li> <li>• What are the different functions of these body parts?</li> <li>• How can we practise basic hygiene at home and in school?</li> </ul>		

## **Assessment opportunities**

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

- Observation
- Conversation
- Product

## **An outline of the learning**

This unit will help learners develop their vocabulary in relation to health and hygiene. The activities will help learners to learn about parts of the body, the functions of those parts of the body and how to practise basic hygiene at home and at school.

Learners will also be given opportunity to listen to and practise telling stories. Sing songs and recite poems about parts of the body. They will be exposed to rhymes, dialogues, role-play and games that help them practise health and hygiene.

Learners will be encouraged to share what they will have learnt about health and hygiene to the families and communities.

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

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

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

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

## **The learner competencies**

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



roles in groups so that for example there is a questioner, presenter and group leader. It is important in Primary 2 that the teacher models good communication skills, describing where appropriate features of good communication such as the use of open questions, active listening, correct grammar use and good body language. The activities provide a variety of ways to health and hygiene and are also designed to instil an appreciation and respect for the culture and heritage of South Sudan.

The subject matter will also deepen the learners' understanding of the South Sudan Culture and Identity by identifying universal ways in which people promote health and hygiene.

### **Links to other subjects**

This unit provides a good opportunity to link into science under the topic of health and hygiene, and Life Skills through discussing of healthy living issues.

### **Cross-cutting issues**

**Peace Education:** Through co-operation and working well within groups.

**Life Skills:** Learners should be given an opportunity to discuss healthy living issues.

### **Teaching aids**

Flash cards, the Learner's Book, pictures, charts, audio recordings, video recordings

## **Activity 1: Point and name (Refer to the Learner's Book page 31)**

### **Key words**

neck	toe	stomach	leg	hand
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### **Learning activities**

- Introduce the activity by recapping what the learners learnt in Primary one, let at least each learner name and point at a part of their body. They can also sing the song 'head shoulder. . . . .?' from Primary 1.
- Ask learners to look at the picture given in the Learner's Book. Let them talk about what they can see. They can do this in pairs in their national language depending on their ability.
- Let the learners say what parts of the body are being touched. Hold a whole class discussion and give learners a chance to name as many parts of the body as they can; these should be easier.

- In groups, let the learners practise role-playing the actions shown in the pictures. Let them practise in their groups then show their actions to the class. The children can touch and name more parts of the body depending on their body.

### **Assessment opportunities**

#### **Conversation**

Ask learners to name the parts of the body shown and other parts they may know. Assess how many they can name correctly.

#### **Observation**

Observe the learners as they role-play the actions shown in groups. Do they touch and name the correct parts of the body?

### **Activity 2: Count me (Refer to the Learner's Book page 31)**

- Ask the learners to study the picture in the Learner's Book.
- Let them name which part of the body can see in the picture.
- Let them say which numbers they can identify from the pictures.
- Ask the learners to put their hands up and fold their fingers into a fist.
- The learners should then pull out a finger at a time starting with the thumb as they count aloud.
- Pick learners randomly to go to the front of the class and count their fingers in the same design.
- Be sensitive to learners who might not have all their fingers or hands. You could ask them to count their toes.

### **Assessment opportunities**

#### **Observation**

Observe the learners as they count their fingers and assess whether they can count correctly.

### Activity 3: Say how many (Refer to the Learner's Book page 31)

#### Key words

neck

toe

stomach

leg

hand

#### Learning activities

- Introduce the activity by revising the previous one. Ensure all learners have a chance to name and touch the parts of the body.
- Ask the learners to count the number of their given body parts of the body.
- They can do this in their national language then help to translate this to English.
- **As a class:** Ask them to touch the body parts listed in the Learner's Book and count, they should then say how many there are.
- Guide them to point at the right part of the body that is named.
- Ask them to say why they think it is important to have two hands, ten fingers among others.

#### Assessment opportunities

#### Observation

Watch as the learners point at and count their body parts. Are they pointing at the right parts?

### Activity 4: Sing and act (Refer to the Learner's Book page 32)

#### Key words

Clap

snap

hug

walk

#### Learning activities.

Introduce the activity by revising the previous one. Do this by giving as many learners a chance to say the number of body parts they have

- Read out the words of the song given. Let the learners say the words of the song after you.
- Sing the song to the class. (Since this is a well-known song, the tune should be easier even for the learners to pick).

- Ask the learners to sing the song after you. You may sing a few lines or one line at a time depending on their ability.
- Let the learners touch the mentioned parts of the body as they sing the song.
- In groups. Divide the learners into small groups. Let them sing the song in their groups as you go round and observe. Correct the learners accordingly.
- Let the groups sing to the class in turns.
- Conclude by awarding (even by a clap) the teams that sing best.

### **Assessment opportunities**

#### **Conversation**

Listen to learners when they say and sing the words of the song after you. Note their pronunciation and correct accordingly. Check if they understand the song and give support.

#### **Observation**

Observe the learners as they sing and touch the different parts of the body. See if they do this correctly.

### **Activity 5: Sing about (Refer to the Learner's Book page 32)**

#### **Learning activities**

- Introduce the activity by asking some of the learners to sing the song while touching the parts of the body.
- Help the learners to come up with a song about other body parts.
- You can do this by asking them what these body parts are used for, for examples eyes are for seeing, knees for bending
- Write the song on the blackboard as you create it together with the learners.
- In groups, ask the learners to practise and sing the song you have created.
- In turns, ask the groups of learners to present the poem before class.
- Vote for and appreciate the best group.

### **Assessment opportunities**

#### **Observation**

Observe the learners as they work together to compose and practise the song. Note those who are particularly good at engaging others and acknowledge this. Encourage those who seem reluctant or shy to participate.

## Activity 6: Play a game (Refer to the Learner's Book page 33)

### Learning activities

- Introduce the activity by asking some of the learners to name the parts of the body they learnt in their previous activity.
- Give the rules of the game to the class. All the learners to stand up and listen to you mention given parts of the body. They are supposed to touch the parts mentioned. Whoever touches the wrong part is eliminated from the game e.g. made to sit down.

For example: Touch touch, touch your nose touch.

- Depending on the ability of the learners, they can go into small groups and play the game. One of them gives instructions as others do.
- Make the game to be fun.

### Assessment opportunities

#### Observation

Observe the learners as they play the game of touching the parts of the body named. See if they do this correctly.

## Activity 7: Look and talk (Refer to the Learner's Book page 33)

### Key words

Neat	dirty
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### Learning activities

- Introduce the activity by revising the previous one. Do this by asking a few groups to play the touching game.
- Ask the learners to talk about what they can see in the pictures in their National language; you can then the key words from their discussion and translate them in English, then ask them to repeat after you.
- Let them say how they feel about each picture and give reasons for their answers.

## Assessment opportunities

### Observation

Watch the learners' reactions to the pictures. Does it show that they can distinguish between the pictures?

### Conversation

Talk to the learners about the pictures, can they construct oral sentences to accurately describe the pictures? Do they understand the importance of being neat and presentable?

## Activity 8: Touch and name (Refer to the Learner's Book page 33)

### Key words

comb	bathe	brush	basin	toothbrush
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### Learning activities

- Introduce the activity by recapping what the learners learnt in the previous activity by asking why it is important to be clean.
- Ask learners to look at the pictures given in the Learner's Book.
- Let them say what they can see. They can tell each other in pairs using their national language. Then they can touch and match the items given.
- Let the learners say what parts of the body are being used to do what the children are doing.
- In groups, let the learners practise role-playing the actions shown in the pictures as they say the words.
- Let them practise in their groups then show their actions to the class.
- In pairs, let the learners name the activities shown. They all show how we can keep our bodies clean.
- Guide and correct them where necessary.
- Pronounce the words as they say after you.
- Hold a whole class discussion about the importance of keeping our bodies clean and various ways of doing so.

## Assessment opportunities

### Product

Consider the names given to describe the activities assess how much the learners know or have grasped.

### Observation

Observe the learners as they role-play the actions shown in groups. Do they do this correctly?

## Assessment opportunities

### Conversation

Ask learners questions about what they can see and what parts of the body the children are using to carry out their activities.

Also check if learners are able to tell functions of various parts of the body e.g. eyes – seeing, ears – hearing, nose – breathing, mouth – talking, hands – writing, legs – walking, etc.

## Activity 9: Recite (Refer to the Learner's Book page 34)

### Key words

nails	wash	clean
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### Learning activities

- Introduce the activity by revising the previous one. Do this by giving as many learners a chance to name the pictures given.
- Ask the learners to look at the picture shown and say what the children are doing.
- Read out the words of the song given.
- Let the learners say the words of the song after you.
- Sing the song to the class. (It is important to practise the tune of the song before the class activity.)
- Ask the learners to sing the song after you. You may sing a few lines or one line at a time depending on their ability.
- Divide the learners into small groups. Let them sing the song in their groups as you go round and observe.

- Correct the learners accordingly.
- In the same groups, let the groups sing to the class in turns.
- Conclude by awarding (even by a clap) the teams that sang best.
- Note: Learners can also sing more about if they know any.

### **Assessment opportunities**

#### **Conversation**

Listen to learners when they say and sing the words of the song after you. Note their pronunciation and correct accordingly. Check if they understand the song and give support.

#### **Observation**

Observe the learners as they sing and act the song in groups and before the class. Do their actions denote understanding?

### **Activity 10: Listen and tell (Refer to the Learner's Book page 35)**

#### **Key words**

toothbrush	towel	wipe	toilet	always	before
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#### **Learning activities**

- Introduce the activity by revising the previous one. Do this by giving some learners a chance to say sing the song before the class.

#### **Before Reading**

- Let the learners tell the class why they should not eat dirt or pick dirty objects and play with them; they can use their national language.
- Ask learners to look at the picture in the story and describe what they can see.
- Read the story given in the Learner's Book.
- Ask learners to say the story after you.
- Let them say anything they have gotten from the story in turns as you guide and correct them accordingly.
- For more advanced learners, let them say the story in their own words. Let them start by saying what the story is about. Correct them accordingly but encourage them to retell it even in their national language.



## Assessment opportunities

### Conversation

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

### Observation

Assess whether there is evidence of comprehension by checking on how much learners get by listening to the story.

## Activity 11: Tell us (Refer to the Learner's Book page 35)

### Learning activities

- Introduce the activity by revising the previous one. Do this by giving some learners a chance to tell what they remember from the story.
- Read the story once again. Let the learners say what they have learnt from the story; even if it is in the national language.
- Let the learners answer the questions given orally.
- Let them say the answers to the class.
- Correct them accordingly.

### Answers

1. Opi is a clean boy because he always brushes his teeth, cuts his nails once a week and washes his feet before going to bed.
2. Open-ended expect; toothbrush, towel.
3. Open-ended (dirt can makes us sick etc.)

## Assessment opportunities

### Conversation

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

## Activity 12: Whom am I (Refer to the Learner's Book page 36)

### Learning activities

- Introduce the activity by revising the previous one. Ask simple oral questions.
- Guide the learners to play this game whereby they say or guess who am I.
- Read each of the sentences and give necessary explanations and ask the learners to guess who or what are you talking about.
- Divide the learners in groups and let them play the game in their groups. This will be a good way to reinforce the vocabulary learnt in health and hygiene as a unit.

### Assessment opportunities

#### Conversation

Talk to learners and ask them questions as you listen to their responses. Are they able to construct simple English phrases and pronounce words accurately? Are they able to incorporate the new vocabulary they have learnt in the correct context so far?

## Activity 13: Say (Refer to the Learner's Book page 36)

### Learning activities

- Introduce the activity by revising the previous one. Do this by asking individuals to say what they learnt from the story.
- Guide the learners say the new/key words they learnt in the unit.
- You can have the words displayed e.g. at the blackboard
- Let the learner try to construct oral sentences using these words, others can mime the words before the class.
- Ask them to copy these words in their word bank (If the learners' ability is low, they do not need to do the activity.)

### Assessment opportunities

#### Conversation

Talk to the learners about the new words learnt in this unit. Do they seem to understand the meaning of these words? Can they use these words in different contexts and construct accurate sentences using them?

#### Product

Consider the words identified by the learners. Were they able to identify all the words? Remind them of the ones they may have forgotten.

### **Play vocabulary games**

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

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

# Unit 7

## Nutrition

(Refer to Learner's Book pages 37 - 42)

Learn about	Key inquiry questions
<p>Learners should be given the common vocabulary about accidents and safety. They should be encouraged to talk about common accidents at home, on the way and in schools.</p> <p>Talking in pairs, small groups and as a whole class they should talk about causes of accidents at home, on the way and in schools.</p> <p>Learners should also be given opportunity to listen to stories and poems, recite rhymes, sing songs about accidents and should also retell stories about their own experiences and role play, dramatise and act dialogue where possible.</p>	<ul style="list-style-type: none"><li>• What are the common types of accidents at home, on the way, at school, and in the class?</li><li>• What are common causes of such accidents?</li><li>• How can we avoid such accidents at home, on the way, at school and the class?</li></ul>

Learning outcomes		
Knowledge and understandings	Skills	Attitudes
<ul style="list-style-type: none"> <li>• Understand the main points and some details from a spoken passage about nutrition</li> <li>• Listen to and follow instructions on feeding habits</li> </ul>	<ul style="list-style-type: none"> <li>• Speak clearly to different people in different occasions about nutrition</li> <li>• Express opinions orally clearly about poems, stories etc.</li> <li>• Develop ideas about nutrition in logical sequence</li> <li>• Recognise, understand and read out familiar words in simple contexts</li> <li>• Use knowledge of letters and sounds to read words and establish meaning</li> <li>• Form letters accurately and consistent in size</li> <li>• Spell simple words correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Show confidence in speaking to different people in different occasion about nutrition</li> </ul>
<p><b>Contribution to the competencies:</b></p> <p><b>Communication and Co-operation:</b> Developed through acting dialogues, story-telling and solving riddles</p>		
<p><b>Links to other subjects:</b></p> <p><b>Social Studies:</b> Staple food of different communities</p> <p><b>Science:</b> Advocate for balance feeding</p> <p><b>Life Skills:</b> discuss healthy living issues</p> <p><b>Key inquiry questions</b></p> <ul style="list-style-type: none"> <li>• What are the different types of food we eat?</li> <li>• How can we practise healthy eating?</li> <li>• What are the effects of poor eating?</li> </ul>		

## **Assessment opportunities**

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

- Observation
- Conversation
- Product

## **An outline of the learning**

This unit will help learners develop their vocabulary in relation to nutrition. The activities will help learners to learn about types of foods, healthy eating habits and the effects of poor feeding. The activities will also enable them to list foods they have eaten through the week.

