



South Sudan



Primary English 4

Teacher's Guide



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South Sudan

PRIMARY

4

English

Teacher's Guide Book 4



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PART 1

INTRODUCTION

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

In order to do this, teachers must engage the learners in exciting activities that allow them to use and progressively demonstrate the competences 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 competence based curriculum; the guide, as well as the Learner's Book provide methods of assessment, promoting national values and national cohesion and their integration into the curriculum.

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

The Book Structure

This Teacher's Guide is 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 detail 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. Key inquiry questions
7. Suggested assessment opportunities
8. Learning activities

Unit 1

GAMES AND SPORTS

(Refer to the Learner's Book pages 1 - 16)

| Learn about | Key inquiry questions |
|--|---|
| <p>Learners should read a range of fiction and non-fiction about games and sports (including longer passages, newspaper reports and unfamiliar materials), in which attitudes and emotions are reported. They should work in groups to talk about their own emotions whilst playing sports (for example, in winning or losing, or feeling frustration about their performance, or not being able to take part, etc.). They should write their own pieces explaining the emotions they feel whilst engaged in games and sports. They should share these with the group and class and comment on each other's work.</p> <p>They should narrate events, tell short stories, recite poems and act dialogues/conversation related to games and sports taking account of grammar and the choice of words. In small groups and as a whole class they should discuss the values of games and sports in the community. They should also continue to independently read and write significant length of texts on themes related to games and sports.</p> | <ul style="list-style-type: none">• How can we talk about games and sports?• How can we describe attitudes and emotions? |

| Learning outcomes | | |
|--|--|--|
| Knowledge and understandings | Skills | Attitudes |
| <ul style="list-style-type: none"> Understand the rules of grammar as they read longer passages and tell stories related to games and sports. | <ul style="list-style-type: none"> Speak clearly as they narrate events and retell stories on themes related to games and sports. Listen attentively and understand the main points and some detail of what has been said. Read simple texts relating to unfamiliar contexts independently and fluently. Write sequences of sentences relating to games and sports that extend ideas logically and where grammar is correct. Choose words for variety and interest to convey the emotions felt. | <ul style="list-style-type: none"> Show increasing confidence when communicating matters related to games and sports. |

Contribution to the competences

Communication and Co-operation

Discussion, dialogues and group work

Links to other subjects:

Physical Education: Games and sports

Peace Education: Controlling emotions

Assessment opportunities

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

- Observation

- Conversation
- Product

An outline of the learning

This unit will help learners develop their vocabulary in relation to games and sports. The activities will help learners to understand the importance of sports in their payam and other localities.

There are many opportunities within this unit for learners to practise and improve their speaking and listening skills. There are many discussions to be held about games and sports and learners should be encouraged to communicate clearly and effectively in order to share their experiences and knowledge for the benefit of others.

The activities listed here for this unit includes some written texts, but the focus is on speaking and listening skills. It is possible however to find alternative and additional texts that describe games and sports. You may choose to set this as a research project or a homework activity for your learners in order for them to be able to compare sources of information and provide them with additional knowledge and understanding. A visitor should be invited into school to further illustrate and describe more about games and sports.

Using the Learner's Book

There are both words and pictures in the Learner's Book, and as your learners are developing their reading skills, it is important to read the text with them. That way you will be 'modelling' reading and will help their development. Learners should be encouraged to read along with you or copy you where phrases are more complex. Phrases in the Learner's Book are relatively short, but where there is more to read, these passages should be broken down into shorter phrases. Encourage learners to ask questions to clarify their understanding and enable more able learners to respond to these questions where appropriate. It is helpful to have some key words on posters or boards around the learning space if possible so that they get used to seeing them and become familiar with spellings. Learners could develop this collection as they progress through the unit.

The student competences

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

operation and teamwork also. This unit provides good opportunities to create roles in groups so that for example there is a writer, questioner, presenter and group leader. It is important in Primary 4 that the teacher continues to model good communication skills, describing where appropriate features of good communication such as the use of open questions, active listening, correct grammar use and good body language. The activities provide a variety of ways to instill an appreciation games and sports in South Sudan.

Cross-cutting issues

Peace Education: Through sports and games it is possible to promote peace as the people come together from all over the world to participate in games and sports.

Activity 1: Vocabulary on games and sport (Refer to Learner's Book page 1-2)

Introduction

Introduce the activity prompting the learners to mention the games they like. Prompt them to say how games and sports can be important in their lives.

In groups

- Open a talk on the games being played on the pictures.
- It is important that the learners identify the sports being played in the pictures.
- Encourage the learners where possible to talk more about of the picture in relation to equipment used, officials their likes and dislikes.

Expected answers

1. a. Swimming
b. Volleyball
c. Hockey
d. Netball
2. Open-ended. Let learners give reasons about sports they like most.
3. Open ended. Expect answers like basketball, athletics, cycling, handball, karate, tennis, traditional games, etc.

As a class

Let the learners present their group answers in turns. They should then be able to give comments and ask questions on the presentation. Guide the learners to understand the notes on the Learner's Book about games and sports.

Additional notes for the teacher

- **Referee** - officiates in games such as football/soccer, volleyball, hockey, netball, basketball, etc. His/her role is to officiate/control/oversee the game.
- **A linesman** - also involved in several games. He/she signals when the ball roles out of the playing pitch. When an infringement the referee has not seen occurs e.g. handball, off-side or any other foul.
- **A goalkeeper** - will be found in several games also e.g. soccer, hockey, etc. With this information, the teacher will make own description to judge an answer given.
- **Fans** - supporters of a certain game or team. Their role is to cheer and give morale to the teams or players in the game.

(Allow learners to share their answers with the class.)

Individually

So far, by this time, the learner should have acquired a substantial amount of vocabulary related to games and sports. This will have come through discussions in class. The learners should answer the questions in the Learner's Book.

Expected answers

1. referee
2. athlete
3. stadium
4. professional
5. sports
6. assistant referee

Let the learners to read their answers aloud to the class.

Assessment opportunities

Conversation:

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

Product:

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

Activity 2: Spell and read (Refer to Learner's Book pages 3-4)

Introduction

This activity is aimed at evaluating if the learner is able to relate words with pictures. Introduce the activity by asking oral questions to expose the learners to the new words.

In pairs:

Ask learners the following questions to prompt understanding of the new words.

1. What do fans do to encourage their teams/players?

Answer: They cheer.

2. What do teams compete to receive?

Answer: A trophy

3. What do we call the entertaining activity before a game/tournament begins?

Answer: Opening ceremony

4. What do we call the first kick to begin a football match?

Answer: Kick-off

5. What do we call the raised place where winners receive their medals?

Answer: Podium/Rostrum/Lectern

6. What do we call a score in a game of football?

Answer: A goal

7. What do we call the receiving of medals or trophies won?

Answer: Awarding

8. What do we call a game played by two teams for no competition purposes at all?

Answer: A friendly match

9. Where we play chess?

Answer: On a chessboard

Individually

Expected answers

- a. podium
- b. cheering
- c. trophy
- d. chess board

Assessment opportunities

Conversation:

Talk to groups of learners about the pictures, checking that they can describe the pictures correctly. Move round listening and correcting those with difficulties.

Product:

Read the answers provided by the learners. Assess whether there is evidence of an understanding of the new words and the ability to use newly acquired words in different contexts.

Activity 3: Debating (Refer to Learner's Book page 4)

Introduction

Introduce this activity by asking learners about their favourite football teams both local and international. Give them more examples of such teams if they seem not to know a good number.

As a class

This activity is aimed at evaluating if the learner:

- has acquired substantial vocabulary to use whilst talking about sports and games
- has mastered confidence to express him or herself in front of others
- has the ability to use correctly constructed sentences
- guide the learners to carry out the debate after dividing the class into two groups; the opposers and the proposers.

Individually

This activity will help the learners to summarise the points discussed in the debates.

Guide the learners to write the composition.

Assessment opportunities

Observation

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

Product

Read the composition written by the pupils. Check the spellings, punctuation and correct sentence structure. Also check if the writing reflects what was discussed in the debate. Guide the learners where necessary.

Activity 4: Read and act a conversation (Refer to Learner's Book page 5 - 6)

Introduction

Introduce this activity by asking learners if they know benefits of sports and games. Encourage all the learners to participate in the discussion.

In groups

This activity should expose learners to a game or sport as a beneficial activity. The learner should discuss several other sportsmen and how they have benefited out of

their involvement in games and sports. The learners should also realise the need for determination for success.

In pairs

Expose the learners to act as other games or sports stars. Learners should be prompted to critical thinking and diversify creativity. Guide them as they ask each other questions and also answer the questions.

As a class

Give the necessary guidance as the learners role-play the conversation, show them how to incorporate non-verbal communication while acting. Ensure they are loud enough and are able to make the dialogue lively and natural.

Assessment opportunities

Observation

Watch as the learners role-play the dialogue. Check on correct pronunciation of words creativity and imagination.

Conversation:

Talk to groups of learners about importance of games and sports. For example you can ask them random questions like; do you think someone can earn a living through sports? What sports would you like to be involved in? They should give reasons for their answers.