Learners will also be given opportunity to listen to and practise telling stories, sing songs and recite poems about nutrition. They will be exposed to rhymes, dialogues, role-play and games that help them practise health living.

Learners will be encouraged to share what they will have learnt about nutrition to their families and communities.

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

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

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

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

## **The learner competencies**

This unit presents many opportunities for communication and opportunities to think critically and creatively about different aspects of nutrition. Learners are asked

to work in pairs and groups, so there are continuous opportunities for co-operation and teamwork also. This unit provides good opportunities to create roles in groups so that for example there is a questioner, presenter and group leader. It is important in Primary 2 that the teacher models good communication skills, describing where appropriate features of good communication such as the use of open questions, active listening, correct grammar use and good body language.

The activities provide a variety of ways to promote good nutrition in the young learners. The subject matter will also deepen the learners' understanding of the South Sudan culture and identity by identifying staple foods for different communities.

### **Links to other subjects**

This unit provides a good opportunity to link into social studies where learners identify staple foods for different communities. The unit also links to science, which advocates for balance feeding and life skills where learners discuss healthy living issues.

### **Cross-cutting issues**

**Life Skills:** Learners should be given an opportunity to discuss healthy living styles and issues.

### **Teaching aids**

Flash cards, the Learner's Book, pictures, charts, audio recordings, video recordings, realia

## **Activity 1: Point and name (Refer to the Learner's Book page 37)**

### **Key words**

beans eggs bread meat carrots sugarcane yams tomatoes fish eggplant  
strawberries potatoes cucumber millet grapes cabbage maize cassava

### **Learning activities**

- Introduce the activity by recapping what the learners learnt in Unit 6 about health and hygiene. Let at least each learner name a part of the body or mention how to keep our bodies clean.
- Ask learners to look at the pictures given in the Learner's Book.

- Let them say what they can see and name the foods shown. They can tell each other in their national language in pairs; you can then translate these names in English and let the learners repeat after you.
- Correct and guide accordingly.
- In groups. Let the learners mention the foods they have eaten this week from those given. (They may list other foods beyond the pictures.)
- Let them share their lists with the class.
- As a class. Discuss with the learners about what nutrition is. Tell them that nutrition is eating healthy food necessary for growth and living.

### **Assessment opportunities**

#### **Conversation**

Ask learners questions about what they can see and the names of the foods listed. Check if learners are able to tell the foods shown.

#### **Observation**

Observe the learners as they list the foods they have eaten this week and assess how many they can name.

### **Activity 2: Touch and say (Refer to the Learner's Book page 37)**

#### **Learning activities**

- Introduce the activity by revising the previous one. Do this by giving some learners a chance to name the foods shown in the previous activity.
- Start by reading the words given in the Learner's Book for the learners. Ask the learners to say the words after you.
- Ask the learners to touch the items on the picture in Activity 1 as you read them.
- Let the learners practise saying the words in pairs.
- Hold a whole class discussion about how often these foods are eaten by the learners. Use these to tell learners that in some families or even communities, some foods are more common than others.

### **Assessment opportunities**

#### **Conversation**

Talk to the learners about the different types of food discussed so far, which ones have they ever seen before? Which ones have they never seen? Note the learners' pronunciation and correct the learners accordingly.



### Activity 3: Play a game (Refer to the Learner's Book page 37)

#### Learning activities

- Introduce the activity by asking some of the learners to name the foods learnt so far.
- Give the rules of the food game to the class. All the learners to stand up and listen to you mention given foods. They are supposed to say 'food' if the item mentioned is edible or keep silent if the item is not edible. Whoever does the opposite is eliminated from the game e.g. made to sit down. Remember to use words e.g soap, brush, broom, chair for non-foods and words such as fish, bananas, maize, carrots, kiswa, for food items.
- For example:
- Teacher: Food, food, soap is food.
- Class: silence (if anyone says food then he/she sits down.)
- Teacher: Food, food, cassava is food.
- Class: (this is correct)
- Depending on the ability of the learners, they can go into small groups and play the game. One of them gives instructions as others do.
- Make the game to be fun and encourage the learners to use some of the vocabulary already used.

#### Assessment opportunities

##### Observation

Observe the learners as they play the game of food. See if they do this correctly.

### Activity 4: Say (Refer to the Learner's Book page 38)

#### Key words

vegetables	fast/junk foods	healthy	unhealthy
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#### Learning activities

- Introduce the activity by giving some groups a chance to play the food game.
- Ask learners to look at the pictures given in the Learner's Book. Let them talk

about what they can see. They can do this in pairs using their national language depending on their ability.

- Let the learners say what the people shown in the pictures are eating. Let them say who is eating healthy food and unhealthy food; remember to translate the key words to English and ask the learners to repeat after you.
- Hold a whole class discussion about health eating and ensure as many learners speak freely. Let the learners list foods they think are healthy and the ones that are not. Correct accordingly.
- Encourage learners to eat healthy.

### **Assessment opportunities**

#### **Conversation**

Ask learners questions during whole class discussions. Check if learners are able to identify healthy and unhealthy eating.

#### **Activity 5: Sort (Refer to the Learner's Book page 38)**

- Introduce the activity by revising the previous one. Do this by giving a few learners a chance to talk about healthy and unhealthy eating.
- Guide the learners to group the foods as healthy or unhealthy. Encourage them to give reasons for categorizing the foods as either healthy or unhealthy.

#### **Answers**

Healthy foods: cabbage, meat

Unhealthy foods: cakes, chips

### **Assessment opportunities**

#### **Conversation**

Talk to the learners about the types of foods in the Learner's Book, assess whether they know the difference between healthy and unhealthy foods, and also consider their reasons for grouping the foods and give the necessary guidance.

#### **Activity 6: Who am I? (Refer to the Learner's Book page 39)**

- Ask the learners to name the foods they have learned about as a class. Encourage them to name the foods in English.

- In pairs, ask the learners to name the foods that they like.
- Ask the learners to take turns to come to the front of the class and describe two foods that they have named and choose a learner to say which food they have described. Let them use their national language to name the food.
- Let the learners repeat the exercise with foods that they dislike.

### **Assessment opportunities**

#### **Observation**

Observe the learners as they describe and name the foods they like and dislike and assess whether there has been mastery of the vocabulary used in naming foods.

### **Activity 7: Recite (Refer to the Learner's Book page 39)**

#### **Learning activities**

- Introduce the activity by revising the previous one. Do this by giving learners to say why it is important to eat healthy foods.
- Read out the words of the poem given. Let the learners say the words of the poem after you. You can repeat this as much as you deem necessary for the learners to get the words.
- Recite the poem to the class.
- Ask the learners to recite the poem after you. You may recite a few lines or one line at a time depending on their ability.

#### **In groups**

- Organise the learners into small groups. Let them recite and act the poem in their groups as you go round and observe. Correct the learners accordingly.
- Let the groups recite the poem to the class in turns.
- Award (even by a clap) the teams that recite best.
- Hold a class discussion about the rules people should observe while eating.

### **Assessment opportunities**

#### **Conversation**

Listen to learners when they say and recite the words of the poem after you. Note their pronunciation and correct accordingly. Check if they understand the song and give support.

## Observation

Observe the learners as they recite and act the song in groups and before the class. Do their actions denote understanding?

### Activity 8: Listen and tell (Refer to the Learner's Book pages 40-41)

#### Key words

Fats	exercise	thirsty	protect	energy
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#### Learning Activities

- Introduce the activity by revising the previous one. Do this by giving some learners a chance to recite the poem before the class.

#### Before Reading.

- Ask learners to look at the pictures in the Learner's Book and describe what they can see. Ask learners to name the different foods shown in the pictures; they can do this in their national language.
- Read what is in each speech bubble given in the Learner's Book.
- Ask learners to say them after you.
- Let the learners say anything they have gotten from the speech bubbles in turns as you guide and correct them accordingly.
- For more advanced learners, let them say the speeches in their own words. Correct them accordingly but encourage them to retell it even in their national language.

#### Assessment opportunities

##### Conversation

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

Also assess how many of the foods they can classify or name.

##### Observation

Assess whether there is evidence of comprehension by checking on how much learners get by listening to what is being read.

### Activity 9: Tell us (Refer to the Learner's Book page 42)

#### Learning activities

- Introduce the activity by revising the previous one. Do this by giving some learners a chance to tell what they remember from the speech bubbles.
- Read the speeches once again. Let the learners say what they have learnt from them.
- Let the learners answer the questions given orally.
- Let them say the answers to the class.
- Correct them accordingly.

#### Answers

- a) Eggs give me energy. False
- c) Eat a lot of fats always. False
- d) You could use balls for exercises. True

2. Open ended (you may fall sick or lack energy to do basic things like walking.)

#### Assessment opportunities

##### Conversation

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

### Activity 10: Say (Refer to the Learner's Book page 42)

#### Learning activities

- Introduce the activity by revising the previous one. Do this by asking individuals to talk about rules of good eating habits.
- Guide the learners say the new/key words they learnt in the unit.
- You can have the words displayed e.g. at the blackboard
- Let the learner try to construct oral sentences using these words, others can mime the words before the class.
- Ask the learners to copy these words in their word bank (If the learners' ability is low, they do not need to do the activity.)

## Assessment opportunities

### Conversation

Talk to the learners about the new words learnt in this unit. Do they seem to understand the meaning of these words? Can they use these words in different contexts and construct accurate sentences using them?

### Product

Consider the words identified by the learners. Were they able to identify all the words? Remind them of the ones they may have forgotten.

#### Play vocabulary games

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

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

# Unit 8

## Our Environment

(Refer to Learner's Book pages 43 - 47)

Learn about	Key inquiry questions
<p>Learners should be given the common vocabulary about the body. Through think, pair and share, learners name the different parts of their body.</p> <p>They should be encouraged to discuss in groups the various functions of the different parts of the body. Individually and as a whole class, they demonstrate the different ways of keeping our bodies clean e.g. brushing our teeth.</p> <p>They should listen to appropriate stories and poems on health and hygiene. They should also sing songs and recite rhymes related to health and hygiene and are encourage to drawing and naming the different body parts.</p>	<ul style="list-style-type: none"><li>• What are the different parts that make up our body?</li><li>• What are the functions of these various parts of the body?</li><li>• How can we keep our bodies clean?</li></ul>

Learning outcomes		
Knowledge and understandings	Skills	Attitudes
<ul style="list-style-type: none"> <li>Understand the main points and some details from a spoken passage about animals, birds, insects and plant found in our environment</li> <li>They should also discuss the usefulness of the environment to us</li> </ul>	<ul style="list-style-type: none"> <li>Speak clearly and fluently about our environment</li> <li>Express opinions in stories, songs, and riddles related to our environment</li> <li>Communicate meanings through speaking about our environment</li> <li>Recognise, understand and read out familiar words in simple contexts</li> <li>Use knowledge of letters and sounds to read words and establish meaning</li> <li>Form letters accurately and consistent in size</li> <li>Spell simple words correctly</li> </ul>	<ul style="list-style-type: none"> <li>Gain confidence in speaking to different people in different situation about our environment</li> </ul>
<p><b>Contribution to the competencies:</b></p> <p><b>Communication and Co-operation:</b> Discussions, role-plays, drama, singing and story-telling</p>		
<p><b>Links to other subjects:</b></p> <ul style="list-style-type: none"> <li><b>Social Studies and Science:</b> Living things around us</li> <li><b>Environment and sustainability:</b> the importance of caring for the environment</li> </ul> <p><b>Key inquiry questions</b></p> <ul style="list-style-type: none"> <li>What are the common animals, birds, insects and plants in our environment?</li> <li>How can we help conserve the variety of life around us?</li> </ul>		



## **Assessment opportunities**

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

- Observation
- Conversation
- Product

## **An outline of the learning**

This unit will help learners develop their vocabulary in relation to our environment. The activities will help learners to talk about the common animals, birds, insects and plants in their environment. Learners will also walk around the local environment and learn to name common plants and wildlife.

Learners will be given opportunity to listen to and practise telling stories, sing songs and recite poems about our environment. They will be exposed to rhymes, dialogues, role-play and games that help them understand about the dangers our environment is in and how to conserve it.

Learners will be encouraged to apply whatever they will have learnt outside the classroom and develop the life-long learning attitude about environmental sustainability.

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

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

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

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

## The learner competencies

This unit presents many opportunities for communication and opportunities to think critically and creatively about different aspects of the environment. Learners are asked to work in pairs and groups, so there are continuous opportunities for co-operation and teamwork also. This unit provides good opportunities to create roles in groups so that for example there is a questioner, presenter and group leader. It is important in Primary 2 that the teacher models good communication skills, describing where appropriate features of good communication such as the use of open questions, active listening, correct grammar use and good body language. The subject matter will also deepen the learners' understanding of the South Sudan Culture and Identity by identifying common plants, animals and birds in our environment.

## Links to other subjects

This unit provides a good opportunity to link into Social Studies and Science by: identifying things around us and learning the importance of caring for our environment.

## Cross-cutting issues

**Environmental sustainability:** Through an exploration on the topic, learners will gain skills on how to care for their immediate environment.

## Teaching aids

Flash cards, the Learner's Book, pictures, charts, audio recordings, video recordings, photos, realia

### Activity 1: Look and talk (Refer to the Learner's Book page 43)

## Learning activities

- Introduce the activity by recapping what the learners learnt in Unit 7 about nutrition. Let each learner say one thing they learnt about healthy eating and one good food they eat often.
- Ask learners to look at the picture given in the Learner's Book.
- Let them say what they can see. They can tell each other in pairs using their national language.