Activity 5: A poem on sports (Refer to Learner's Book pages 6 - 7)

Introduction

This poem offers a good deal of opportunity to discuss poetic form and choice of phrase and vocabulary. For this activity, you should focus on the content of the poem. The themes of the poem are importance of determination and endurance, there is always something good that come as a result of being focused. In this case it is the trophy that awaits one after running the race.

As a class

Read the poem to the class as interesting as you possible can. You can use tonal

variation, intonation, facial expression, stressing some words etc.

Let the learners read the poem after you severally.

In groups

This activity is meant to help learners appreciate poetry. By asking them to say how they feel and the message of the poem you are not only creating interest but also promoting a deeper understanding of poetry.

Word attack

In pairs

Guide the learners to read out loud the words from the poem. This is important as it helps in acquisition and understanding of new vocabulary moreso because the words have been contextualise.

Expected answers

| Word | opposite |
|-------------|-----------------|
| • victory | loss |
| • happy | sad |
| • bright | dull |
| • last | first |

In groups

Matching words with their meanings.

Answers

1. **cheer** – shout to encourage
2. **trophy** – anything given as a prize for winning
3. **heart** – part of a person that controls feelings
4. **cheetah** – a big wild cat with spots
5. **race** – a competition

As a class

- Guide the learners to understand the difference between commas and full stops.

- Encourage them to use these punctuation marks while writing their own sentences.
- You can give them additional sentences and ask them to punctuate them using commas and full stops.

Assessment opportunities

Conversation

Talk to the learners and assess whether learners understood the poem. This is especially possible when they talk about what the message of the poem is.

Product

Read the answers given and assess whether they are correct. Check on the spellings and the punctuations.

Activity 6: Creating a poem on sports (Refer to Learner's Book page 8 - 9)

Introduction

Evaluate the learners' enthusiasm in sports and games by asking them oral questions, for example; Who knows of any sport and its rules? Why should a sport have rules? Among others.

In groups

- The learner should write the poem joyfully bringing out the desire to compete and win.
- The incomplete poem in the Learner's Book should make it easier for the learners to create a poem since all they have to do is to fill in the blanks with their own words.
- Ask the learners to practise and recite the poem in class, then guide them to choose the most creatively written poem which you will then edit and let it be posted on the noticeboard.

Assessment opportunities

Observation

Observe how the groups begin the task of writing the poem. Consider how well they

relate their ideas to what has been discussed as a whole class and how these ideas are translated into their own poem.

Conversation

Talk to learners about how they are composing their poem. What features of poetry are they using for their own poems?

Activity 7: Talking about games and sports at different times (Refer to Learner's Book page 9 - 10)

Introduction

Introduce this activity by asking learners if they have ever seen or heard people fighting because of sports. Give necessary guidance to discourage this mentality.

In pairs

This activity is aimed at showing the emotions caused by engagement in sports and games. Bring out the sportsman attitude in participation, losing, winning and supporting among the students. It also exposes the learners to the different tenses, that is, **present tense**, **past tense** and **future tense**. Point this out to the learners. Tell them that Lalu's words are in present tense, Eunice's words are past tense while Riya's words are in future tense.

Expected answers

1. Lalu
2. Open-ended
3. Eunice
4. Riya

As a class

Let the learners share their answers, give comments and ask questions on the presentations by other learners.

Assessment opportunities

Observation

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

Product

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

Activity 8: Reading a text on games and sports (Refer to Learner's Book page 10-11)

Introduction

Before reading

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

As a class

- Allow learners to read silently alone first, then read the story loudly as learners listen.
- Appoint learners to read in turns aloud in class. Select able readers to begin reading the passage aloud.
- Select less able readers to read shorter sections.
- As you read the passage with your learners, pause regularly to question key ideas and principles as well as identify key pieces of vocabulary and phrasing.

Assessment Opportunities

Conversation

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

Observation

As the learners read the story, assess whether there is evidence of fluent pronunciation of words, observation of punctuation marks and display of confidence while reading.

Activity 9: New words and phrases (Refer to Learner's Book page 12)

Introduction

Introduce the activity by asking the learners how they would understand the meaning of an unfamiliar word used in a story without using a dictionary.

In pairs

Let them identify other unfamiliar words and infer the meaning. They can use a dictionary if need be.

Guide the learners to make a word bank book and then add the new words and phrases learnt.

Expected answers

(Accept any relevant words and corresponding meaning.)

Assessment opportunities

Product:

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

Activity 10: Oral discussion (Refer to the Learner's Book page 13)

Introduction

This activity can be used to reinforce the importance of games and sports.

In groups

- In asking learners to summarise the content, you are helping them to identify the key features, themes and ideas of the passage.
- When they share their experiences, they learn to value and appreciate games and sports.
- Point out the use of capitalisation, semi-colon and exclamation marks as used in the story 'Games and Sports'.
- You can encourage them to construct their own sentences and punctuate them using exclamation marks, commas, semi-colons and full stops.

Assessment Opportunities

Observation

Listen as the pupils narrate their experiences with regard to climate change.

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

Activity 11: Answering comprehension questions (Refer to the Learner's Book page 13)

Introduction

Introduce the activity by asking learners to read the story 'Games and Sports' again. Remind them that they have to use the story while answering the question.

In pairs

- Let the learners discuss and answer the questions given.
- By discussing the questions, they improve their critical thinking, creativity and innovation skills.

Expected answers

1. Hotel industry, transport industry, the local businesses
2. Open-ended
3. Bring different people from all over the world who get together to engage in sports
4. Open-ended (Learners are free to air their views. They should be encouraged to give reasons.)
5. Accept any relevant and acceptable answers and give guidance where necessary.

Word attack

(a) Answers

- i. People who control games and sports are called officials.
- ii. Football is the only game played on the world cup.
- iii. I enjoy watching the Sudan Premier League during my leisure time.

- iv. Practice makes perfect.
- v. All players must observe the rules of the game when playing.
- vi. People engage in games and sports to have fun.

Learners to be allowed to read their answers to the class in turns. Correct the wrong answers.

(b) Accept any correctly written and punctuated sentences.

Assessment opportunities

Observation

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

Product

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

Activity 12: Writing (Refer to Learner's Book page 13 - 14)

Introduction

From the enthusiasm created in this unit, the learner should be able to write an imaginative composition and dialogue.

In pairs

a. Writing a dialogue

- From the enthusiasm created in this unit, the learner should be able to have an imaginary conversation with a sports personality.
- Introduce the activity by having such a conversation in class. Guide learners on how to write a conversation/dialogue using the structure in the Learner's Book.
- Encourage learners to consider a natural conversation and borrow the same idea when writing their own dialogues.

- The incomplete dialogue in the Learner's Book is meant to make the task manageable for the learners.

In groups

b. Writing about the sport you like

- Start by brainstorming on the topic. Allow learners to freely air their views. Guide them to do the other tasks in the Learner's Book.
- Ask them to write a story about a sport they like using the points from the discussion above.

Assessment opportunities

Observation

Observe how groups begin the task of writing the dialogue. Consider how well they are co-ordinating their points in groups and check on the relevance of the points.

Product

Gauge what the learners have understood so far by assessing the language they use in their sentences, and the structures of the sentences.

Activity 13: Further learning (Refer to Learner's Book page 15)

Introduction

Begin a brainstorming session by posing the questions about sports and games in the country and the neighbouring countries.

In groups

- In this group activity, encourage learners to focus on the topic as it will contribute to the free flow of ideas. By expressing ideas and listening to what others say, students adjust their previous knowledge or understanding, accommodate new information and increase their levels of awareness.
- Encourage the learners to do some research when they go back home and then write the points down.

Expected answers

Open activity (Accept relevant points and ideas.)

Assessment opportunities

Product

Read sentences and consider how well the report reflects on the topic of discussion as well as how much variety there is across sentences.

Activity 14: In summary (Refer to Learner's Book page 16)

Introduction

Poster making and poster presentation is an activity that is common in many classrooms. It is effective in facilitating learning as it helps to stimulate the flow of ideas and encourages learners to think out of the box. Presenting the posters in front of the class also opens up a forum of discussion for the learners.

Poster presentation of the topics is always more visually appealing and interesting instead of listing or writing down the same on the blackboard.

In groups

- In this task give words related to the topic 'Sports and games' and ask the students to create a poster. You can give the samples of posters to give them guidance on how to come up with their own.

Assessment opportunities

Product

Observe the posters made by each learner, assess whether it is clearly written, eye catching, and also comprehensive. Choose the most presentable poster and let it be hung in class. Better still allow the learners to vote for the best poster.

Unit 2

TIME AND SEASONS

(Refer to Learner's Book pages 16-33)

| Learn about | Key inquiry questions |
|--|---|
| <p>Learners should read and listen to a range of fiction and non-fiction on the subject. They should find out how seasonal variations are greater in different parts of the world. They should look at some poetry about different seasons.</p> <p>In pairs, small groups and as a whole class, they should discuss the different activities carried in the different seasons of the year, and write a year calendar that sets these out. Drawing on their reading, they should write their own poetry and prose about seasons.</p> <p>Linking to their Social Studies Unit on seasons, they should write explanations of the seasons in geographical terms and explain why the climate varies throughout the year.</p> <p>Learners should tell stories, recite rhymes and poems, act dialogues, conversations and role-play telling time and the activities of the various seasons of the year.</p> <p>Individually they should also read and write independently taking into account the rules of grammar, punctuation and with correct spellings.</p> | <ul style="list-style-type: none">• How can we talk about time and the seasons of the year?• What are the various activities carried out in the different seasons of the year in your community? |

| Learning outcomes | | |
|--|--|--|
| Knowledge and understandings | Skills | Attitudes |
| <ul style="list-style-type: none"> Know and understand the vocabulary and language structures associated with time and seasons of the year. | <ul style="list-style-type: none"> Speak clearly as they narrate events and retell stories on themes related to games and sports. Listen attentively and understand the main points and some detail of what has been said. Read simple texts relating to unfamiliar contexts independently and fluently. Write sequences of sentences relating to games and sports that extend ideas logically and where grammar is correct. Choose words for variety and interest. | <ul style="list-style-type: none"> Communicate confidently about matters related to time and seasons of the year. |

Contribution to the competences

| | |
|--------------------------------|------------------------------|
| Communication and Co-operation | Group work and presentations |
|--------------------------------|------------------------------|

Links to other subjects:

Social Studies and Science: Seasons

Assessment opportunities

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

- Observation
- Conversation
- Product

An outline of the learning

This unit will help learners develop their vocabulary in relation to time and seasons. There are many opportunities within this unit for learners to practise and improve their speaking and listening skills. There are many discussions to be held about time and seasons and learners should be encouraged to communicate clearly and effectively in order to share their experiences and knowledge for the benefit of others.

The activities listed here for this unit include some written texts, but the focus is on speaking and listening skills. It is possible however to find alternative and additional texts that describe time and seasons. You may choose to set this as a research project or a homework activity for your learners in order for them to be able to compare sources of information and provide them with additional knowledge and understanding. A visitor should be invited into school to further illustrate and describe more about time and seasons.

Using the Learner's Book

There are both words and pictures in the Learner's Book, and as your learners are developing their reading skills, it is important to read the text with them. That way you will be 'modelling' reading and will help their development. Learners should be encouraged to read along with you or copy you where phrases are more complex. Phrases in the Learner's Book are relatively short, but where there is more to read, these passages should be broken down into shorter phrases. Encourage learners to ask questions to clarify their understanding and enable more able learners to respond to these questions where appropriate. It is helpful to have some key words on posters or boards around the learning space if possible so that they get used to seeing them and become familiar with spellings. Learners could develop this collection as they progress through the unit.

The student competences

This unit presents many opportunities for communication and opportunities to think critically and creatively about different aspects of time and seasons.

Learners are asked to work in pairs and groups, so there are continuous opportunities for co-operation and teamwork also. This unit provides good opportunities to create roles in groups so that for example there is a writer, questioner, presenter and group leader. It is important in Primary 4 that the teacher continues to model good communication skills, describing where appropriate features of good

communication such as the use of open questions, active listening, correct grammar use and good body language.

Cross-cutting issues

Environmental awareness and sustainability: This unit will promote an understanding of the causes of different seasons and times. They will be aware of how human activities affect seasons and by extension climate change and how they can take care of the environment to ensure sustainability.

Activity 1: Naming seasons (Refer to Learner's Book pages 16 - 18)

Introduction

Introduce the activity by talking about the weather in different parts of the year in Southern Sudan at different times of the year. Tell learners that there are four specific names for seasons worldwide, that is;

Summer: The hottest time of the year

Autumn: Time of the year that temperature falls

Winter: The coldest time of the year and some countries may experience snow

Spring: The season after winter, during this time the plants are green, flowers bloom and animals awaken

In groups

- Guide learners on how to carry out the activity of matching words and pictures. Encourage each learner to read their answers in class.

Expected answers

- a. planting
- b. drought
- c. rainy
- d. famine
- e. harvesting
- f. new moon

In pairs

- Guide learners on the discussion in this activity. You should open a discussion to expound on activities that are dictated by the weather.
- Assess whether they have an understanding of the different activities associated with different seasons and times. Learners to take turns to present their answers to the class.
- They should be encouraged to give their answers in sentence form.

(a) *Answers expected*

- Ploughing, harvesting, weeding, holidaying planting
- Happy, sad, worried, thankful, prayerful

Expected answers

1. drought
2. planting
3. Christmas
4. winter
5. raining
6. moon

(b) Accept any relevant sentences.

Assessment opportunities

Observation

Observe as the learners identify the activities being carried out in each picture. Consider if they are able to explain the reasons for their answers for each picture.

Product

Read the answers provided by the learners on the pair activity. Do the learners portray an understanding of how seasons dictate activities carried out by people? Do they have any specific emotion attached to different seasons?

Activity 2: Read and write (Refer to Learner's Book pages 18 - 19)

Introduction

Introduce the activity by guiding the learners to talk about the weather of the day. Start the activity by guiding learners to talk about the weather of the day. Observation will play a key role here. Picture cutouts on different weather conditions which may be used to give a variety of descriptions.

As a class

- The aim of this activity is to develop more vocabulary related to time and season. The tier of more complex words continues by reading, spelling and using the words. Relate vocabulary learnt and acquired in science and social studies in this activity.
- A spelling quiz may be given at the start of the lesson: Introduction to rhyming words is also necessary as the activity that follows involves matching rhyming words. Explain to the learners clearly what rhymes are.
- As the learners match the words, they also need to be guided on learning meaning and use of the same in sentences.

Answers

- | | |
|----------------|-----------|
| 1. freeze | breeze |
| 2. temperature | moisture |
| 3. feather | weather |
| 4. wane | hurricane |
| 5. confusion | pollution |
| 6. broadcast | forecast |
| 7. hilly | chilly |

The learners can now be guided to get their own words that rhyme with the unmatched words.

Presentation

Learners to be given a chance to share their answers with the class and also give comments on the presentations by other learners.

Assessment opportunities

Conversation

Talk to the learners and assess whether learners understand how seasons influence their lives.

Product

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

Activity 3: Let us talk and act (Refer to Learner's Book pages 19 - 20)

Introduction

Start the activity by asking learners oral questions about different seasons. For example:

- Do you like when it rains?
- Would you like it if it is always daytime and not nighttime? Why?

As a class

- This activity allows the learner to relate weather with the activities carried out. It is aimed at reinforcing vocabulary learnt. The teacher will require flash cards which will be used in the lesson.
- Organise learners in groups of six in which all should be involved so as to exhaust ideas.

In pairs

Guide the learners to carry out the task in the Learner's Book. This activity is basically to assess what the learners know and feel about different seasons.

Assessment opportunities

Conversation

Talk to the learners and assess how they feel about different seasons, you can ask them questions like: how does rain make you feel? etc.

Product

Read the answers provided by the learners and check if they are correct.

Activity 4: Reading comprehension (Refer to Learner's Book pages 20-21)

Introduction

Introduce the activity by discussing the before-reading activity.

As a class

- Ask the learners to read the story silently first so as to internalise it.
- Read the passage and let the learners read after you. As they read evaluate the fluency, the correct pronunciation of words and comprehension of vocabulary related to the seasons and time.
- Ensure as you read you are audible and clear.

Assessment opportunities

Conversation

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

Observation

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

Activity 5: New words and phrases (Refer to the Learner's Book page 21)

Introduction

Introduce the activity by asking the learners how they would understand the meaning of an unfamiliar word used in a story without using a dictionary. Guide the learners appropriately.

In pairs

- Let them identify the unfamiliar words and infer the meaning.
- Remind the learners to add the new words and phrases learnt in the word bank.

Expected answers

(Accept any relevant words and corresponding meaning.)

Assessment opportunities

Product

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

Activity 6: Oral discussion (Refer to the Learner's Book page 21)

Introduction

This activity can be used to highlight the drastic effects of harsh seasons on people, animals and the environment at large.

In groups

- In asking learners to summarise the content, you are helping them to identify the key features, themes and ideas of the passage.
- When they share their experiences, they learn the importance of conserving the environment.

Assessment opportunities

Observation

Listen as the pupils narrate their experiences with regard to seasonal changes.

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

Activity 7: Answering comprehension questions (Refer to Learner's Book pages 21-22)

Introduction

Start the activity by asking learners to read the passage '**Bad times**' again.

In groups

Guide the learners to use the story to answer the questions. This will assess their understanding of the passage. Learners to be allowed time to share their answers with the class.

Answers

1. The story is about bad times when there was no rain and plants and animals died.
2. White Nile, Pongo and River Lol
3. Open-ended.
4. Climate change (Accept any other relevant answers)

Word attack

Expected answers

1. When crops dry up and die, they are withered.
2. Bones found on animals are called skeleton.
3. Domestic animals such as camels, sheep, and cattle are collectively called livestock.
4. The dead body of an animal is called a carcass.
5. When the weather conditions are good for farming, farmers make a good harvest.

In pairs

Expected answers

(iii), (ii), (i), (iv)

Assessment opportunities

Conversation

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

Observation

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

Product

Read the answers selected by the learners and assess whether they are correct or not.

Activity 8: Interviewing a meteorologist (Refer to Learner's Book pages 23 - 24)

Introduction

This activity is aimed at understanding weather instruments. A visit to a weather station is highly recommended. It is important for you to have drawings, picture cutouts or constructed models of these instruments.