- As a class, let the learners discuss what they can see in each picture and relating it to the environment around them. Help the learners read the vocabulary given and let them match the words with the picture.

### **Assessment opportunities**

#### **Conversation**

Ask learners questions about how their school environment is different from the one shown in the pictures in the Learner's Book.

See if they are able to list different things they can see in their environment.

### **Activity 2: Point and name (Refer to the Learner's Book page 43)**

#### **Key words**

House	hill	river	trees	bird	cows
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#### **Learning activities**

- Introduce the activity by revising the previous one. Do this by asking individuals to say the things around their school.
- Ask learners to look at the pictures given in the Learner's Book. Let them talk about what they can see. They can do this in pairs using their national language depending on their ability.
- Let the learners point at the things found in the picture and name them
- In groups, let the learners practise to mime the features in the pictures. Let them practise in their groups then show their actions to the class.

### **Assessment Opportunities**

#### **Conversation**

Ask learners to name the features found in the environment. Assess how many they can name and give support.

#### **Observation**

Observe the learners as they mime the feature shown in groups. Is their mimicry relevant and elaborate.

### Activity 3: Take a walk and name (Refer to the Learner's Book page 44)

#### Learning activities

- Divide the learners in groups. Let the learners walk around the school identifying what they can see and go back to the class to list the things they saw.

#### In groups

- Let the learners walk around the school identifying what they can see and come back to the class to list the things they saw. They can classify them as plants, animals and birds depending on their ability; you can then translate all the words in English and let the learners repeat after you.
- They can classify them as plants, animals and birds depending on their ability; you can then translate all the words to English. Say them and ask the learners to repeat after you.

#### Assessment opportunities

##### Observation

Observe as learners move around the school compound and see how much they can identify. Also assess if they are able to incorporate any English phrases they have learnt so far as they identify the things in the environment.

### Activity 4: Recite (Refer to the Learner's Book page 44)

#### Key words

beautiful	stars	bright	bird	green	elephant	flying
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#### Learning activities

- Introduce the activity by revising the previous one. Do this by giving as many learners a chance to show their picture to the class.
- Read out the words of the song given.
- Let the learners say the words of the song after you.
- Recite the poem to the class. (It is important to practise how to say the poem before the class activity).

- Ask the learners repeat the poem after you. You may say a few lines or one line at a time depending on their ability.
- Divide the learners into small groups. Let them recite the poem in their groups as you go round and observe.
- Correct the learners accordingly.
- In the same groups, let the groups recite to the class in turns.
- Conclude by awarding (even by a clap) the teams that recited the best.
- Note: Learners can also recite more poems about their environment if they know any.

### **Assessment opportunities**

#### **Conversation**

Listen to learners when they say and recite the words of the poem after you. Note their pronunciation and correct accordingly. Check if they understand the poem and give support.

#### **Observation**

Observe the learners as they recite and act the poem in groups and before the class. Do their actions denote understanding?

### **Activity 5: Look and name (Refer to the Learner's Book page 45)**

#### **Learning activities**

- Introduce the activity by recapping what the learners learnt in the previous activity by allowing some learners to recite the poem before the class.
- Ask learners to look at the pictures given in the Learner's Book.
- Let them say what they can see. They can tell each other in pairs using their national language.
- Read the words in the Learner's Book and ask them to repeat them after you, guide the learners to point at the picture of the animal whose name they are saying.
- Correct and guide accordingly.
- In groups. Let the learners mention the animals they have seen in the community or in South Sudan. Let them say where they saw them i.e. was it at home, forest or a game reserve.

- Let them share their lists with the class.
- As a class. Discuss with the learner's about animals. Tell them that some animals (in picture a) are kept at home and are called domestic animals while others (in picture b) are found at in the forest and are called wild animals

### **Assessment opportunities**

#### **Conversation**

Talk to the learners about the animals in the pictures. See if they can name them.

### **Activity 6: Play a game (Refer to the Learner's Book page 45)**

#### **Learning activities**

- Introduce the activity by asking the learners to name the animals they have learned in English.
- Get flash cards each with a picture of five animals that the learners have learned to name in English language.
- Hang the pictures on different points of the classroom wall.
- Tell the learners that you will name an animal and they will be required to point at the picture of the animal from the flash cards that you have hanged on the wall.
- Separate the learners who point wrongly by asking thwm to sit down.
- Let the learners applaud the learners who remain standing by the end of the game.

### **Assessment opportunities**

#### **Observation**

Observe the learners as they play the game and assess whether the learners have grasped the vocabularies used to name the animals. Assess whether there will be any need to revise the activity on naming the animals by comparing the number of the learners that will be seated to those who will be standing by the end of the game.

### Activity 7: Say (Refer to the Learner's Book page 45)

#### Learning activities

- Introduce the activity by revising the previous one. Do this by giving learners a chance to point to some of the pictures and name the animals.
- Ask the learners to say some of the food that the domestic animals provide for humans as learnt in unit 7 'nutrition' for example meat, milk, cheese, butter Encourage them to say any other that they may know.
- They may do this in their national language then you translate. Alternatively, you can use pictures and learners to name.

#### Assessment opportunities

##### Conversation:

Talk to the learners about the products that domestic animals provide for people. Do they have the vocabulary to describe these products? Give necessary guidance and support.

### Activity 8: Listen and tell (Refer to the Learner's Book pages 46)

#### Key words

apple	drop	appear	bush	buy
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#### Learning activities

- Revise the previous activity. Do this by giving a few learners a chance to say some of the products that wild animals provide

#### Before Reading

- Let the learners say of an incidence an animal scared them, they can use their national language.
- Ask learners to look at the picture in the story and describe what they can see. Let as many learners talk.
- Read the story given in the Learner's Book.
- Ask learners to say the story after you.
- Let the learners say anything they have gotten from the story in turns as you guide and correct them accordingly.

- For more advanced learners, let them say the story in their own words. Let them start by saying what the story is about. Correct them accordingly but encourage them to retell it even in their national language.

### **Assessment opportunities**

#### **Conversation**

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

#### **Observation**

Assess whether there is evidence of comprehension by checking on how much learners get by listening to the story.

### **Activity 9: Tell us (Refer to the Learner's Book page 47)**

#### **Learning activities**

- Introduce the activity by revising the previous one. Do this by giving some learners a chance to tell what they remember from the story.
- Read the story once again. Let the learners say what they have learnt from the story.
- Let the learners answer the questions given orally; they can do this in their National language; then later translate the words in English and ask the learners to repeat after you.
- Let them say the answers to the class.
- Correct them accordingly.

#### **Answers**

1. A dog scared Akello.
2. Mangoes, an orange, an apple, and bananas.
3. (Open ended)observe the faces made by the learners.

### **Assessment opportunities**

#### **Conversation**

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



## Activity 10: Role-play (Refer to the Learner's Book page 47)

### Learning activities

- Introduce the activity by asking the learners simple oral questions. This is to make them remember what the story was all about.
- Divide the learners in groups of four whereby we have; Father, Akello, Fruit seller and a dog.
- Ask the learners to practise the different roles given and act out the story '**Akello and the dog**'.
- Let the learners role-play the story to the class. Make sure that they use correct gestures, facial expressions and necessary actions. For example; When the dog sees Akello it starts to bark and run after her. This makes Akello be scared and she runs away.
- Encourage the learners to include the new vocabulary learnt and also use short English phrases in their role play.

### Assessment opportunities

#### Observation

Observe the learners as they role-play and assess their level of vocabulary and how they pronounce different English vocabularies. Do the actions that the learners use derive the understanding of the story?

## Activity 11: Say (Refer to the Learner's Book page 47)

### Learning activities

- Introduce the activity by revising the previous one. Do this by asking learners to talk about the story they read earlier on.
- Guide the learners say the new/key words they learnt in the unit.
- You can have the words displayed e.g. at the blackboard
- Let the learner try to construct oral sentences using these words, others can mime the words before the class.
- Ask the learners to copy these words in their word bank (If the learners' ability is low, they do not need to do the activity.)

## Assessment opportunities

### Conversation

Talk to the learners about the new words learnt in this unit. Do they seem to understand the meaning of these words? Can they use these words in different contexts and construct accurate sentences using them?

### Product

Consider the words identified by the learners. Were they able to identify all the words? Remind them of the ones they may have forgotten.

### Play vocabulary games

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

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

# Unit 9

## Sports and Games

(Refer to Learner's Book pages 48 - 53)

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

Learning outcomes		
Knowledge and understandings	Skills	Attitudes
<ul style="list-style-type: none"> <li>Understand the main points and some details from a spoken passage made up of familiar language in simple context</li> </ul>	<ul style="list-style-type: none"> <li>Speak clearly and fluently to different people in different occasion on matters related to games and sports</li> <li>Express opinion orally about songs, poems, stories etc.</li> <li>Develop ideas in logical sequence about games and sports</li> <li>Recognise, understand and read out familiar words in simple contexts</li> <li>Use knowledge of letters and sounds to read words and establish meaning</li> <li>Form letters accurately and consistent in size</li> <li>Spell simple words correctly</li> </ul>	<ul style="list-style-type: none"> <li>Show increasing confidence in speaking to different people and in different occasions</li> </ul>
<p><b>Contribution to the competencies:</b></p> <p><b>Communication and Co-operation:</b> Playing, singing, reciting rhymes, role-playing etc.</p>		
<p><b>Links to other subjects:</b></p> <ul style="list-style-type: none"> <li><b>Physical Education:</b> Promotes games and sports</li> <li><b>Life Skills:</b> healthy living</li> </ul> <p><b>Key inquiry questions</b></p> <ul style="list-style-type: none"> <li>Which games do you like most?</li> <li>What materials do you need for making play equipment?</li> <li>What are the good playing habits?</li> </ul>		

## **Assessment opportunities**

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

- Observation
- Conversation
- Product

## **An outline of the learning**

This unit will help learners develop their vocabulary to talk about sports and games. The activities will help learners to practise talking about their favourite games, their feelings towards different games and good habits to observe while playing.

Learners will be given an opportunity to play different games and use English during playing to practise use of language.

Learners will also be given opportunity to listen to and practise telling stories. Sing songs and recite poems about games. They will be exposed to rhymes, dialogues, role-play and games about various or even their favourite games.

Learners will retell stories about their favourite games. Individually, they will draw and paint themselves playing their favourite games.

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

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

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

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

## The learner competencies

This unit presents many opportunities for communication and opportunities to think critically and creatively about different aspects of culture and identity. Learners are asked to work in pairs and groups, so there are continuous opportunities for co-operation and teamwork also. This unit provides good opportunities to create roles in groups so that for example there is a questioner, presenter and group leader. It is important in Primary 2 that the teacher models good communication skills, describing where appropriate features of good communication such as the use of open questions, active listening, correct grammar use and good body language. The activities provide a variety of ways for learners to talk about games and good playing habits. The subject matter will also deepen the learners' understanding of the South Sudan culture and identity by learners gaining understanding on traditional games in South Sudan.

## Links to other subjects

This unit provides a good opportunity to link into physical education that promotes games and sports.

## Cross-cutting issues

**Peace Education:** Through an exploration on the topic, it is possible to promote peace as children learn how to play together and even compete nobly without fighting.

**Life Skills:** Learners should be given an opportunity to talk about their favourite sports and games and how games are important to healthy living.

## Teaching aids

Flash cards, the Learner's book, pictures, charts, audio recordings, video recordings, photos, realia

### Activity 1: Mime (Refer to the Learner's Book page 48)

## Learning activities

- Introduce the activity by recapping what the learners learnt in Unit 8 about our environment. Let each learner say one thing they learnt about protecting our immediate environment.
- Ask learners to look at the pictures given in the Learner's Book.

- Let them say what they can see. They can tell each other in pairs using their National language.

### **In groups**

- Let the learners practise miming the actions shown in the pictures. Let them practise in their groups then show their actions to the class.
- Alternatively, the learners may pick their favourite games from the ones shown then mime them to the class.

### **Assessment opportunities**

#### **Conversation**

Ask learners questions about how the games shown in the Learner's Book and let them describe them. See if they are able to say something about each game.

#### **Observation**

Observe the learners as they mime the actions shown in the pictures. Do they do this correctly?

### **Activity 2: Practise (Refer to the Learner's Book page 48)**

#### **Key words**

Play	kick	catch	run	throw
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#### **Learning activities**

- Introduce the activity by asking learners to talk about the games they learnt in the previous activity and try to name them.
- Read the words given in the Learner's Book for the learners. Ask the learners to say the words after you.
- Let the learners practise saying the words in pairs.
- In groups, ask the learners to say the words as they point to the actual games they had seen in the previous activity.
- Let the learners do the actions shown by the words.
- Depending on the learners' ability, they can make oral sentences using the words and say these sentences to the class.

## Assessment opportunities

### Conversation

Note the learners' pronunciation and correct the learners accordingly.

If the learners were able to make oral sentences, note and correct their grammar accordingly.

### Observation

Observe the learners as they work in groups to identify the games named by the words. Do they do this correctly hence showing an understanding of the words?

### Activity 3: Act and play (Refer to the Learner's Book page 49)

### Learning activities

- Introduce the activity by revising the previous one. Let the learners point at and name any one game learnt so far.
- Ask learners to look at the pictures given in the Learner's Book.
- Let them say what they can see. They can name the games if they can even in their national languages.
- Read the words on the Learner's Book, ask the learners to repeat after; they should point at the matching picture as they say the words.
- As a class, go outside the classroom. Divide learners into teams and let them compete playing the games on the Learner's Book.
- Make it fun for learners and even award best teams.
- In groups. Let the learners go back to the class and tell each other what they learnt about playing the games.
- As a class, discuss good playing habits which must be adhered to when playing games. Let as many learners talk about the importance of this.

## Assessment opportunities

### Conversation

As you discuss with learners about good playing habits, assess if learners are able to appreciate the importance of this from their contributions.



## Observation

Observe the learners as they play the games shown in the pictures. Do they adhere to good playing habits?