As a class

- Read the conversation for learners to listen. The learners should also read it and then role-play it. This is a way to reinforce vocabulary learnt. Encourage the learners to make the dialogue natural and interesting.

In pairs

- Prompt learners to ask more questions for further learning. Pupils will come up with different questions as there is a lot more to be learnt.
- Organise the class in such a way that some learners play the role of Mr Opi.
- After the pairs present the role-play in class, allow the learners to give comments on the presentations. A good role-play should be interesting and captivating. Those acting should be confident, audible and creative.

Assessment opportunities

Observation

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

Conversation

Talk to the pairs of learners about the non-verbal aspects of communication they can make use of while talking, such as intonation, facial expressions dramatic pauses, gestures to mention but a few.

Activity 9: A poem on weather (Refer to Learner's Book pages 24 - 25)

Introduction

Begin the activity by asking learners if they know any poem that talks about seasons. Encourage them to share with each other.

As a class

This activity is aimed at reinforcing what has been learnt earlier. The poem draws from different seasons. In each season, there is an activity that occurs. People also behave differently and carry out different activities.

In groups

- Read the poem poetically in class.
- Ensure you articulate the words poetically in correct tone and pronunciation.
- Ask the learners to read the poem severally so as to grasp the message of the poem.
- Explain to them what the poem is about using your own words.
- Point out some lines from the stanza as you explain to them what each means.
- Help the slow learners pronounce the words properly as they check on their intonation.
- Discuss the message in the poem.

Assessment opportunities

Observation

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

Conversation

Talk to the learners about the poem. Discuss with each group how they are finding the poem. Ensure that all students are asked a question about the poem at some point.

Activity 10: Creating a poem on seasons and time (Refer to Learner's Book pages 25-26)

Introduction

Introduce the activity by discussing the four seasons (Winter, Spring, Autumn, Summer) discussed earlier in this unit.

In groups

- Guide the learners to list down the seasons and activities that take place during these periods.
- Guide the groups in coming up with a poem. Move around in the groups listen to their discussion and guide accordingly.
- On completion, learners to be allowed time to recite their poems in class.

Assessment opportunities

Observation

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

Conversation:

Talk to learners about how they are composing their poem. What features of poetry already explored are they using for their own poems? What do they find particularly challenging about composing a poem? How are they approaching these challenges?

Activity 11: Comparing seasons and time (Refer to Learner's Book pages 26-27)

Introduction

Introduce the activity by guiding the learners on the before reading discussion in the Learner's Book. The before-reading activity plays a major role in aiding the understanding of the passage as it gives them an overview on what to expect from the passage.

As a class

- The aim of this activity is to allow learners to read and compare. It is also a chance to reinforce previous activities.
- Read the passage first.
- Allow the learners time to read silently to internalise the content.
- Read the passages loudly and clearly in class.
- Finally allow the learners to read aloud in turns

Assessment opportunities

Observation:

Observe pairs of learners working together and consider how effectively they are co-operating with each other in order to give the correct comparison. Assess whether there is evidence of fluent pronunciation of words, observation of punctuation marks and display of confidence while reading.

Conversation:

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

Activity 12: New words and phrases (Refer to the Learner's Book pages 27-28)

Introduction

Start the activity by helping the learners identify all the new words and phrases in the story.

In pairs

- Guide the learners to infer the meaning of all the unfamiliar words in the story. They can later use the dictionary to confirm if their inference was correct.
- Remind the learners to add the new words in their word bank.

Assessment opportunities

Product:

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

Activity 13: Oral discussion (Refer to the Learner's Book page 28)

Introduction

This activity prompts the learners to think critically about climate change and what they can do to remedy the situation.

In groups

- Guide the learners to discuss the oral questions. When they share what they know their speaking skills are enhanced.
- Encourage all the learners to express their opinions orally in class.

Assessment opportunities

Observation

Listen as the pupils talk about the lessons they have learnt from the story. Consider whether they are able to articulate their ideas effectively and whether they demonstrate creativity and imagination.

Activity 14: Answering comprehension questions (Refer to the Learner's Book pages 28 - 29)

Introduction

Ask the learners to read the passages again and use them to answer the questions.

In pairs

- Let the learners discuss and answer the questions given.
- By discussing the questions, they improve their critical thinking, creativity and innovation skills.

Expected answers

1. The sunny season (summer), the rainy season (winter), the harvest season
2. After a rainy season on the onset of the sunny season
3. Harvest season
4. The harvest season
5. Open-ended

Word attack

Individually

Expected answers

1. Juba has many tourist hotels.
2. Swamps are soggy during the rainy season.
3. Movement of the earth brings weather changes.
4. There is little outdoor activity during the rainy season.
5. Strong winds cause soil erosion.

(Give the learners an opportunity to read their sentences in class.)

Assessment Opportunities

Observation

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

Product

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

Activity 15: Let us talk about causes of different seasons (Refer to Learner's Book pages 29 - 30)

Introduction

Before reading the passage for the learners, use a globe and a torch to demonstrate how the earth moves round the sun. Explain this to the class to understand how day and night comes about.

As a class

Before reading

The pre-reading activity is important as it creates interest and curiosity among the learners. Give the necessary guidance.

- Ask the learners to read the passage silently.
- Read the passage aloud in class.

- Ask the learners to read the passage aloud in turns, check on the pronunciations and the speed of reading.

Word attack

In pairs

Expected answers

Movement of the earth on its axis, blowing winds

Learners to present their work by reading the sentences to the class.

Individually

Answers

- | | |
|-----------------------|--|
| 1. temperature | coldness or hotness measured by a thermometer |
| 2. anemometer | an instrument that measures the speed of wind |
| 3. meteorology | a science that deals with atmosphere and weather forecasting |
| 4. anemometer | an instrument that measures the speed of wind |
| 5. irrigation | growing crops in dry areas using water |
| 6. pollution | making water, air or soil dirty |

Assessment opportunity

Product

Check the learners' work. The sentences should be accurate. The learners should demonstrate that they understand the words.

Observation

Assess whether there is evidence of fluent pronunciation of words, observation of punctuation and display of confidence while reading. Also guide the learners on the appropriate speed of reading.

Activity 16: Let us play a noun and verb game (Refer to Learner's Book page 31)

Introduction

Introduce the activity by explaining to the learners what nouns and verbs are.

In pairs

- This activity is aimed at promoting extended writing. The fun part of this game is when the learners make sentences that are not sensible for example: *'The sun cries every day'*.
- Encourage the learners to come up with as many sentences as possible.

Assessment opportunity

Observation

Watch as the learners join verbs and nouns so as to give necessary guidance to those facing difficulties.

Activity 17: Solving a puzzle (Refer to Learner's Book pages 31-32)

Introduction

Introduce the activity by reading the words given around in class. Ask the learners to repeat the words after you.

In pairs

Guide the learners to search for words in the puzzle.

It will be more enjoyable if this activity is done in a competitive way.

For instance; let the learners search the word, run to the chalkboard and write it before going back to search the other word. This to continue until all words are written. Clap for the first pair to write all the words.

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

Assessment opportunities

Product

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

Activity 18: Writing (Refer to Learner's Book pages 32-33)

Introduction

This activity highlights how weather can affect a planned activity for example a heavy downpour on a wedding! Terrible, isn't it? Such can make a nice story if written down.

Individually

Help the learners explore other situations and using the guidelines in the Learner's Book they should come up with an interesting story. Help them think imaginatively and outside the box.

Assessment opportunity

Product

Read the story written by the learners. Is there a smooth flow of ideas? Are the sentences correct grammatically and structurally?

Conversation

Talk to the learners about the process of writing. Ask them how they are able to organise their thoughts into sentences then to paragraphs so as to come up with a story.

Activity 19: Further learning (Refer to Learner's Book page 33)

Introduction

Introduce the activity by asking the following question:

- What activities do people carry out during different seasons?
- What is required during these seasons?

In groups

- Learners should be encouraged to write the activities they enjoy, and give reasons.
- Guide the discussion of the above questions then ask the learners to write all the points discussed.
- Let them also talk about the activities they enjoy doing. They could for instance say swimming, reading, travelling, watching movies, etc.

Assessment opportunities

Observation

Listen as the learners answer the questions in the Learner's Book. Assess whether they have understood the activities carried out during different seasons. Assess what they say they like doing for fun and inform them that such activities are called hobbies.

Activity 20: In summary (Refer to Learner's Book page 33)

Individually

The learners to be provided with material for papier mache and asked to mould landscapes of their choice depicting seasons. Have the learners vote for the best work. This will stir a spirit of competition which is good for learning.

Assessment opportunities

Product

Look at the model of the landscapes made by the learners. Do they portray creativity and imagination? Guide the learners to choose the best.