### Activity 4: Mime and say (Refer to the Learner's Book page 49)

#### Key words

Pull	skip	jump
------	------	------

#### Learning activities

- Introduce the activity by reviewing the previous activity. Do this by asking learners to talk about the games they played, they should say which ones they liked the best and give reasons for their answers.
- Read the words in the Learner's Book and ask the learners to repeat after you.
- Mime the above words in class and then ask the learners to copy what you have done.

#### Assessment opportunities

#### Conversation

Ask learners questions about the activities written in the Learner's Book and let them guess the games that can be played like that. See if they are able to say something about these activities.

### Activity 5: Recite and act (Refer to the Learner's Book pages 50)

#### Key words

Many	high
------	------

#### Learning activities

- Introduce the activity by revising the previous one. Do this by giving some learners a chance to mime the activities.
- Ask learners to look at the picture in the poem and let the learners identify the games they can see. Give as many learners if possible a chance to talk.
- Read out the words of the poem given. Let the learners say the words of the poem after you. You can repeat this as much as you deem necessary for the

learners to get the words.

- Recite the poem to the class.
- Ask the learners to recite the poem after you. You may recite a few lines or one line at a time depending on their ability.
- In groups. Divide the learners into small groups. Let them recite and act the poem in their groups as you go round and observe. Correct the learners accordingly.
- Let the groups recite the poem to the class in turns.
- Award (even by a clap) the teams that recite best.
- Hold a class discussion about these games children play and emphasise why games are important.

### **Assessment opportunities**

#### **Conversation**

Listen to learners when they say and recite the words of the poem after you. Note their pronunciation and correct accordingly. Check if they understand the song and give support.

#### **Observation**

Observe the learners as they recite and act the song in groups and before the class. Do their actions denote understanding?

### **Activity 6: Listen and say (Refer to the Learner's Book pages 50)**

#### **Key words**

Football	favourite	basketball
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#### **Learning activities**

- Introduce the activity by asking some learners to recite the poem to the class.
- Ask learners to look at the pictures given and let them name any of the games being played.
- Read the words given in the Learner's Book for the learners. Ask the learners to say the words after you.
- Let the learners practise saying the words in pairs.
- In groups, ask the learners to say the words as they pretend to play the games.

- Depending on the learners' ability, they can make oral sentences and pretend to play their own favourite games.

### **Assessment opportunities**

#### **Conversation**

Note the learners' pronunciation and correct the learners accordingly.

If the learners were able to make oral sentences, note and correct their grammar accordingly.

#### **Observation**

Observe the learners as they work in groups to pretend to play the games and even say the words. Do they do this correctly hence showing an understanding of the words?

### **Activity 7: Debate (Refer to the Learner's Book page 51)**

#### **Learning activities**

- Introduce the activity by asking the learners to name their favourite games.
- Let as many learners as possible respond to this.
- Group the learners according to the common games that have been mentioned.
- Let the learners appoint a group leader and discuss why they love that particular game in their national language.
- Let the group leader take turns to present their points to the class.
- Applaud the group with the most relevant points.

### **Assessment opportunities**

#### **Observation**

Observe the learners as they discuss and present their points and assess whether they understood the concept behind debating.

## Activity 8: Play a game (Refer to the Learner's Book page 51)

### Learning activities

- Introduce the activity by reminding the learners about the previous activity which was a debate.
- Explain to the learners about the game called 'Simon says'. This will enable to reinforce the vocabularies learnt.
- Let the learners understand the rules of the game. The role of Simon is the leader or commander of the group of the listeners. The learners should obey the commands given by Simon whereby it begins with 'Simon says. . . . .'. If Simon does not mention the words 'Simon says then the learners should not obey any commands given
- Example: Simon says jump - the learners should jump.  
Simon says skip - the learners obey the command.  
Include other phrases like run, throw, sit among others learnt.
- Organise the learners into groups and have a leader who will be Simon. Have the learners play the game in their groups.

### Assessment opportunities

#### Observation

Observe and assess whether the learners are able to obey the commands given as they play the game. This will help to gauge the learners' understanding of the English phrases used according to their actions.

## Activity 9: Look and talk (Refer to the Learner's Book page 51)

### Learning activities

- Introduce the activity by recapping what the learners have learnt so far about games. They can each mention their favourite game.
- Ask learners to look at the picture given in the Learner's Book.
- Let them say what they can see. They can tell each other in pairs.
- As a class, let the learners say what the children in the picture are doing that is wrong in relation to playing games and sports.

- In groups, let the learners think of warnings they can say to the children in the picture and share these warnings with the class. Let them use the key words given for example; Do not fight when playing, It is good to forgive others.
- Conclude by discouraging learners from bad and dangerous playing habits.

### **Assessment opportunities**

#### **Conversation**

Ask learners questions about how dangerous it is for the children shown and assess their answers.

#### **Observation**

Observe the learners as they come up with warnings and see if they have the right ideas.

### **Activity 10: Listen and tell (Refer to the Learner's Book page 52)**

#### **Key words**

fight	score	allow	forgive	start	goals	allow
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#### **Learning activities**

- Introduce the activity by revising the previous one. Do this by giving a few learners a chance to say bad playing habits.
- Before Reading. Let the learners tell the class what game they like playing and who they play with.
- Ask learners to look at the picture in the story and describe what they can see.
- Read the story given in the Learner's Book.
- Ask learners to say the story after you.
- Let the learners say anything they have gotten from the story in turns as you guide and correct them accordingly.
- For more advanced learners, let them say the story in their own words. Let them start by saying what the story is about. Correct them accordingly but encourage them to retell it even in their national language.

## Assessment opportunities

### Conversation

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

### Observation

Assess whether there is evidence of comprehension by checking on how much learners get by listening to the story.

## Activity 11: Tell us (Refer to the Learner's Book page 52)

### Learning activities

- Introduce the activity by revising the previous one. Do this by giving some learners a chance to tell what they remember from the story.
- Read the story once again. Let the learners say what they have learnt from the story.
- Let the learners answer the questions given orally.
- Let them say the answers to the class.
- Correct them accordingly.

### Answers

1. Adut likes playing football.
2. She uses leaves and old papers to make her ball.
3. Open-ended, expect; it is wrong to fight while playing because you may hurt others or get hurt among others.
4. Open-ended

## Assessment opportunities

### Conversation

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

## Activity 12: Say (Refer to the Learner's Book page 53)

### Learning activities

- Introduce the activity by revising the previous one. Do this by asking individuals to say what they learnt from the story.
- Guide the learners say the new/key words they learnt in the unit.
- You can have the words displayed e.g. at the blackboard
- Let the learner try to construct oral sentences using these words, others can mime the words before the class.
- Ask the learners to copy these words in their word bank (If the learners' ability is low, they do not need to do the activity.)

### Assessment opportunities

#### Conversation

Talk to the learners about the new words learnt in this unit. Do they seem to understand the meaning of these words? Can they use these words in different contexts and construct accurate sentences using them?

#### Product

Consider the words identified by the learners. Were they able to identify all the words? Remind them of the ones they may have forgotten.

#### Play vocabulary games

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

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

# Unit 10

## Accidents Safety

(Refer to Learner's Book pages 54 - 58)

Learn about	Key inquiry questions
<p>Learners should be given the basic vocabulary to talk about the weather. They should be encouraged to talk about the different elements of weather.</p> <p>In small groups and as a whole class, learners should discuss about the activities done during different seasons of the year and the various effects of different weather patterns on people, plants and animals.</p> <p>They should be exposed to songs, poems, dialogues, riddles, plays and stories on themes related to weather.</p> <p>Learners should be given opportunity to construct simple oral sentences about weather. They can also draw and pictures of different weather and be encouraged to talk about their pictures.</p>	<ul style="list-style-type: none"><li>• What makes up weather?</li><li>• What are the activities done during different seasons?</li><li>• What are the effects of weather?</li></ul>



Learning outcomes		
Knowledge and understandings	Skills	Attitudes
<ul style="list-style-type: none"> <li>• Understand the main points and some details from a spoken passage about accidents and safety</li> <li>• Listen to and follow instruction about accidents and safety</li> </ul>	<ul style="list-style-type: none"> <li>• Speak clearly about accidents and safety</li> <li>• Express opinion orally about songs, poems, stories etc.</li> <li>• Develop ideas orally in logical sequence about accidents and safety</li> <li>• Recognise, understand and read out familiar words in simple contexts</li> <li>• Use knowledge of letters and sounds to read words and establish meaning</li> <li>• Form letters accurately and consistent in size</li> <li>• Spell simple words correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Show increasing confidence in speaking to different people in different occasions about accidents and safety.</li> </ul>
<p><b>Contribution to the competencies:</b></p> <p><b>Communication and Co-operation:</b> Role-play, drama, singing, reciting rhymes and poems</p>		
<p><b>Links to other subjects:</b></p> <ul style="list-style-type: none"> <li>• <b>Science:</b> Topics on accidents and safety</li> <li>• <b>Life Skills:</b> safety</li> </ul> <p><b>Key inquiry questions:</b></p> <ul style="list-style-type: none"> <li>• What are the causes of common accidents in our community?</li> <li>• How can we avoid accidents?</li> <li>• What is first aid?</li> </ul>		

## **Assessment opportunities**

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

- Observation
- Conversation
- Product

## **An outline of the learning**

This unit will help learners develop their vocabulary in relation to accidents and safety. The activities will help learners to talk about causes of accidents, common accidents, how to avoid accidents and how to give first aid.

Learners will also be given opportunity to listen to and practise telling stories. Sing songs and recite poems about accidents and safety. They will be exposed to rhymes, dialogues, role-play and games that help them learn how to be safe.

Learners will be encouraged to identify how they can avoid accidents in school, at home and in their communities.

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

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

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

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

## **The learner competencies**

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

roles in groups so that for example there is a questioner, presenter and group leader. It is important in Primary 2 that the teacher models good communication skills, describing where appropriate features of good communication such as the use of open questions, active listening, correct grammar use and good body language. The activities provide a variety of ways to teach learners about accidents and safety.

The subject matter will also deepen the learners' understanding of the South Sudan Culture and Identity by identifying how people handle accidents in their community and common first aid given.

### **Links to other subjects**

This unit provides a good opportunity to link into sciences though topics on accidents and safety, and Life Skills where learners learn about safety.

### **Cross-cutting issues**

**Peace Education:** Learning how to stay safe in school, at home and in the community and how to give first aid promotes peace.

**Life Skills:** Learners should be given an opportunity to learn about how to stay safe.

### **Teaching aids**

Flash cards, the Learner's Book, pictures, charts, audio recordings, video recordings, realia

## **Activity 1: Look and talk (Refer to the Learner's Book page 54)**

### **Learning activities**

- Introduce the activity by reviewing the previous topic about games and sports. Each learner should say at least one game they learnt, their favourite sport and one good gaming habit.
- Ask learners to look at the pictures in the Learner's Book. Let them talk about what they can see. They can do this in pairs in the national language depending on their ability.
- Give the learners an opportunity to describe the types of accidents shown and say if they are common or not in their community.
- Read the words on the Learner's Book and ask the learners to repeat the words after you as they point at the matching pictures.

- Hold a whole class discussion so as to introduce learners to accidents and how accidents can harm them.
- Let the learners discuss how the accidents shown may have been avoided.
- Conclude the activity by emphasizing that we all need to be aware of accidents that can happen around us and we need to stay safe.

### **Assessment opportunities**

#### **Conversation:**

Check if learners are able to describe the nature of the accidents shown and how they would be avoided.

### **Activity 2: Practise saying (Refer to the Learner's Book page 54)**

#### **Key words**

Fall	burn	accident	help	fire
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#### **Learning activities**

- Introduce the activity by asking learners to talk about the types of accidents they learnt in the previous activity and try to name them.
- Read the words given in the Learner's Book for the learners. Ask the learners to say the words after you.
- Let the learners practise saying the words in pairs; you can still translate the words back to the national language if the learners do not seem to understand the words.
- In groups, ask the learners to say the words and mime them.
- Depending on the learners' ability, they can make sentences using the words and say these sentences to the class.

### **Assessment opportunities**

#### **Conversation**

Note the learners' pronunciation and correct the learners accordingly.

If the learners were able to make oral sentences, note and correct their grammar accordingly.

## Observation

Observe the learners as they work in groups to say the words. Do they do this correctly hence showing an understanding of the words?

### Activity 3: Role-play (Refer to the Learner's Book page 55)

#### Learning activities

- Introduce the activity by revising the previous one. Do this by asking a few learners to describe the accidents they saw in the pictures.
- Ask the learners to look at the picture given in the Learner's Book. In pairs, let them say what they can see in relation to helping others when they get involved in accidents; they can use their national language, then you can help them translate the key word they have talked about in English.
- Read the words in the Learner's Book and let the learners repeat after you; you can then explain to them the use of a first aid kit and a bandage.
- Let the learners go into groups of five and role-play what is happening in the pictures. They should use some simple words such as sorry, thank you, may I help you? etc.
- Learners can then role-play to the class in turns as they speak the words.
- Correct the learners' pronunciation and actions accordingly.
- Conclude by emphasizing to the learners that it is good to help their friends or call for help in case of accidents.

#### Assessment opportunities

##### Conversation

Listen to learners when they say a few words as they role-play. Note their pronunciation and correct accordingly. Check if they can call for help in case of an accident and give support.

##### Observation

Observe the learners as they role-play the action in the pictures and assess if they do this correctly.

## Activity 4: Name and say (Refer to the Learner's Book page 55)

### Key words

ambulance

first aid box

bandage

### Learning activities

- Introduce the activity by recapping what the learners have learnt so far about accidents and how to call for or give help in case of an accident
- Ask learners to look at the pictures given in the Learner's Book.
- Let them say what they can see. They can tell each other in pairs in their national language.
- Read the words in the Learner's Book and ask the learners to repeat the words after you as they point at the matching pictures in the Learner's Book.
- Hold a whole class discussion about the importance of the items shown when it comes to giving first aid in case of accidents.
- Let the learners relate to the actual situation in their community, home or school by saying where they have seen any of the items being used.
- Correct pronunciation and grammar accordingly.