Unit 3

OUR ENVIROMENT

(Refer to Learner's Book pages 34-44)

| Learn about | Key inquiry questions |
|---|--|
| <p>Learners should read and listen to a range of fiction and non-fiction on the subject (including magazine articles and newspaper reports). Linking to the National Languages Unit of the environment, they should work in groups to research the different ways in which the local environment can be polluted, especially by human action (degradation of soils, rubbish, deforestation, etc.).</p> <p>They should listen to a local expert talking about the environment and ask appropriate questions. They should discuss the different human activities carried out that impact adversely on the environment. They should list this and plan a campaign within the community to help preserve the environment. They should take account of how to be persuasive in their writing. They should share their plans with the class, listening to other people's suggestions and making amendments accordingly. Learners should tell stories, read poems, act dialogues, conversations, and role-play the values of the environment and the human activities that affect or promote the environment. Individually they should also read and write independently about the environment taking into account the rules of grammar, punctuation and with correct spellings.</p> | <ul style="list-style-type: none">• What are the different things found in our environment?• How can human activities affect or improve the environment?• How can we write persuasively about improving the environment? |

| Learning outcomes | | |
|---|---|---|
| Knowledge and understanding | Skills | Attitudes |
| <ul style="list-style-type: none"> • Know and understand the vocabulary and language structures associated with the environment. | <ul style="list-style-type: none"> • Speak clearly as they narrate events and retell stories on themes related to the environment. • Listen attentively and understand the main points and some detail of what has been said. • Read simple texts relating to unfamiliar contexts independently and fluently. • Write sequences of sentences relating to games and sports that extend ideas logically and where grammar is correct. • Choose words for variety and interest to persuade people of the importance of the environment. | <ul style="list-style-type: none"> • Communicate confidently. • Be aware of the importance of conserving the environment. |

Contribution to the competences

| | |
|---------------------------------------|-----------------------------|
| Critical thinking | Planning a campaign |
| Communication and Co-operation | in groups and presentations |

Links to other subjects:

Social Studies: Environment and human activities

Assessment opportunities

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

- Observation
- Conversation
- Product

An outline of the learning

This unit will help learners develop their vocabulary in relation to the environment. The activities will help learners to understand the importance of taking care of the environment.

There are many opportunities within this unit for learners to practise and improve their speaking and listening skills. There are many discussions to be held about the environment and learners should be encouraged to communicate clearly and effectively in order to share their experiences and knowledge for the benefit of others.

The activities listed here for this unit include some written texts, but the focus is on speaking and listening skills. It is possible however to find alternative and additional texts that describe the environment. You may choose to set this as a research project or a homework activity for your learners in order for them to be able to compare sources of information and provide them with additional knowledge and understanding. A visitor should be invited into school to further illustrate and describe more about games and sports.

Using the Learner's Book

There are both words and pictures in the Learner's Book, and as your learners are developing their reading skills, it is important to read the text with them. That way you will be 'modelling' reading and will help their development. Learners should be encouraged to read along with you or copy you where phrases are more complex. Phrases in the Learner's Book are relatively short, but where there is more to read, these passages should be broken down into shorter phrases. Encourage learners to ask questions to clarify their understanding and enable more able learners to respond to these questions where appropriate. It is helpful to have some key words on posters or boards around the learning space if possible so that they get used to seeing them and become familiar with spellings. Learners could develop this collection as they progress through the unit.

The student competences

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 writer, questioner, presenter and group leader. It is important in Primary 4 that the teacher continues to model good communication skills, describing, where appropriate, features of good communication such as the use of open questions, active listening, correct grammar use and good body language. The activities provide a variety of ways to instill an appreciation of the environment.

Cross cutting issues

Environment and sustainability: This unit creates awareness on the impact of a polluted environment. The learners will further be exposed to ways of conserving the environment so as to ensure sustainability.

Activity 1: Vocabulary on the environment (Refer to the Learner's Book pages 34 -35)

Introduction

Introduce the activity with a discussion on the school compound. Learners should be prompted to talk about the importance of trees, flower beds, toilets, compost pit, etc. in the school compound. Let them discuss the need for a clean school.

In groups

Allow learners to name the pictures. Initiate a discussion on the pictures in the Learner's Book.

The learners should use describing words such as beautiful, tranquil, filthy, nauseating, polluted, degraded, well taken care of, neglected, etc. to describe the pictures.

In pairs

Guide the learners to match the pictures with the given words. The learners, in turns, present what they have discussed.

Expected answers

- a. Country side
- b. Destroyed forest
- c. Dumpsite
- d. City street

Individually

Start by guiding learners to spell the words. Have explanations of meaning of the words pollution, garbage, famines, famine, erosion, re-forestation and emit. You can ask learners to use a dictionary. Allow learners time to write the exercise.

Expected answers

- i. erosion
- ii. famine
- iii. re-forestation
- iv. pollution
- v. garbage
- vi. emit
- vii. fumes

Learners to read their answers to the class

Assessment opportunities

Conversation

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

Product

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

Activity 2: Getting meaning of words (Refer to Learner's Book page 36 - 37)

Introduction

This activity is aimed at testing spelling and to build vocabulary. Allow learners time to read the given meaning.

In groups

Guide the learners on how to do the matching activity.

Expected answers

| | |
|----------|--|
| disposal | to throw away material not needed |
| recycle | to use something again |
| poison | anything swallowed or breathed in that can cause death |
| conserve | to protect and take care of the environment |
| garbage | food, paper or, dirt that is not needed anymore |
| oxygen | the air we breathe in |

In pairs

Guide the learners to say what they can see in the pictures in the Learner's Book. You can ask questions that will prompt them to think critically and interpret the pictures correctly.

Individually

The learners should be exposed to a variety of pictures, cutouts. The pictures in the Learner's Book should serve as a message on taking care of the environment. Encourage the learners to come up with their own sentences to describe the pictures. Remind them to punctuate their sentences correctly.

Answers

(Open exercise, accept any relevant answers)

- i. Picture b - Marine life is a tourist attraction.
- ii. Picture c - We should not pollute water.
- iii. Picture d - We should plant trees for a beautiful environment.

Assessment opportunities

Conversation

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

Observation

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

Product

Read the answers provided by the learners. Assess whether there is evidence of understanding of the new words and whether they can relate them with the pictures.

Activity 3: Role-play on taking care of the environment (Refer to Learner's Book pages 37 - 38)

In groups

Learners should give different views depending on their locality. By now they know a well tended environment and a neglected one. Guide them as they suggest ways of taking care of the environment. Encourage the shy learners to talk before the class.

In groups

Let them list down the activities carried out by people, both the ones that are good for the environment and the bad ones.

Expected answers

Any correct answer that shows the environment is destroyed or taken care of is acceptable for example proper disposal of waste, planting trees, minimising cutting down trees.

Assessment opportunities

Observation

Watch as the learners role-play the dialogue. Check on correct pronunciation of words and other non-verbal aspects of communication.

Conversation

Talk to the learners about how to take care of the environment: Ask them: what can you do to take care of the environment? What do people do that is harmful to the environment? What will happen if people continued to destroy the environment?

Activity 4: Reading about our environment (Refer to Learner's Book pages 38 - 39)

Introduction

Before reading

Guide the learners in the before-reading activity. The pictures and the title will aid in promoting a better understanding of the passage. A range of reasonable answers should be expected.

This passage will sensitise the learners on the need of environmental conservation. Read the passage to the learners as they follow in the books. Appoint them to read in turns. Ask questions as reading progresses to reinforce the facts.

As class

- Ask the learners to read the passage silently so as to familiarise with it.
- Read the story loudly in class.
- Now ask the learners to read it loudly in turns.

Assessment opportunities

Observation

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

Activity 5: New words and phrases (Refer to Learner's Book page 39)

Introduction

Ask the learners to explain how they can know the meaning of a new word without using a dictionary

In pairs

- Guide the learners to infer the meaning of all the unfamiliar words in the story. They can later use the dictionary to confirm if their inference was correct.
- Remind the learners to add the new words to the word bank.

Assessment opportunities

Product

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

Activity 6: Oral discussion (Refer to the Learner's Book page 39)

Introduction

This activity can be used to reinforce the importance of environmental sustainability and the effects of human activities on people and other living things at large.

When they share their experiences of planting, they learn the importance of conserving the environment.

In groups

Guide the learners to orally discuss the questions.

Assessment opportunities

Observation

- Listen as the pupils talk about the lessons they have learnt from the story.
- Consider whether they are able to articulate their ideas effectively and whether they demonstrate creativity and imagination.
- By discussing the questions, they improve their critical thinking, creativity and innovation skills.

Activity 7: Answering comprehension questions (Refer to Learner's Book page 40)

Introduction

Ask the learners to re-read the passage and use it to answer the given questions.

Expected answers

1. Air and water
2. marine
3. To burn charcoal, for furniture, for construction
4. Pollution
5. Planting trees, proper disposal of waste, planting cover crops (Any reasonable answer should be accepted.)
6. Open-ended

Assessment opportunities

Observation

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

Product

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

Activity 8: Interview with an environment expert (Refer to Learner's Book pages 40 - 42)

Introduction

This activity is aimed at building on vocabulary. It also reinforces the need to conserve the environment. Learners should be made to understand the government's effort to conserve the environment. The learner should yearn to be part of environment conservation campaigners. Emphasise the importance and need for a well taken care of environment.

In groups

Guide the learners to role-play the conversation.

Through this, the concept of environmental conversation is reinforced.

Let the learners express themselves by role-playing the interview before the class in turns.

As a class

Accept a variety of questions asked and answers given as long as they are relevant to the conversation above. Listen as the learners answer the asked questions, give the necessary guidance.

In pairs

This activity is aimed at reminding the learner the punctuation marks already learnt to ensure they punctuate the sentences correctly.