### Assessment opportunities

#### Conversation

Ask learners to name the items shown and see what they know especially in relation to their community.

#### Answers

1. ambulance
2. first aid kit
3. bandage
4. water

## Activity 5: Say (Refer to the Learner's Book page 56)

### Learning activities

- Introduce the activity by asking learners to talk about the items they identified in the previous unit.
- Read the sentences given in the Learner's Book for the learners. Ask the learners to say the words after you.
- In groups ask the learners to talk about how they can avoid accidents at school and at home; they can discuss this in their National language.
- In turns, let the groups share their answers with the class by completing the sentences given - For example; We stay safe at home by not playing with fire.
- As a class hold a general discussion on how to avoid accidents at school and at home.

### Possible answers

We stay safe at home by \_\_\_\_\_

- (a) not playing with fire.
- (b) not playing with medicine.
- (c) not playing with hot water.
- (d) not playing with a knife,

We stay safe at school by \_\_\_\_\_

- (a) not fighting
- (b) saying sorry.
- (c) not playing on the road

### Assessment opportunities

#### Observation

Observe the learners as they work in groups to discuss how to avoid accidents. Do they have an idea on how to avoid accidents both at home and school.

## Activity 6: Listen and tell (Refer to the Learner's Book page 56)

### Key words

Under disappeared towards medicine hurt stone sting neighbour

### Learning activities

- Introduce the activity by revising the previous one. Do this by giving a few learners a chance to say how to avoid accidents at home and at school.
- Ask the learners to describe the picture in the story and guess what the story is about. Let as many learners talk.
- Read out the story given in the Learner's Book.
- Ask the learners to say what the story is about in pairs depending on their ability they can use their national language.
- Organise the learners into small groups.
- Let them retell the story in their groups as you go round and listen. Correct the learners accordingly.
- Let the groups retell the story to the class.
- Conclude by awarding (even by a clap) the teams that narrates the best.
- Take some time to discuss the dangers of playing with sharp objects such as razors and knives. Let the learners mention other things that are dangerous to play with.

### Assessment opportunities

#### Conversation

Listen to learners when they say the sentences after you. Note their pronunciation and correct accordingly. Check if they understand the story and give support.

#### Observation

Observe the learners as they talk about sharp and other objects that are dangerous to play with and see how many they can say.

## Activity 7: Tell us (Refer to the Learner's Book page 57)

### Learning activities

- Introduce the activity by revising the previous activity 6 Listen and tell.



- Read the story again for the learners.
- Let the learners say what they like about the story.
- Let the learners answer the given questions and at the same time relating to their own experiences.
- Let learners say what they could do to help Bol.
- Discuss with the learners what they can do in case of bees attack for example they can run into the house, lie still on the ground or cover themselves with something.

### **Answers**

1. He fell on a stone
2. He covered him with a blanket
3. A bandage
4. Open ended. (Give a cup of water to drink, give pain.)

### **Assessment opportunities**

#### **Conversation**

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

### **Activity 8: Draw and show (Refer to the Learner's Book page 57)**

#### **Learning activities**

- Introduce the activity by revising the previous one. Do this by giving some learners a chance to tell the class what dangerous things they should not play with.
- Ask learners to draw one item that doctors use in hospitals. If they can do this on the computer, let them do so and print but if there is no access to the computer, let them draw on a piece of paper
- Ask learners to show their pictures to the class; they should name the item and describe what it is used for.

## Assessment opportunities

### Product:

Look at the drawings the learners have come up with. Do they show items found in hospitals?

### Activity 9: Match (Refer to the Learner's Book page 57)

Introduce the activity by asking learners to look at the pictures on the Learner's Book in pairs. Ask them if they have ever seen what is on the pictures, they should say where they saw such.

Read the words on the Learner's Book and ask the learners to repeat after you.

Ask them to point at the pictures and try to name them using the given words. Give necessary guidance.

## Assessment opportunities

### Conversation

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

### Activity 10: Tell your story (Refer to the Learner's Book pages 58)

## Learning activities

- Introduce the activity by asking the learners to tell the story in activity 7 in the own words. Select learners randomly to do this.
- Let the learners say what an accident is. Ask them to name incidences they think could qualify as an accident in their national language as you translate to English language.
- Ask the learners to say if they have ever had an accident.
- Let them take turns to come to the front of the class and narrate the incidents that led to the accidents and what they did thereafter.
- Encourage them to use English language to tell their story and help them to express themselves when they get stuck.

## Assessment opportunities

## Observation

Observe the learners as they tell their stories and gauge the level of vocabularies they are using.

## Conversation

Talk to the learner to see whether they understand what an accident is.

### Activity 11: Recite (Refer to the Learner's Book pages 58)

## Key words

sharp	slippery	floor	road
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## Learning activities

- Introduce the activity by revising the previous one. Do this by asking learners to say how they would help Bol.
- Read out the words of the poem given. Let the learners say the words of the poem after you. You can repeat this as much as you deem necessary for the learners to get the words.
- Recite the poem to the class.
- Ask the learners to recite the poem after you. You may recite a few lines or one line at a time depending on their ability.

## In groups

- Organise the learners into small groups. Let them recite and act the poem in their groups as you go round and observe. Correct the learners accordingly.
- Let the groups recite the poem to the class in turns.
- Award (even by a clap) the teams that recite best.

## Assessment opportunities

## Conversation

Listen to learners when they say and recite the words of the poem after you. Note their pronunciation and correct accordingly. Check if they understand the poem and give support.

## Observation

Observe the learners as they recite and act the song in groups and before the class. Do their actions denote understanding why it is important to stay safe and avoid things that might do them harm?

### Activity 12: Say (Refer to the Learner's Book page 58)

#### Learning activities

- Introduce the activity by revising the previous one. Do this by asking individuals to say any warnings they can remember.
- Guide the learners say the new/key words they learnt in the unit.
- You can have the words displayed e.g. at the blackboard
- Let the learner try to construct oral sentences using these words, others can mime the words before the class.
- Ask the learners to copy these words in their word bank (If the learners' ability is low, they do not need to do the activity.)

#### Assessment opportunities

##### Conversation

Talk to the learners about the new words learnt in this unit. Do they seem to understand the meaning of these words? Can they use these words in different contexts and construct accurate sentences using them?

##### Product

Consider the words identified by the learners. Were they able to identify all the words? Remind them of the ones they may have forgotten.

#### Play vocabulary games

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

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

# Unit 11

## Children's Rights

(Refer to Learner's Book pages 59 - 63)

Learn about	Key inquiry questions
<p>Learners should be given the basic vocabulary to talk about occupations. They should be encouraged to talk about occupations. Learners are exposed to different types of jobs people do in their community.</p> <p>In pairs and in small groups they should be encouraged to talk about the activities people do in their community to get money, the things people make and how they spend the money they get.</p> <p>They should be given opportunity to listen to appropriate stories, rhymes, poems and riddles related to occupation. They should act conversations, dramatise and role-play themes related to occupation.</p> <p>Learners should also be given opportunity to practise simple oral sentences about occupation.</p>	<ul style="list-style-type: none"><li>• What jobs do people do in your community?</li><li>• What things do people in your community make to get money?</li><li>• What do people do with the money they get?</li></ul>

Learning outcomes		
Knowledge and understandings	Skills	Attitudes
<ul style="list-style-type: none"> <li>Understand the main points and some details from a spoken passage about children's rights</li> <li>Listen to and follow instruction about children's rights</li> </ul>	<ul style="list-style-type: none"> <li>Speak clearly about children's rights</li> <li>Express opinion orally about songs, poems, stories etc.</li> <li>Develop ideas orally in logical sequence about children's rights</li> <li>Recognise, understand and read out familiar words in simple contexts</li> <li>Use knowledge of letters and sounds to read words and establish meaning</li> <li>Form letters accurately and consistent in size</li> <li>Spell simple words correctly</li> </ul>	<ul style="list-style-type: none"> <li>Show increasing confidence in speaking to different people in different occasions about children's rights</li> </ul>
<p><b>Contribution to the competencies:</b></p> <p><b>Communication and Co-operation:</b> Role-play, drama, singing, reciting rhymes and poems</p>		
<p><b>Links to other subjects:</b></p> <ul style="list-style-type: none"> <li><b>Social Studies and Citizenship:</b> Topics on human rights</li> <li><b>Peace Education:</b> human rights</li> </ul> <p><b>Key inquiry questions:</b></p> <ul style="list-style-type: none"> <li>What are the rights of a child?</li> </ul>		

## **Assessment opportunities**

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

- Observation
- Conversation
- Product

## **An outline of the learning**

This unit will help learners develop their vocabulary in relation to talking about children's rights. The activities will help learners to understand basic human rights and how they relate to children.

Learners will also be given opportunity to listen to and practise telling stories, sing songs and recite poems about children's rights. They will be exposed to rhymes, dialogues, role-play and games that help them know their rights.

Learners will be encouraged to apply whatever they will have learnt outside the classroom and develop the life-long learning attitude of knowing their human rights.

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

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

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

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

## **The learner competencies**

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

are asked to work in pairs and groups, so there are continuous opportunities for co-operation and teamwork also. This unit provides good opportunities to create roles in groups so that for example there is a questioner, presenter and group leader. It is important in Primary 2 that the teacher models good communication skills, describing where appropriate features of good communication such as the use of open questions, active listening, correct grammar use and good body language. The activities provide a variety of ways to explore accidents and safety and are also designed to instil an appreciation and respect for the culture and heritage of South Sudan.

The activities provide a variety of ways to make learners aware of their rights as children.

The subject matter will also deepen the learners' understanding of the South Sudan Culture and Identity by identifying universal children's and human rights in general.

### **Links to other subjects**

This unit provides a good opportunity to link into social studies and citizenship that tackle topics on human rights.

### **Cross-cutting issues**

**Peace Education:** Through an exploration on the topic, it is possible to promote peace as children learn about their rights and learn to respect others' rights hence harmony.

**Life Skills:** Learners should be given an opportunity to talk about their rights and how they can fight for them.

Teaching aids

Flash cards, the Learner's book, pictures, charts, audio recordings, video recordings, photos, realia

### **Activity 1: Look and talk (Refer to the Learner's Book page 59)**

### **Key words**

learn	sleep	eat	play
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### **Learning activities**

- Review the previous topic about accidents and safety.



- Each learner should say at least one common accident and how we can avoid it.
- Ask them to look at the pictures in the Learner's Book. Let them talk about what they can see. They can do this in pairs using their national language depending on their ability.
- Read the words in the Learner's Book and ask the learners to repeat after you as you guide them to point at the matching pictures on the Learner's Book.
- Give the learners an opportunity to describe the pictures in relation to the children's rights shown. For example saying children have a right to get food, to school, to rest/shelter, to play, to medicine and parental love.
- Hold a whole class discussion so as to introduce learners to children's rights and why they are important. For example a child has a right to eat healthy otherwise they can die from hunger.

### **Assessment opportunities**

#### **Conversation**

Check if learners are able to describe the children's rights shown and guide accordingly.

#### **Observation**

Observe the learners as they role-play the actions shown in groups. Do they show these actions as depicting children's rights learnt?

### **Activity 2: Practise saying (Refer to the Learner's Book pages 59)**

#### **Learning activities**

- Introduce the activity by revising the previous one. Do this by giving some learners a chance to say the children rights they learnt as they point at the pictures.
- Start by reading the words given in the Learner's Book for the learners. Ask the learners to say the words after you.
- Let the learners practise saying the words in pairs. Ask the learners to try and spell the words to each other.
- Depending on the ability of the class, you may ask the learners to use the words given to make sentences. Let learners say their sentences to the class in turns.

## Assessment opportunities

### Conversation

Note the learners' pronunciation and correct the learners accordingly. Assess if the learners are able to make correct oral sentences using the words.

### Activity 3: Recite and act (Refer to the Learner's Book pages 60)

### Key words

medication	need
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### Learning activities

- Introduce the activity by revising the previous one. Do this by giving some learners a chance to say the children rights they learnt as they point to the pictures.
- Read out the words of the poem given. Let the learners say the words of the poem after you. You can repeat this as much as you deem necessary for the learners to get the words.
- Recite the poem to the class.
- Ask the learners to recite the poem after you. You may recite a few lines or one line at a time depending on their ability.

### In groups

- Divide the learners into small groups. Let them recite and act the poem in their groups as you go round and observe. Correct the learners accordingly.
- Let the groups recite the poem to the class in turns.
- Award (even by a clap) the teams that recite best.

## Assessment opportunities

### Conversation

Listen to learners when they say and recite the words of the poem after you. Note their pronunciation and correct accordingly. Check if they understand the poem and give support.

## Observation

Observe the learners as they recite and act the song in groups and before the class. Do their actions denote understanding of children's rights, does their tone fight for their rights?

### Activity 4: Mime (Refer to the Learner's Book page 60)

## Key words

protect

show love

give medicine

## Learning activities

- Introduce the activity by revising the previous one. Do this by giving some learners a chance to recite the poem as others pick out the rights mentioned.
- Start by reading the words given in the Learner's Book for the learners. Ask the learners to say the words after you.
- Let the learners practise saying the words in pairs.
- Hold a whole class discussion about these words and how they relate to children's rights.
- If they can, ask learners to make oral sentences using the words.
- Mime the words before the class as they say the words ask the learners to try and mime the words themselves **in groups** as they say them.
- Correct and guide.

## Assessment opportunities

### Conversation

Note the learners' pronunciation and correct the learners accordingly. If learners are able to make oral sentences, let them say their sentences to the class as you assess accuracy and correct where need to.

### Observation

Watch as the learners mime the words and assess whether their actions illustrate the words.