Assessment opportunities

Observation

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

Product

Consider whether the questions the learners came up with to ask are appropriate and relevant.

Also check how to punctuate the sentences in the paired activity and give necessary guidance.

Activity 9: A poem on our environment (Refer to Learner's Book pages 42-43)

Introduction

The poem aims at painting the beauty of a clean river. It brings out the joy of both plants, animals and human beings and the benefits they get from the river. Hence importance to conserve our rivers and forests.

As a class

- Remind the learners to be attentive as you read the poem to them.
- Ensure you articulate the words poetically in correct tone and pronunciation.
- Explain to them what the poem is about using your own words.
- Point out some lines from the stanza as you explain to them what each means.
- Help the slow learners pronounce the words properly as they check on their intonation.
- Discuss the message in the poem.
- Remember working in groups improves their co-operation skills.

In groups

- Guide the learners to practise the poem. Give learners a chance to recite their poems to class.
- By reciting the poem to the class, their communication skill are promoted.

Answers

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

Assessment opportunities

Observation

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

Activity 10: Planning a campaign to preserve our environment (Refer to Learner's Book pages 43-44)

Introduction

This activity is aimed at instilling a sense of responsibility in conserving the environment. Introduce the activity by a discussion on cleanliness and resources around us.

In groups

Talk about how the community has destroyed the environment e.g. blocked sewers due to poor disposal of waste, deforestation, soil erosion due to overstocking and low yields due to soil erosion. Talk about how to counter this vice.

Individually

The learners to draw placards on A4 size paper as posters for a campaign to restore the glory of our environment.

To sensitise other school members, these posters should be hung on the school noticeboard.

Assessment opportunities

Conversation:

Talk to groups of learners about the environment, checking whether they are aware of the importance of conserving the environment.

Product:

Read the posters made by the learners. Assess whether there is evidence of an understanding of importance of environmental conservation.

Activity 11: Writing about our environment (Refer to Learner's Book pages 43 - 44)

Introduction

By now, the learners should be fully aware of how the environment can be destroyed, and how to restore and conserve it. Prompt a discussion on the same.

In pairs

Let the learners share ideas on how they will work to ensure their classrooms and school compound are kept clean.

Individually

Learners to express the points they have discussed in writing then read their sentences to the class.

In pairs

This activity is aimed at testing vocabulary learnt and to spell words correctly. You can further ask the learners to use the words to construct the sentences depending on their abilities.

Answers

- (a) i. ecosystem iii. conserve v. garbage
ii. destruction iv. mountain vi. pollution
- (b) Accept any well constructed sentences.
- (c) i. slowly ii. trees iii. morning iv. cutting
v. small

Assessment opportunities

Observation

Watch how the learners work together as they discuss how to take care of the environment. Consider how well they are working as a team as well as how accurate their answers are.

Observation

Observe how individual learners begin the task of writing the points discussed earlier. Consider how well they relate their ideas to what has been discussed as a whole class.

Product

Read the answers in the paired activity and check if they are correct. Remember to also check the sentences constructed and assess whether they are grammatical.

Activity 12: Further learning (Refer to Learner's Book page 44)

Introduction

- This activity is aimed at sharing knowledge acquired with the community. Guide the learners to conduct the discussion on taking care of the environment.

In pairs

- During school assembly several learners can sensitise the school on how to take care of the environment and the importance of conserving the environment. This is a good way of campaigning for environmental conservation.

Assessment opportunities

Product

Read the points written by the learners and give the necessary guidance.

Observation

Listen as the learners share with others what they have learnt about environmental conservation. Is there an indication that they have fully grasped the concept? Are they confident and fluent when addressing others?

Activity 13: In summary (Refer to Learner's Book page 44)

Introduction

- Learning should not end here. Learners should be exposed to research work. The learners should find out organisations that work to improve the environment. They could be tree nursery growers, supply of disposal bins, game rangers, agriculture extension field officers, etc

In groups

- Provide the learners with necessary drawing materials. Guide them to draw a well maintained environment and a poorly maintained one. The drawings should depict hunger, disease, loss of livestock, happy animals, good supply of water, etc
- As a class, vote for the best drawing and let it be hung on the noticeboard.

Assessment opportunities

Product

Check the drawings. Do they show creativity and imagination? Are they coloured attractively?

Unit 4

GENDER ROLES AND RESPONSIBILITIES

(Refer to Learner's Book pages 46-57)

| Learn about | Key inquiry questions |
|---|---|
| <p>Learners should read and listen to a range of fiction and non-fiction material on the subject. This should come from South Sudan and other countries and include extracts from UN publications. They should also understand longer passages involving unfamiliar materials about gender roles and responsibilities. They should find out about some international campaigners for gender equity (such as Phumzile Mlambo-Ngcuka and Malala Yousafzai). Learners should discuss the different gender roles and responsibility people have in their community.</p> <p>In pairs, small groups and as a whole class, they should discuss how people understand gender related issues from the roles and responsibilities people have in their various capacities. They should write persuasive pieces about gender and the importance of gender equity.</p> <p>Learners read and write stories and poems, act dialogues, conversations and role-play the effects of the miss-use of gender roles and responsibilities in their community. Individually they should also read and write independently about the gender roles and responsibilities taking into account the rules of grammar, punctuation and with correct spellings.</p> | <ul style="list-style-type: none">• What are the different gender roles and responsibility people have in your community?• How do the people relate to the different roles and responsibilities?• What effect does the misconception on roles and responsibility have on the community? |

| Learning outcomes | | |
|---|--|--|
| Knowledge and understanding | Skills | Attitudes |
| <ul style="list-style-type: none"> • Know and understand the vocabulary and language structures associated with gender equity. | <ul style="list-style-type: none"> • Speak clearly as they narrate events and retell stories on themes related to games and sports. • Listen attentively and understand the main points and some detail of what has been said. • Read simple texts relating to unfamiliar contexts independently and fluently. • Write sequences of sentences relating to games and sports that extend ideas logically and where grammar is correct. • Choose words for variety and interest to convey the emotions felt. | <ul style="list-style-type: none"> • Communicate confidently. • Understand the importance of gender equity. • Respect both genders. |

Contribution to the competences

| | |
|---------------------------------------|-----------------------------|
| Critical thinking | Discussing different roles |
| Communication and Co-operation | in groups and presentations |

Links to other subjects:

Social Studies and citizenship: Gender issues

Peace Education: Gender roles

Assessment opportunities

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

- Observation
- Conversation
- Product

An outline of the learning

This unit will help learners develop their vocabulary in relation to gender roles and responsibilities. The activities will help learners to understand the importance of both genders in a payam and other localities.

There are many opportunities within this unit for learners to practise and improve their speaking and listening skills. There are many discussions to be held about games and sports and learners should be encouraged to communicate clearly and effectively in order to share their experiences and knowledge for the benefit of others.

The activities listed here for this unit include some written texts, but the focus is on speaking and listening skills. It is possible however to find alternative and additional texts that describe. You may choose to set this as a research project or a homework activity for your learners in order for them to be able to compare sources of information and provide them with additional knowledge and understanding. A visitor should be invited into school to further illustrate and describe more about gender roles and responsibilities.

Using the Learner's Book

There are both words and pictures in the Learner's Book, and as your learners are developing their reading skills, it is important to read the text with them. That way you will be 'modelling' reading and will help their development. Learners should be encouraged to read along with you or copy you where phrases are more complex. Phrases in the Learner's Book are relatively short, but where there is more to read, these passages should be broken down into shorter phrases. Encourage learners to ask questions to clarify their understanding and enable more able learners to respond to these questions where appropriate. It is helpful to have some key words on posters or boards around the learning space if possible so that they get used to seeing them and become familiar with spellings. Learners could develop this collection as they progress through the unit.

The student competences

This unit presents many opportunities for communication and opportunities to think critically and creatively about different aspects of gender roles and responsibilities

Learners are asked to work in pairs and groups, so there are continuous opportunities for co-operation and teamwork also. This unit provides good opportunities to create roles in groups so that for example there is a writer, questioner, presenter and group leader. It is important in Primary 4 that the teacher continues to model good communication skills, describing where appropriate features of good communication such as the use of open questions, active listening, correct grammar use and good body language. The activities provide a variety of ways to instill an appreciation different gender roles and responsibilities.

Cross cutting issues

Peace education: This unit will make learners recognise that respect for human rights and gender equality underpins peaceful co-existence. The issue of gender stereotypes is also dealt with here and learners are made aware that all jobs can be done by everyone regardless of the gender.

Activity 1: Vocabulary on gender roles and responsibilities (Refer to Learner's Book pages 45 - 46)

Introduction

Introduce the activity by asking learners questions on what their parents do. Let them discuss both parent's roles. You can also discuss different workers in the school. Who does what and where?

In groups

- Guide them to discuss the pictures in the Learner's Book. They should conclude that all genders play any rule in nation building.
- Allow learners to air their views on what they feel or think about gender roles.

Individually

- From their experience, learners should be able to discuss the community's perception on gender roles and responsibilities.
- Let them discuss the success or perfection attained by each gender in the roles they play.

Assessment opportunities

Conversation

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

Product

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

Activity 2: Matching gender roles and responsibilities (Refer to Learner's Book pages 46 - 47)

Introduction

Introduce the activity by reviewing the previous activity. Guide the learners to discuss the prejudice people hold towards gender roles in school, at home and in the society.

Let the learners conclude the discussion in the fact that despite the prejudice, perfection is realised in the duties.

In groups

- Discuss the different roles played by girls and boys in the school. They could mention prefects, participation in games, etc.
- In a spiral nature, learners to discuss gender roles in school and how perfectly both execute their roles and responsibilities.
- Let the learners talk about duties they think are for women and the ones for men.
- Consider this discussion by emphasising that either gender can do any job.

Individually

- Guide the learners to identify any outstanding women in the society.
- Explain to them what it is that the women did.

Assessment opportunities

Observation

- Listen as the learners engage in the discussions, consider how well they co-operate with each other.

- Consider whether they are able to articulate their ideas effectively.

Product

Read the names of the women written by the learners as having done something outstanding. Assess if they are correct, ask the learners to talk about what it is that they have done that is considered exceptional.

Activity 3: Role play on gender roles and responsibilities (Refer to Learner's Book page 47)

Introduction

The activity is aimed at showing how women can play the roles assumed to be for men. Learners need to see how women proved capable in themselves.

As a class

- Learners should be allowed to show how well they can play different roles and carry out responsibilities regardless of the gender.
- Remember to encourage the slow learners.

Assessment opportunities

Observation

Observe learners working together and consider how effectively they are co-operating with one another as they contribute to the discussion.

Product

Listen to the points provided by the pupils and consider whether appropriate and relevant.

Activity 4: Reading about gender roles and responsibilities (Refer to Learner's Book page 47 - 49)

Introduction

Before reading

Introduce the activity with the before-reading activity. This plays a major role in aiding the understanding of the story as it gives them an overview on what to expect from the story. Guide the discussion on the pictures and the title of the story.

As a class

- Read the passage loudly for the learners.
- Help learners to read the passage by selecting able readers to begin reading the passage aloud.
- Select less able readers to read shorter sections.
- As you read the passage with your learners, pause regularly to question key ideas and principles as well as identify key pieces of vocabulary and phrasing.

Assessment opportunities

Conversation

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

Observation

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

Activity 5: New words and phrases (Refer to the Learner's Book page 49)

In groups

- Let the learners identify all unfamiliar words and infer the meaning as used in the passage. You should discourage them from using the dictionaries though.
- Remind learners to add the new words and phrases learnt in the word bank.

Expected answers

Accept any relevant words with the correct meaning.

Assessment opportunities

Product

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

Activity 6: Oral discussion (Refer to the Learner's Book page 49)

Introduction

Prompt learners to give a range of varying points on what they understood about the passage.

In groups

- By mentioning different women, they will realise the journey of progress and prosperity gender campaign has passed to move the woman from kitchen and household duties to national and international stature.
- Learners will give a chance to air their views in regard to gender role and responsibilities.

Assessment opportunities

Observation

Listen as the pupils discuss the questions orally. Consider whether they are able to articulate their ideas effectively and whether they demonstrate creativity and imagination.

Activity 7: Answering comprehension questions (Refer to the Learner's Book page 50)

Introduction

Let the learners discuss and answer the questions given. By discussing the questions, they improve their critical thinking, creativity and innovation skills.

Expected answers

- i) The roles played by men and women
- ii) Work
- iii) Phumzile Mlambo/ Malala Yousafzai
- iv) Open-ended
- v) Tilling the land, collecting firewood, fetching water, cooking for the family
(NB: Some mothers are single and hence all work is shouldered by them.)
- vi) They were thought not suitable for them.
- vii) They are household names. They are well known/ they are popular.
- viii) Accept any reasonable answer that shows it is not a strenuous job.
- ix) Any reasonable and workable suggestion should be accepted.

Assessment opportunities

Observation

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

Product

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

Activity 8: Debating (Refer to the Learner's Book pages 50 - 51)

Introduction

- Introduce the activity by opening a discussion on women in the school community and payam who have outwitted men or thrived in what they do.

As a class

- Divide the class into opposers and proposers.
- Guide the learners to debate persuasively using words like **furthermore, in fact, undoubtedly, in addition to** among others.
- They vote and see the winner who must have been confident and eloquent.
- The debate should mention names to support their points.

Individually

- This activity is aimed at evaluating the conviction learners have had towards ability of women.
- Introduce the lesson by mentioning prominent women and mention the progress they have made in their field of duty.
- Let the learners write the points down on one of them.

Assessment opportunities

Observation

Watch as the learners argue out their points. Pay particular attention on how they pronounce words and correct where necessary. Encourage the shy ones.

Product

Read the points raised by the learners. Are they accurate and relevant in the given context?

Activity 9: Role-play (Refer to the Learner's Book pages 51-52)

Introduction

This dialogue is aimed at enlightening the learners on the need for gender equity. Introduce the activity by a discussion on importance of being focused in school. Learners to air their views on what they want to become when they complete school.

As a class

- Help learners to summarise the dialogue by selecting key points and key features of the dialogue.

- Remind the learners to listen attentively as you read the conversation.
- Ask them to read the conversation aloud in class.

In pairs

Help the learners summarise the dialogue by selecting key points and features of the dialogue.

In groups

Learners to list down in point form what Ms Akong has said.

To arouse their curiosity, let them list down questions to ask Ms Akong.

Assesment opportunities

Observation

Watch as the learners role-play the dialogue. Check on correct pronunciation of words and the questions they form to ask.

Conversation

Talk to the learners about the dialogue. Ask them which part of the dialogue they find interesting and why. Was there anything they did not understand in the dialogue? What have they done about it?

Activity 10: A poem on gender roles and responsibilities (Refer to the Learner's Book pages 52 - 53)

Introduction

The poem is aimed at showing how gender co-operation is important. It is also proof that both genders are equal in life's journey.

As a class

- Read the poem and explain each line to the learners.
- Guide learners to read, enjoy and understand the content.
- Evaluate comprehension by allowing them to talk about the poem.
- Open a discussion on where else both genders work hand in hand for better/ comfortable life.

In groups

The learners to practise and recite the poem in groups and before the class.

Assessment opportunities

Observation

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

Conversation:

Ask some of the learners about the poems. Ask them what they find particularly interesting in the poem, whether there is any part they found challenging or difficult to understand.

Activity 11: Writing a poem on gender roles and responsibilities (Refer to the Learner's Book page 53)

Introduction

- The aim of this activity is to give the learners exposure to express themselves in poetry.
- It is also a chance/opportunity to convincingly talk about importance of gender equity.
- Introduce the activity by reviewing the previous poems.
- Open a discussion on gender role.
- Let them talk about areas where no one single gender can work alone e.g. the police force, hospitals, a family, a school, etc.

In groups

- Learners to exchange ideas and come up with a poem.
- Guide them how to fill in the blank spaces in the poem.
- Allow them to freely choose their own words.

In pairs

This activity is aimed at assessing whether learners can come up with their own poems. Give necessary guidance especially to those learners facing difficulties.

Assessment opportunities

Observation

Watch how the learners work together to compose their own poems.

Consider how well they are working as a team as well as how effectively they are composing the poems.

Observation

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

Activity 12: Talking about gender roles and responsibilities in our country (Refer to the Learner's Book page 54 - 56)

Introduction

Introduce the activity by mentioning jobs done by both genders together e.g. government offices, schools, banks, etc. Read for the learners what the people are saying in the Learner's Book and let them read after you.

In groups

Guide the learners to read what is being said in the Learner's Book.

In pairs

This activity serves a true testimony that both genders can prevail in any field.

Introduce by sensitising the learners that both genders have been engaged and excelled in fields thought, believed or perceived to belong to the opposite gender. Let the learners say what they have learnt from what has been said.

Individually

- Learners have an opportunity to accept different roles by writing how life is better when roles are shared
- Learners will no longer have the stigma of gender role bias.
- Give guidance on the discussion and allow learners to share their opinions with the class in turns.

Assessment opportunities

Talk to the learners about different works. Ask them which ones they feel should be done by one gender and not the other. They should be able to give relevant reasons as to why they think so.

Activity 13: Writing about gender role and responsibilities (Refer to the Learner's Book page 56)

Introduction

Introduce the lesson by revisiting previous activities.

In pairs

Prompt learners to discuss the oppression brought about by gender discrimination. Learners to convincingly write points to show that both genders are equally important.

Individually

A variety of drawings/paintings should emerge from this activity e.g. parents in a home, cabinet ministers, teachers in a school, doctors in a hospital, etc. Ensure the learners come up with a story that is relevant to the picture they drew.

Assessment opportunities

Observation

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

Product

Read points written by the pupils and consider whether choices of answers are correct in the given contexts. Allow them to read out their correct answers to the class. Applaud those who have done well.

Activity 14: Further learning (Refer to the Learner's Book page 57)

Introduction

- Guide learners on how to carry out this research. You can bring to class newspaper extracts with stories of people who have excelled in areas assumed to be for the opposite gender.

In groups

- Let the learners write down the names, what they do and how they have excelled.
- They could be in areas of academics, professionals, business or careers.
- Learners to present their findings to the class.

Assessment opportunities

Observation

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

Product

Read the names and consider how well they reflect on the topic of discussion. Also consider the structure of the sentences written and assess whether they are grammatical.