### Activity 5: Look and talk (Refer to the Learner's Book page 61)

#### Learning activities

- Introduce the activity by revising the previous one. Do this by giving some learners a chance to say the children's rights learnt or say the words related to children's rights.
- Ask learners to look at the pictures given in the Learner's Book.
- Let them say what they can see. They can tell each other in pairs using their national language
- Read the words on the Learner's Book and ask the learners to repeat after you as they point at the corresponding pictures on the Learner's Book.
- As a class, let the learners say what the children in the picture are doing and how that goes against their rights.
- Ask learners if they were to find themselves in such a situation what would they do?
- Encourage the learners to always seek help e.g. from their teachers, other adults at home or in the community. They can also seek help on behalf of their friends.
- Conclude by encouraging learners not to allow anyone to abuse them or subject them to hard labour.

#### Assessment opportunities

##### Conversation

Ask learners questions about how dangerous it is for the children in the picture and assess if learners can tell why they should not allow their rights be abused.

##### Observation

Observe the learners if they are able to interpret that the pictures show abuse of children's rights.

### Activity 6: Recite and act (Refer to the Learner's Book page 61)

#### Key words

helpless

suffer

continue

weak

## Learning activities

- Introduce the activity by revising the previous one. Do this by giving a few learners a chance to talk about why they should never allow anyone to abuse their rights.
- Read out the words of the poem given. Let the learners say the words of the poem after you. You can repeat this as much as you deem necessary.
- Recite the poem to the class.
- Ask the learners to recite after you. You may recite a few lines or one line at a time depending on their ability.

## In groups

- Arrange the learners into small groups. Let them recite the poem in their groups as you go round and observe. Ask them to introduce actions where they can. Correct the learners accordingly.
- Let the groups sing to the class in turns.
- Conclude by awarding (even by a clap) the teams that sing best.

## Assessment opportunities

### Conversation

Listen to learners when they say and recite the words of the poem after you. Note their pronunciation and correct accordingly. Check if they understand the poem and give support.

### Observation

Observe the learners as they recite and act the poem in groups and before the class. Do their actions denote understanding?

## Activity 7: Listen and tell (Refer to the Learner's Book page 63)

### Key words

child labour      evening

## Learning activities

- Introduce the activity by revising the previous one. Do this by giving a few learners a chance to talk about why they should never allow anyone to abuse their rights.

- Before Reading. Let the learners tell each other about a time they have ever seen anyone having their rights being abused and if they did anything to help. Let them say what they would do if they found themselves in more problems.
- Ask learners to look at the picture in the story and describe what kind of abuse of children's rights is being shown. Let as many learners talk.
- Read the story given in the Learner's Book.
- Ask learners to say the story after you.
- Let the learners say anything they have gotten from the story in turns as you guide and correct them accordingly. Even if it is just a word they picked.
- For more advanced learners, let them say the story in their own words. Let them start by saying what the story is about. Correct them accordingly but encourage them to retell it even in their national language.

### **Assessment opportunities**

#### **Conversation**

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

#### **Observation**

Assess whether there is evidence of comprehension by checking on how much learners get by listening to the story.

### **Activity 8: Tell us (Refer to the Learner's Book page 63)**

#### **Learning activities**

- Introduce the activity by revising the previous one. Do this by asking individuals to show their pictures to the class and they should also say what they remember about the story 'Child Labour'.
- Read the story again for the learners.
- Let the learners say what they learn from the story.
- Let the learners answer the given questions and at the same time relating to their own experiences.
- Let learners say what they could do to help these three children so that their rights are no longer abused.

## Answers

1. He told them to all the coffee and fill their baskets.
2. The child fell sick from too much work and hunger.
3. Open ended. (I do not like Mr Awi) they should give reasons for their answers.

## Assessment opportunities

### Conversation

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

### Activity 9: Play a game (Refer to the Learner's Book page 63)

### Learning activities

- Introduce the activity by revising the previous one. Do this by giving some learners a chance to tell the what they have learnt.
- Divide the learners in groups and explain to them the roles of the game.
- The game is called beat the clock whereby you give the learners a time limit of sixty seconds to say any number of words they have learnt in their unit.
- Ensure that all phrases mentioned are in English. If any learner mentions a word in their national language, the group loses a point
- Make sure the the learners adhere to the given time limit.
- Award the winning group with a clap.

### Assessment opportunities

#### Observation

Observe the learners as they play the game and assess if they are able to say the correct words in English and match this context.

## Activity 10: Say (Refer to the Learner's Book page 63)

### Learning activities

- Introduce the activity by revising the previous one. Do this by giving some learners a chance to read their answers in class.
- Guide the learners say the new/key words they learnt in the unit.
- You can have the words displayed e.g. at the blackboard
- Let the learner try to construct oral sentences using these words, others can mime the words before the class.
- Ask the learners to copy these words in their word bank (If the learners' ability is low, they do not need to do the activity.)

### Assessment opportunities

#### Conversation

Talk to the learners about the new words learnt in this unit. Do they seem to understand the meaning of these words? Can they use these words in different contexts and construct accurate sentences using them?

#### Product

Consider the words identified by the learners. Were they able to identify all the words? Remind them of the ones they may have forgotten.

#### Play vocabulary games

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

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



# Unit 12

## Peace and Security

(Refer to Learner's Book pages 64 - 69)

Learn about	Key inquiry questions
<p>Learners should be given the basic vocabulary to talk about the weather. They should be encouraged to talk about the games they like most and why.</p> <p>In pairs, small groups and as a whole class, they make a list of play materials they commonly use. As a class they should be encouraged to come up with a list of good playing habits.</p> <p>Learners should be given opportunity to listen to stories, poems, sing songs, and solve riddles, act dialogues and role play about games and sports. Learners should be encouraged to construct oral sentences that are correctly punctuated.</p>	<ul style="list-style-type: none"><li>• What games do you like most?</li><li>• What common materials do you use when playing?</li><li>• How can we practice good playing habits?</li></ul>

Learning outcomes		
Knowledge and understandings	Skills	Attitudes
<ul style="list-style-type: none"> <li>Understand the main points and some details from a spoken passage about peace and security</li> <li>Listen to and follow instruction about peace and security</li> </ul>	<ul style="list-style-type: none"> <li>Speak clearly about peace and security</li> <li>Express opinion orally about songs, poems, stories etc.</li> <li>Develop ideas orally in logical sequence about peace and security</li> <li>Recognise, understand and read out familiar words in simple contexts</li> <li>Use knowledge of letters and sounds to read words and establish meaning</li> <li>Form letters accurately and consistent in size</li> <li>Spell simple words correctly</li> </ul>	<ul style="list-style-type: none"> <li>Show increasing confidence in speaking to different people in different occasions about peace and security</li> </ul>
<p><b>Contribution to the competencies:</b></p> <p><b>Communication and Co-operation:</b> Role-play, drama, singing, reciting rhymes and poems</p>		
<p><b>Links to other subjects:</b></p> <ul style="list-style-type: none"> <li><b>Social studies:</b> Topics on peace and security</li> <li><b>Peace Education:</b> peace and security</li> </ul> <p><b>Key inquiry questions:</b></p> <ul style="list-style-type: none"> <li>How can we live peacefully within a community?</li> <li>What different roles do we play to promote peace?</li> <li>What are the signs for landmines?</li> </ul>		

## **Assessment opportunities**

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

- Observation
- Conversation
- Product

## **An outline of the learning**

This unit will help learners develop their vocabulary in relation to peace and security. The activities will help learners to talk about problems they may have faced at home and in school in relation to peace and security, what they can do to promote peace and security and dangers of landmines.

Learners will also be given opportunity to listen to and practise telling stories, sing songs and recite poems about peace and security. They will be exposed to rhymes, dialogues, role-play and games that help promote peace and security.

Learners will be empowered to identify dangerous landmines in the community. They should also advise their family member on the same.

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

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

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

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

## **The learner competencies**

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

co-operation and teamwork also. This unit provides good opportunities to create roles in groups so that for example there is a questioner, presenter and group leader. It is important in Primary 2 that the teacher models good communication skills, describing where appropriate features of good communication such as the use of open questions, active listening, correct grammar use and good body language. The activities provide a variety of ways to teach learners about peace and security.

The subject matter will also deepen the learners' understanding of the South Sudan Culture and Identity by identifying how communities are trying to promote peace and security.

### **Links to other subjects**

This unit provides a good opportunity to link into social studies that tackles topics related to peace and security.

### **Cross-cutting issues**

**Peace Education:** Learning how to stay safe in school, at home and in the community and how to avoid landmines promotes peace and security.

**Life Skills:** Learners should be given an opportunity to learn how to identify dangerous landmines.

### **Teaching aids**

Flash cards, the Learner's book, pictures, charts, audio recordings, video recordings, realia

## **Activity 1: Look and talk (Refer to the Learner's Book page 64)**

### **Key words**

family	angry	happy	danger
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### **Learning Activities**

- Introduce the activity by reviewing the previous topic about children's rights. Each learner should say at least one right or what they should do in case someone abuses their rights.
- Ask learners to look at the pictures in the Learner's Book. Let them talk about what they can see. They can do this in pairs using their national language depending on their ability.

- Read the words on the Learners Book and ask the learners to repeat the words after you as they point at the corresponding pictures.
- Give the learners an opportunity to sort the ones that show people living in peace and the ones that show there could be a problem.
- Hold a whole class discussion so as to introduce learners to peace and security. Let them know that peace and security starts at home, school, community then to society at large.

### **Assessment opportunities**

#### **Conversation**

Check if learners are able to describe the pictures saying how they reflect peace and security or lack of it.

### **Activity 2: Practise saying (Refer to the Learner's Book page 64)**

#### **Key words**

quarrel	safe	danger
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#### **Learning activities**

- Introduce the activity by revising the previous one. Do this by giving some learners a chance to say how the pictures shown reflect peace and security or lack of it.
- Start by reading the words given in the Learner's Book for the learners. Ask the learners to say the words after you.
- Explain in the National language the meaning of each.
- Let the learners practise saying the words in pairs.
- Hold a whole class discussion about these words and how they relate to peace and security.
- Ask learners to use the words in describing the pictures in Activity 1.
- If they can, ask learners to make oral sentences using the words.
- Correct and guide them accordingly.

### **Assessment opportunities**

#### **Conversation**

Note the learners' pronunciation and correct the learners accordingly.

If learners are able to make oral sentences, let them say their sentences to the class as you assess accuracy and correct where need to.

### Observation

As you ask learners to use the words to describe the pictures in Activity 1, assess how much of that they can do.

### Activity 3: Name and say (Refer to the Learner's Book page 65)

#### Key words

Priest	head teacher	safe	community leader
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#### Learning activities

- Introduce the activity by recapping what the learners have learnt so far about peace and security. For example they can name one word to describe peace.
- Ask learners to look at the pictures given in the Learner's Book.
- Let them say what they can see. They can tell each other in pairs using their national language depending their ability.
- Let the learners name the people in the picture and guess their role in promoting peace. You can read out the words given then ask them to match with the pictures.
- Hold a whole class discussion about the roles of the people in the pictures.

#### Assessment opportunities

#### Conversation

As the learners name the people in the pictures and say their roles, assess how much they can do this.

### Activity 4: Say and role-play (Refer to the Learner's Book page 66)

#### Key words

Advise	solve	problems	wrong	correct
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#### Learning activities

- Introduce the activity by revising the previous one. Do this by giving learners a chance to name the people in the pictures and say their roles.

- Ask learners to look at the pictures given in the Learner's Book. Read the sentences then ask the learners to say the sentences after you.
- Ask learners to talk about how the people in the pictures help promote peace and security; they can use the National language.

### **In groups**

- Organise the learners into small groups. Let the learners practise acting out the actions shown as they say the sentences. They can then act before the class.

### **Assessment opportunities**

#### **Conversation**

Listen to learners when they say the sentences after you and when they act. Note their pronunciation and correct accordingly. Check if they understand the meanings of the sentences and give support.

#### **Observation**

Observe the learners as they role-play in groups and before the class. Do their actions denote understanding? Observe and correct learners accordingly. Also encourage learners to show confidence as they act.

### **Activity 5: Who am I? (Refer to the Learner's Book page 67)**

#### **Learning activities**

- Introduce the activity by asking the learners to name the people they learned about in activity 4 in English language.
- Read the name of the people in the learners book.
- Ask the learners to get into four groups. Assign each group one name of the people in the learner's book.
- Ask each group to appoint a leader and discuss the roles of the person appointed to them.
- Encourage them to use English language to say the roles of the people.
- Let the groups take turns to present their roles to class. The group leader should say the roles and let the rest of the class guess the person who does the roles.

## Assessment opportunities

### Observation

Observe the learners as they present and answer the questions and assess whether there has been an understanding of vocabulary.

### Activity 6: Recite and act (Refer to the Learner's Book page 67)

### Key words

obey

strangers

parents

elders

### Learning activities

- Introduce the activity by revising the previous one. Do this by giving learners a chance to show and talk about their pictures to the class.
- Ask learners to look at the picture on page 67 and let the learners say what they can see. Give as many learners a chance to talk.
- Read out the words of the poem given. Let the learners say the words of the poem after you. You can repeat this as much as you deem necessary for the learners to get the words.
- Recite the poem to the class.
- Ask the learners to recite the poem after you. You may recite a few lines or one line at a time depending on their ability.

### In groups

- Organise the learners into small groups. Let them recite and act the poem in their groups as you go round and observe. Correct the learners accordingly.
- Let the groups recite the poem to the class in turns.
- Award (even by a clap) the teams that recite best.
- Hold a class discussion about the things raised in the poem that the children need to do to enhance peace and security.

## Assessment opportunities

### Conversation

Listen to learners when they say and recite the words of the poem after you. Note their pronunciation and correct accordingly. Check if they understand the song and give support.



## Observation

Observe the learners as they recite and act the song in groups and before the class. Do their actions denote understanding?

### Activity 7: Say (Refer to the Learner's Book page 68)

## Key words

obey

## Learning activities

- Introduce the activity by asking learners to recite the poem they learnt earlier.
- Read the sentence given in the Learner's Book for the learners ensure the learners understand what keeping peace means.
- In groups ask the learners to talk about how they keep peace at school and at home; they can use their national language. Let them complete the given sentence using a few words in English e.g We keep peace by obeying our parents.
- In turns, let the groups share their answers with the class.
- As a class hold a general discussion on how to keep peace at school and at home.

## Possible answers

We keep peace by \_\_\_\_\_

- (a) obeying our parents
- (b) not quarrelling
- (c) keeping the family happy
- (d) staying away from danger
- (e) obeying our community leaders
- (f) listening to the priest

## Assessment opportunities

### Observation

Observe the learners as they work in groups to discuss how to keep peace. Are they able to complete the sentences in English?

## Activity 8: Listen and tell (Refer to the Learner's Book page 68)

### Key words

meeting	steal	fight	landmines	chief
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### Learning activities

- Introduce the activity by revising the previous one. Do this by giving a few learners a chance to talk about how to stay safe.
- Before Reading. Let the learners tell the class if they have ever attended a village meeting and what was discussed there.
- Ask learners to look at the picture in the story and describe what they can see. Ask learners to guess what the story is about.
- Read the story given in the Learner's Book.
- Ask learners to say the story after you.
- Let the learners say anything they have gotten from the story in turns as you guide and correct them accordingly.
- For more advanced learners, let them say the story in their own words. Let them start by saying what the story is about. Correct them accordingly but encourage them to retell it even in their national language.

### Assessment opportunities

#### Conversation

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

Also assess how much learners are able to guess the story correctly.

#### Observation

Assess whether there is evidence of comprehension by checking on how much learners get by listening to the story.

### Activity 9: Tell us (Refer to the Learner's Book page 69)

#### Learning activities

- Introduce the activity by revising the previous one. Do this by giving some learners a chance to tell what they remember from the story.
- Read the story once again. Let the learners say what they have learnt from the story.
- Let the learners answer the questions given orally.
- Let them say the answers to the class.
- Correct them accordingly.

#### Answers

1. The chief called the meeting so as to remind his people to live in peace and respect each other's property.
2. Open-ended (Yes because he take time to talk to his people about the importance of living in peace.)
3. Open-ended (Peace and unity promotes good living as there is no danger.)
4. Open-ended( allow learners to freely express themselves)

#### Assessment opportunities

##### Conversation

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

### Activity 10: Tell a story (Refer to the Learner's Book page 69)

#### Learning activities

- Introduce the activity by reviewing the previous one. Do this by asking the learners simple oral questions.
- Ask the learners if they have attended any talk by any leader.
- Select or give each learner a chance to tell their story.
- Make sure they capture the essential details like the setting, the reason for the meeting, who was the leader among others.
- Encourage the learners to use English phrases to tell the story.

## Assessment opportunities

### Observation

Observe how learners tell the story and assess their use of vocabularies learnt in English to tell their story. Is their pronunciation correct?

### Activity 11: Say (Refer to the Learner's Book page 69)

### Learning activities

- Introduce the activity by revising the previous one. Do this by asking learners to say what they learnt from the story.
- Guide the learners say the new/key words they learnt in the unit.
- You can have the words displayed e.g. at the blackboard
- Let the learner try to construct oral sentences using these words, others can mime the words before the class.
- Ask the learners to copy these words in their word bank (If the learners' ability is low, they do not need to do the activity.)

## Assessment opportunities

### Conversation

Talk to the learners about the new words learnt in this unit. Do they seem to understand the meaning of these words? Can they use these words in different contexts and construct accurate sentences using them?

### Product

Consider the words identified by the learners. Were they able to identify all the words? Remind them of the ones they may have forgotten.

### Play vocabulary games

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

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

# Unit 13

## Social Events

(Refer to Learner's Book pages 70 - 73)

Learn about	Key inquiry questions
<p>Learners should be given the basic vocabulary to talk about the time. They should be encouraged to talk about the different ways of telling time e.g. using a clock, by the position of the sun and shadows.</p> <p>As a whole class they should be given the opportunity to identify and talk about units of time e.g. hours, minutes and seconds. In groups they should be guided to draw clock face and practice telling time.</p> <p>They should also be given opportunity to listen to songs, stories, poems, riddles and act dialogues about telling time. They should also be encouraged to draw the different types of clocks and watches (digital and analogue).</p>	<ul style="list-style-type: none"><li>• How can we tell time?</li><li>• What are the units of telling time?</li><li>• What are the different sorts of clocks and watches?</li></ul>

Learning outcomes		
Knowledge and understandings	Skills	Attitudes
<ul style="list-style-type: none"> <li>Understand the main points and some details from a spoken passage about social events</li> <li>Listen to and follow instruction about social events.</li> </ul>	<ul style="list-style-type: none"> <li>Speak clearly about social events</li> <li>Express opinion orally about songs, poems, stories etc.</li> <li>Develop ideas orally in logical sequence about social events</li> <li>Recognise, understand and read out familiar words in simple contexts</li> <li>Use knowledge of letters and sounds to read words and establish meaning</li> <li>Form letters accurately and consistent in size</li> <li>Spell simple words correctly</li> </ul>	<ul style="list-style-type: none"> <li>Show increasing confidence in speaking to different people in different occasions about social events</li> </ul>
<p><b>Contribution to the competencies:</b></p> <p><b>Communication and Co-operation:</b> Drama, singing and dancing during social events; reciting rhymes and poems</p> <p><b>Culture and Heritage:</b> social events</p>		
<p><b>Links to other subjects:</b></p> <ul style="list-style-type: none"> <li><b>Social Studies and Citizenship:</b> Topics related to social events</li> <li><b>Peace Education:</b> co-operate in a groups appreciating different needs and roles (at social events)</li> </ul> <p><b>Key inquiry questions:</b></p> <ul style="list-style-type: none"> <li>What are the major social events in your community?</li> <li>What do people do during social events?</li> <li>How are social events important to us?</li> </ul>		

## **Assessment opportunities**

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

- Observation
- Conversation
- Product

## **An outline of the learning**

This unit will help learners develop their vocabulary to talk about social events.

The activities will help learners to practise talking about major social events in their community, what happens during social events and the importance of those events.

Learners will be given an opportunity to play different games and use English during playing to practise use of language.

Learners will also be given opportunity to listen to and practise telling stories, sing songs and recite poems about games. They will be exposed to rhymes, dialogues, role-play and games about various social events.

Learners will retell stories about social events in their community and their importance. Individually, they will draw and paint some of these events.

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

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

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

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

## **The learner competencies**

This unit presents many opportunities for communication and opportunities to

think critically and creatively about different aspects of social events. Learners are asked to work in pairs and groups, so there are continuous opportunities for co-operation and teamwork also. This unit provides good opportunities to create roles in groups so that for example there is a questioner, presenter and group leader. It is important in Primary 2 that the teacher models good communication skills, describing where appropriate features of good communication such as the use of open questions, active listening, correct grammar use and good body language. The activities provide a variety of ways for learners to talk about social events. The subject matter will also deepen the learners' understanding of the South Sudan culture and identity by learners getting to know what is common about major social events across communities.

### **Links to other subjects**

This unit provides a good opportunity to link into social studies and citizenship that have topics related to social events.

### **Cross-cutting issues**

**Peace Education:** Through an exploration on the topic, it is possible to promote peace as children learn appreciate different needs and roles in social events.

### **Teaching aids**

Flash cards, the Learner's Book, pictures, charts, audio recordings, video recordings, photos, realia

## **Activity 1: Look and talk (Refer to the Learner's Book page 70)**

### **Key words**

Festival

wedding

social events

### **Learning activities**

- Introduce the activity by recapping what the learners learnt in Unit 12 about our peace and security. Let each learner say one thing they learnt about how they can contribute to peace at home, in school and society at large.
- Ask learners to look at the pictures given in the Learner's Book.
- Let them say what they can see. They can tell each other in pairs using their national language.



- Read the words in the Learner's Book and ask the learner's to repeat after you as they point at the corresponding pictures.
- Discuss the importance of these events by allowing as many learners to talk.
- In groups. Let the learners practise role-playing the actions shown in the pictures. Let them practise in their groups then show their actions to the class.

### **Assessment opportunities**

#### **Conversation**

Ask learners questions about the social events shown in the Learner's Book and let them describe or name these events. See if they are able to say something about each event.

#### **Observation**

Observe the learners as they role-play the actions shown in the pictures. Do they do this correctly?

### **Activity 2: Mime (Refer to the Learner's Book page 70)**

#### **Key words**

Celebrate	drums	dance
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- Introduce the activity by asking learners to talk about the events they learnt in the previous activity and try to name them.
- Read the words given in the Learner's Book for the learners. Ask the learners to say the words after you.
- Let the learners practise saying the words in pairs.
- In groups of fours, let the learners mime the activities shown in the Learner's Book in relation to social events.
- Ask some of the learners to act as if they are doing these activities before the class.
- Clap for the best actors.

### **Assessment opportunities**

#### **Conversation**

Ask learners to say the actions shown and if possible make simple oral sentences.

Check if learners are able to tell that the actions shown can show likes.

### **Observation**

Observe the learners as they mime the actions shown in groups. Do their actions show depict what is written in the Learner's Book? Do their faces capture the actions they are miming?

### **Activity 3: Talk about (Refer to the Learner's Book page 70)**

#### **Learning activities**

- Introduce the activity by asking individuals to talk about a wedding ceremony they have ever seen.
- Let learners talk about different ceremonies in their community and how they are conducted.
- Let the learners take turns to say what their favourite celebration is.
- Ask them to talk about the importance of that celebration and how it is conducted. Let them say how the celebration makes them feel in their national language and translate for them to English language.

#### **Assessment opportunities**

##### **Observation**

Observe the learners as they talk about their favourite ceremonies and assess the level of vocabulary that they are able to use correctly at this point.

##### **Product**

Look at the drawings the learners have come up with. Do they show a marriage ceremony in their community?

### **Activity 4: Look and talk (Refer to the Learner's Book page 71)**

#### **Learning activities**

- Introduce the activity by recapping what the learners learnt about different ceremonies, their importance and how they are conducted.
- Ask learners to look at the picture given in the Learner's Book.
- Let them say what they can see. They can tell each other in pairs using the

national language.

- Read the words in the Learner's Book and ask the learners to repeat after you; you should explain the meaning of each to the learners.
- As a class, let the learners describe the social event in the Learner's Book shown in the picture i.e. funeral ceremony; encourage them to use some of the vocabulary in the Learner's Book.

### **In groups**

- Let the learners practise they think funeral ceremonies are important then report their answers to the class.
- Give your overall view but be sensitive to the learners as this event may arouse sad memories in them.

### **Assessment opportunities**

#### **Conversation**

Ask learners questions about the social event shown in the Learner's Book and let them describe or name the event and talk about its importance. See if they are able to say something about the event's importance.

### **Activity 5: Sing and act (Refer to the Learner's Book page 71)**

#### **Key words**

miss            come back

#### **Learning activities**

Introduce the activity by revising the previous one. Do this by giving as many learners a chance to say one thing they learnt about funeral ceremonies.

- Read out the words of the song given. Let the learners say the words of the song after you. You can repeat this as much as you may deem necessary.
- Sing the song to the class. (It is important to practise the tune of the song before the class activity).
- Remember to adopt a sad tone to bring out the meaning of the song.
- Ask the learners to sing the song after you. You may sing a few lines or one line at a time depending on their ability.

## In groups

- Arrange the learners into small groups. Let them sing the song in their groups as you go round and observe. Correct the learners accordingly.
- Let the groups sing to the class in turns.
- Conclude by awarding (even by a clap) the teams that sing best.

## Assessment opportunities

### Conversation

Listen to learners when they say and sing the words of the song after you. Note their pronunciation and correct accordingly. Check if they understand the song and give support.

### Observation

Observe the learners as they sing and act the song in groups and before the class. Do their actions denote understanding? Do they also use the right tone?

## Activity 6: Listen and tell (Refer to the Learner's Book pages 72)

### Key words

wedding	groom	compound	priest	ceremony	presents
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### Learning activities

- Introduce the activity by revising the previous one. Do this by giving a few learners a chance to sing any funeral songs they may know.

### Before Reading

- Let the learners tell the class about a church wedding they ever attended and explain as many details as they can remember.
- Ask learners to look at the picture in the story and describe what they can see.
- Read the story given in the Learner's Book.
- Ask learners to say the story after you.
- Let the learners say anything they have gotten from the story in turns as you guide and correct them accordingly.
- For more advanced learners, let them say the story in their own words. Let them start by saying what the story is about. Correct them accordingly but encourage them to retell it even in their national language.

## Assessment opportunities

### Conversation

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

### Observation

Assess whether there is evidence of comprehension by checking on how much learners get by listening to the story.

## Activity 7: Tell us (Refer to the Learner's Book page 73)

### Learning activities

- Introduce the activity by revising the previous one. Do this by giving some learners a chance to tell what they remember from the story.
- Read the story once again. Let the learners say what they have learnt from the story.
- Let the learners answer the questions given orally.
- Let them say the answers to the class.
- Correct them accordingly.

### Answers

- a) It was Buwa's wedding.
- b) At the church
- c) Tents and chairs
- d) Open ended (The dance, the food and the cake.) They should give the reasons for their answers.

## Assessment opportunities

### Conversation

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

## Activity 8: Role-play (Refer to the Learner's Book page 73)

### Learning activities

- Introduce the activity by revising the previous one. Do this by asking the learners simple oral questions.
- Divide the learners in groups and give them different role to play in Buwa's big day.
- Ask them to practise their roles in their groups basing on the story.
- Encourage them to show different actions, facial expressions and also use short English phrases while role-playing.
- Ask the learners to present their play to the class. Applaud the different groups according to their capability.

### Assessment opportunities

#### Conversation

Talk to different groups of the learners and ask them questions. Encourage them and correct their pronunciation where necessary.

## Activity 9: Play a game (Refer to the Learner's Book page 73)

### Learning activities

- Introduce the activity by asking learners to name the different ceremonies they have learned in the unit.
- Draw pictures that display the different ceremonies on flash cards and hang them at different points on the wall in the classroom.
- Ask the learners to stand at the centre of the class and point at a flash card that displays the ceremonies displayed on the flash cards.
- Learners that point wrongly should sit down. Take them through through a revision exercise on the names of the ceremonies.

### Assessment Opportunities

#### Observation

Observe the learners as they point at the flash cards and assess whether the vocabularies used to name different ceremonies was well understood.

## Activity 10: Say (Refer to the Learner's Book page 73)

### Learning activities

- Introduce the activity by revising the previous one. Do this by asking individuals to share their answers with the class.
- Guide the learners say the new/key words they learnt in the unit.
- You can have the words displayed e.g. at the blackboard
- Let the learner try to construct oral sentences using these words, others can mime the words before the class.
- Ask the learners to copy these words in their word bank (If the learners' ability is low, they do not need to do the activity.)

### Assessment opportunities

#### Conversation

Talk to the learners about the new words learnt in this unit. Do they seem to understand the meaning of these words? Can they use these words in different contexts and construct accurate sentences using them?

#### Product

Consider the words identified by the learners. Were they able to identify all the words? Remind them of the ones they may have forgotten.

#### Play vocabulary games

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

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

# Unit 14

## Technology

(Refer to Learner's Book pages 74 - 78)

Learn about	Key inquiry questions
<p>Learners should be given the basic vocabulary to talk about peace and security. They should be encouraged to talk about peace and security at home and in school.</p> <p>They should also be given pictures, and through their experience identify signs of land mines in small groups and also talk about the importance of maintaining peace and security.</p> <p>Learners should also be exposed to songs, stories, riddles, tongue twisters dialogues and debates about peace and security.</p> <p>They should also be given opportunities to watch appropriate videos and then discuss what they have seen.</p> <p>They should construct oral sentences correctly.</p>	<ul style="list-style-type: none"><li>• How do to make peace at home and in school?</li><li>• Why is it important to keep peace and security at home and in school?</li><li>• What are land mines?</li><li>• What are the signs of landmines?</li></ul>



Learning outcomes		
Knowledge and understandings	Skills	Attitudes
<ul style="list-style-type: none"> <li>• Understand the main points and some details from a spoken passage about technology</li> <li>• Listen to and follow instructions on the operations of the different communication devices</li> </ul>	<ul style="list-style-type: none"> <li>• Speak clearly about the different communication devices.</li> <li>• Express opinion clearly about songs, stories, poems etc. about the various communication devices</li> <li>• Develop ideas orally in logical sequence about the different communication devices</li> <li>• Recognise, understand and read out familiar words in simple contexts</li> <li>• Use knowledge of letters and sounds to read words and establish meaning</li> <li>• Form letters accurately and consistent in size</li> <li>• Spell simple words correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Show increasing confidence in speaking to different people in different occasions about the different communication devices</li> </ul>
<p><b>Contribution to the competencies:</b></p> <p><b>Communication and Co-operation:</b> Developed through the means used for effective communication among learners</p>		
<p><b>Links to other subjects:</b></p> <ul style="list-style-type: none"> <li>• <b>Science and TVET:</b> Sound systems and the different devices that enhance technological skills</li> </ul> <p><b>Key inquiry questions:</b></p> <ul style="list-style-type: none"> <li>• What are the uses of the various communication devices?</li> <li>• How do we operate the different communication devices?</li> <li>• How do the different communication devices function?</li> </ul>		

## **Assessment opportunities**

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

- Observation
- Conversation
- Product

## **An outline of the learning**

This unit will help learners develop their vocabulary to talk about technology. The activities will help learners to practise talking about various communication devices such as radio, TV and phone, how these devices operate or function.

Learners will hold discussions to share their knowledge about these communication devices.

Learners will also be given opportunity to listen to and practise telling stories. Sing songs and recite poems about technology. They will be exposed to rhymes, dialogues, role-play and games about technology.

Learners will retell stories about their technology. Individually, they will draw and paint pictures of these devices.

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

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

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

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

## The learner competencies

This unit presents many opportunities for communication and opportunities to think critically and creatively about different aspects of technology. Learners are asked to work in pairs and groups, so there are continuous opportunities for co-operation and teamwork also. This unit provides good opportunities to create roles in groups so that for example there is a questioner, presenter and group leader. It is important in Primary 2 that the teacher models good communication skills, describing where appropriate features of good communication such as the use of open questions, active listening, correct grammar use and good body language. The activities provide a variety of ways to explore accidents and safety and are also designed to instil an appreciation and respect for the culture and heritage of South Sudan.

The activities provide a variety of ways for learners to talk about technology.

The subject matter will also deepen the learners' understanding of the South Sudan Culture and Identity by learners gaining understanding on the common communication devices used in their community.

## Links to other subjects

This unit provides a good opportunity to link into science and TVET that handle sound systems and the different devices that enhance technological skills.

## Cross-cutting issues

**Life Skills:** Learners should be given an opportunity learn how different technological devices operate.

## Teaching aids

Flash cards, the Learner's Book, pictures, charts, audio recordings, video recordings, photos, realia

**Activity 1: Look and name (Refer to the Learner's Book page 74)**

## Key word

Technology

## Learning Activities

- Introduce the activity by recapping what the learners learnt in Unit 13 about

social events. Let them name any major social events in their community and their importance.

- Ask learners to look at the pictures given in the Learner's Book. Ask the learners to mention the names of the items shown in the pictures as taught in Primary One.
- Let them say what they can see. They can tell each other in pair using their National language.
- Let the learners name the devices shown.
- Correct and guide accordingly.
- In groups. Let the learners mention any of these devices they have used or seen and describe their experience to the class.
- Let them share their experiences with the class.
- As a class. Discuss with the learners about what technology is and why it is important.

### **Assessment opportunities**

#### **Conversation**

Ask learners questions about what they can see and the names of the devices listed. Check if learners are able to tell the devices shown.

#### **Observation**

Observe the learners as they talk about the devices and their experiences with them. See how enthusiastic they are about technology. Reinforce that technology only makes life better.

#### **Answers**

- a) computer
- b) radio
- c) television
- d) mobile phone

### **Activity 2: Listen and point (Refer to the Learner's Book page 74)**

#### **Key words**

computer	television	keyboard	radio	mobile phone
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## Learning activities

- Introduce the activity by asking learners to talk about the devices they learnt in the previous activity and try to name them.
- Read the words given in the Learner's Book for the learners. Ask the learners to say the words after you.
- Let the learners practise saying the words in pairs.
- In groups, ask the learners to say the words as they point to the devices they had seen in the previous activity.
- Depending on the learners' ability, they can make sentences using the words and say these sentences to the class.

## Assessment opportunities

### Conversation

Note the learners' pronunciation and correct the learners accordingly.

If the learners were able to make oral sentences, note and correct their grammar accordingly.

### Observation

Observe the learners as they work in groups to identify the devices named by the words. Do they do this correctly hence showing an understanding of the words?

## Activity 3: Role-play (Refer to the Learner's Book page 75)

### Key word

type

## Learning activities

- Introduce the activity by revising the previous one. Do this by giving some groups a chance to make oral sentences with the words they learnt.
- Ask learners to look at the pictures given in the Learner's Book. Read the sentences then ask the learners to say the sentences after you.
- Ask learners to talk about the actions shown in the picture and say how different communication devices are useful to us; they can use the National language depending on their abilities.

### **In groups**

- Divide the learners into small groups. Let the learners practise acting out the actions shown as they say the words. They can then act before the class.
- Emphasise why technology is good for us.

### **Assessment opportunities**

#### **Conversation**

Listen to learners when they say the sentences after you and when they act. Note their pronunciation and correct accordingly. Check if they understand the meanings of the sentences and give support.

#### **Observation**

Observe the learners as they role-play in groups and before the class. Do their actions denote understanding? Observe and correct learners accordingly. Also encourage learners to show confidence as they act.

### **Activity 4: Mime (Refer to the Learner's Book page 75)**

### **Learning activities**

- Introduce the activity by asking learners to talk about the devices they saw and how they are useful to people.
- Read the words given in the Learner's Book for the learners. Ask the learners to say the words after you.
- Let the learners practise saying the words in pairs.
- In groups, ask the learners to say the words as they point to the pictures that explain them in the previous activity.
- Guide the learners to mime the activities shown on the Learner's Book.
- Depending on the learners' ability, they can make oral sentences using the words and say these sentences to the class.

### **Assessment opportunities**

#### **Conversation**

Note the learners' pronunciation and correct the learners accordingly.

If the learners were able to make oral sentences, note and correct their grammar accordingly.

## Observation

Observe the learners as they work in groups to identify the devices named by the words. Do they do this correctly hence showing an understanding of the words?

### Activity 5: Say and do (Refer to the Learner's Book page 76)

#### Key words

switch on

switch off

volume up

volume down

#### Learning activities

- Introduce the activity by revising the previous one. Let learners say the importance of devices learnt so far.
- Ask the learners to look at the picture given in the Learner's Book. Let them say what they can see in relation to how communication devices are operated. If possible, bring a physical radio to the class for the learners to use it in the role-play.
- Let the learners listen as you read and say the sentences given.
- In pairs, they can role-play to the class in turns as they try and speak the words.
- Correct the learners' pronunciation accordingly.
- Let the learners in turns act to the class.

#### Assessment opportunities

#### Conversation

Listen to learners when they say the sentences after you. Note their pronunciation and correct accordingly. Check if they understand the text and give support.

#### Observation

Observe the learners as they role-play the action in the text. Do they switch on and off correctly?

### Activity 6: Say and mime (Refer to the Learner's Book page 76)

#### Key words

volume up

volume down

## Learning activities

- Introduce the activity by revising the previous one. Do this by asking individuals to pretend to operate a radio.
- Read the words given and explain them to the learners to understand.
- Mime out each word to the learners. Ask a few learners to come and mime each word before the class.
- In groups of five, let the learners mime the words, each learner one word as they correct each other.
- Ask some of the learners to act as if they are doing these activities before the class.
- Clap for the best actors.

## Assessment opportunities

### Conversation

Ask learners to say the words and if possible make simple oral sentences. Check if learners are able to tell what actions the words show.

### Observation

Observe the learners as they mime the actions shown by the words. Do their actions depict what the words mean?

## Activity 7: Listen and act (Refer to the Learner's Book page 76)

### Key words

Yesterday	videos
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## Learning activities

- Introduce the activity by revising the previous one. Do this by giving a few groups a chance to mime the words before the class.
- Read out the conversation/dialogue given in the Learner's Book.
- Let the learners say the words of the conversation/dialogue after you.
- Say with the class. That is the class says one character as you say the other.
- Ask the learners to say in pairs depending on their ability.
- Organise the learners into small groups.
- Let them act the conversation/dialogue in their groups as you go round and



listen. Correct the learners accordingly.

- In the same groups, ask learners act in pairs and even use their own names.
- Let the groups act to the class.
- Conclude by awarding (even by a clap) the teams that act best.
- Take some time to discuss the importance of computers and other communication devices to young learners.

### **Assessment opportunities**

#### **Conversation**

Listen to learners when they say the sentences after you. Note their pronunciation and correct accordingly. Check if they understand the dialogue and give support.

Note the tone of the learners when they act out the **conversation** and act before the class.

#### **Observation:**

Observe the learners as they act the action in the dialogue and see if they do this correctly.

### **Activity 8: Listen and tell (Refer to the Learner's Book page 77)**

#### **Key words**

Monitor	screen	mouse	keyboard	screen
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#### **Learning activities**

- Introduce the activity by revising the previous one. Do this by giving a few learners a chance to talk about how computers are of use to people.

#### **Before Reading**

- Let the learners talk about how they think computers will be of use to them when they grow up.
- Ask learners to look at the picture in the story and describe what they can see.
- Read the story given in the Learner's Book.
- Ask learners to say the story after you.
- Let the learners say anything they have gotten from the story in turns as you guide and correct them accordingly.

- For more advanced learners, let them say the story in their own words. Let them start by saying what the story is about. Correct them accordingly but encourage them to retell it even in their national language.

### **Assessment opportunities**

#### **Conversation**

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

#### **Observation**

Assess whether there is evidence of comprehension by checking on how much learners get by listening to the story.

### **Activity 9: Do on the computer (Refer to the Learner's Book page 77)**

#### **Learning activities**

- Introduce the activity by revising the previous one. Do this by asking individuals to talk about what they remember from the story.
- Ask learners to individually type their names on the computer. (Ensure you make prior arrangements to have a computer or a laptop.)
- Let the learners do this on a mobile phone (typing their names) in case they cannot access a computer.
- However, if it is not possible to get a phone or a computer; change this activity and ask the learners to mime typing.
- You can show them how to mime this and ask them to do the same in turns.
- Ask learners to show their typed names to the class (if you were able to get a computer or a phone).

### **Assessment opportunities**

#### **Product**

Look at the typing the learners have done and correct them accordingly.

#### **Observation**

Watch as the learners mime typing. Are they doing this accurately?

## Activity 10: Match and read (Refer to the Learner's Book page 78)

### Learning activities

- Introduce the activity by revising the previous one. Do this by asking individuals to talk about computers and their uses.
- In pairs, ask learners to look at the pictures given. Let the learners try to name the devices shown.
- Read the words given and ask the learners to say the words after you.
- Let the learners say the words to the class as they match them to the pictures given.
- Correct the pronunciation accordingly.

### Assessment opportunities

#### Conversation

Ask learners to say the devices shown and let them match them with the words given. Check if learners are able to do this correctly and give support.

## Activity 11: Say (Refer to the Learner's Book page 78)

### Learning activities

- Introduce the activity by revising the previous one. Do this by asking individuals to match the exercise given.
- Guide the learners say the new/key words they learnt in the unit.
- You can have the words displayed e.g. at the blackboard
- Let the learner try to construct oral sentences using these words, others can mime the words before the class.
- Ask the learners to copy these words in their word bank (If the learners' ability is low, they do not need to do the activity.)

## Assessment opportunities

### Conversation

Talk to the learners about the new words learnt in this unit. Do they seem to understand the meaning of these words? Can they use these words in different contexts and construct accurate sentences using them?

### Product

Consider the words identified by the learners. Were they able to identify all the words? Remind them of the ones they may have forgotten.

### Play vocabulary games

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

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



South Sudan

# Primary English

# 2

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

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