Activity 15: In summary (Refer to the Learner's Book page 57)

Introduction

- This is more research work.
- Introduce the activity by mentioning/discussing areas where gender discrimination thrives. Talk about the negative effects of the vice.

In pairs

- Talk about people who have fought for equality e.g. lawyers, politicians, academicians, religious leaders, etc.
- Help the learners get their pictures and pin them on a chart.

Assessment opportunities

Product

Observe the charts made by the pairs of learners. Assess whether they are clearly written, eye-catching, and also comprehensive. Choose the most presentable chart and pin it at the back of the class.

Unit 5

OCCUPATIONS

(Refer to Learner's Book pages 58 - 72)

| Learn about | Key inquiry questions |
|--|--|
| <p>Learners should read and listen to a range of fiction and non-fiction material on the subject. Learners should work in groups to discuss the different occupations people in their community do and make lists of these along with descriptions of the jobs and the skills and qualifications needed to do them.</p> <p>They should listen to someone from the community talk about their job and ask about the training and qualifications needed.</p> <p>They should research some job advertisements and list the training and qualifications needed for them. They should discuss the jobs that they would like to do, and find out what qualifications they would need, and write about this.</p> <p>They should write sample job advertisements along with the qualifications needed.</p> | <ul style="list-style-type: none">• What are the different works people do in your community?• How do the people benefit from the work they do?• What qualifications and training do people need for different jobs? |

| Learning outcomes | | |
|---|--|--|
| Knowledge and understanding | Skills | Attitudes |
| <ul style="list-style-type: none"> • Know and understand the vocabulary and language structures associated with occupations. | <ul style="list-style-type: none"> • Speak clearly as they narrate events and retell stories on themes related to occupations. • Listen attentively and understand the main points and some detail of what has been said. • Read simple texts relating to unfamiliar contexts independently and fluently. • Write sequences of sentences relating to occupations that extend ideas logically and where grammar is correct. | <ul style="list-style-type: none"> • Communicate confidently. |

Contribution to the competences

| | |
|---------------------------------------|---|
| Critical thinking | Analysing job requirements |
| Communication and Co-operation | Discussion, dialogues, storytelling, role-play and group work |

Links to other subjects:

Social Studies: Occupations

Life Skills: Different roles

Assessment opportunities

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

- Observation
- Conversation
- Product

An outline of the learning

This unit will help learners develop their vocabulary in relation to occupations. The activities will help learners to understand the importance of occupation in their payam and other localities.

There are many opportunities within this unit for learners to practise and improve their speaking and listening skills. There are many discussions to be held about occupations and learners should be encouraged to communicate clearly and effectively in order to share their experiences and knowledge for the benefit of others.

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

Using the Learner's Book

There are both words and pictures in the Learner's Book, and as your learners are developing their reading skills, it is important to read the text with them. That way you will be 'modelling' reading and will help their development. Learners should be encouraged to read along with you or copy you where phrases are more complex. Phrases in the Learner's Book are relatively short, but where there is more to read, these passages should be broken down into shorter phrases. Encourage learners to ask questions to clarify their understanding and enable more able learners to respond to these questions where appropriate. It is helpful to have some key words on posters or boards around the learning space if possible so that they get used to seeing them and become familiar with spellings. Learners could develop this collection as they progress through the unit.

The student competences

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

Learners are asked to work in pairs and groups, so there are continuous opportunities for co-operation and teamwork also. This unit provides good opportunities to create roles in groups so that for example there is a writer, questioner, presenter and group leader. It is important in Primary 4 that the teacher continues to model good

communication skills, describing where appropriate features of good communication such as the use of open questions, active listening, correct grammar use and good body language. The activities provide a variety of ways to instill an appreciation for all occupations in South Sudan.

Cross-cutting issues

Life Skills: Learning about different occupations provide the learners with important life skills on what they can do to earn a living. This unit will start preparing them early enough to start thinking of what they would like to do when they grow up and start thinking on how to achieve this.

Activity 1: Vocabulary on occupations (Refer to Learner's Book pages 58 - 59)

Introduction

- Introduce the activity by asking learners what their parents do to earn a living.
- Narrow down to school workers e.g. teachers, driver, office workers, etc.
- Define the vocabulary on occupation.
- Ask learners to mention other people they know and what they do.

In pairs

- Guide learners to study the pictures, say what the people are doing and name the occupation.
- Let them match the pictures with description given.
- Learners take turns to present their answers to the class.

Individually

- Give the learner several names of occupations and guide them to describe what they do, for example:
1. **Accountant** - a person that works with the money and accounts of a company
 2. **Actor /Actress** - a person that acts in a play or a movie
 3. **Architect** - a person that designs building and houses
 4. **Astronomer** - a person who studies the stars and the universe

5. **Author** - a person who write books or novels
6. **Baker** - a person who make bread and cakes and normally work in a bakery
7. **Bus driver** - a person that drives buses
8. **Butcher** - a person that works with meat. They cut the meat and sell it in their shop.
9. **Carpenter** - a person that makes things from wood including houses and furniture
10. **Chef/Cook** - a person that prepares food for others, often in a restaurant or café
11. **Dentist** - a person that can fix problems you have with your teeth
12. **Designer** - a person who does the job of designing things
13. **Doctor** - a person you go to see when you are ill or have some type of health problem
14. **Electrician** - a person that works with electric circuits
15. **Engineer** - a person who develops solutions to technical problems. They sometimes design, build, or maintain engines, machines, structures or public works
16. **Farmer** - a person that works on a farm, usually with animals, etc.
 - Let the learners give the names of the occupations illustrated by the pictures in the Learner's Book and say if they know anyone who does such work.

Individually

- Introduce the activity by asking learners to mention the tools used by a teacher e.g. chalk, duster, ruler, pen, etc.
- Tell learners that different people use different tools in their work.
- Learners to give examples of tools used by different people at work.
- Let them do the exercise given and then read answers to the class.

Answers

- i. Tailor
- ii. Mason
- iii. Doctor

- iv. Potter
- v. Musician
- vi. Carpenter
- vii. Beautician

Assessment opportunities

Conversation:

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

Product:

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

Activity 2: Matching occupations (Refer to Learner's Book pages 60 - 61)

Introduction

- Introduce this activity by reviewing the previous lesson
- Ask learners to mention other occupations they know and what they are all about.

In pairs

- Read the words to the class as clearly and as audibly as possible.
- Ask the learners to read the words after you.

Expected answers

- a. firefighter
- b. judge
- c. pharmacist
- d. driver

Individually

Introduce this activity by giving the learners directions on how to do the matching exercise. Learners to read their answers in class afterwards.

Answers

- i. potter – makes pots from clay
- ii. surgeon – operates on patients in a theatre
- iii. engineer – builds roads, bridges and designs machines
- iv. baker – makes bread, biscuits and cakes
- v. architect – designs buildings
- vi. coach – trains players in a team
- vii. dentist – treats and removes decaying teeth

Assessment opportunities

Conversation

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

Product

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

Activity 3: Role-playing on occupations (Refer to Learner's Book page 63)

Learning activities

- Introduce the activity by talking about what is involved in an occupation in terms of qualifications, tools, among others.

As a class

- This exercise is aimed at learning what different occupations entail. The miming activity should make the activity more interesting.

- Learners to mime the occupations and then name them.
- Allow learners time to give comments on the presentations.

Assesment opportunities

Observation

Observe as the learners act out the dialogue. Are they able to incorporate other non-verbal aspects of communication such as intonation, facial expressions dramatic pauses, and gestures while acting ? Do they seem to enjoy the acting?

Activity 4: Reading about occupations (Refer to Learner’s Book pages 61 - 62)

Introduction

Before reading

- Introduce the activity by asking the learners to talk about what they would like to do in future in terms of occupations. They should give reasons why they would want to do that. This will help to create interest and make learning more exciting.

As a class

- Ask learners to read the passge silently.
- Read the first paragraph.
- Appoint different learners to read through the passage.
- As you read the passage with your learners, pause regularly to question key ideas and principles as well as identify key pieces of vocabulary and phrasing.

Assessment opportunities

Observation

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

Conversation

Talk to the learners about the key ideas of the passage. Is there any aspect they did not understand in the story?

Activity 5: New words and phrases (Refer to Learner's Book page 63)

Introduction

- Introduce the activity by using one example of a new word in the story to take the learners through the process of inferring.

As a class

- Let them identify all unfamiliar words and infer the meaning. They can use a dictionary if need be.
- Remind the learners to add the words in their word bank.

Assessment opportunities

Product

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

Activity 6: Oral discussion (Refer to Learner's Book page 63)

In groups

This activity can be used to show the learners the importance of different occupations. They should be made aware that all the occupations are equally important and even interdependent. Give the necessary guidance and examples.

Assessment opportunities

Observation

Listen as the learners discuss the importance of different occupations. Consider whether they are able to articulate their ideas effectively and accurately.

Activity 7: Answering questions (Refer to Learner's Book page 63 - 64)

Introduction

- Introduce the activity by asking the learners to read the passage on occupation again.

In groups

- Ask them to use the passage to answer the questions.

Expected answers

1. The story is about different occupations.
2. Pharmacist, chauffeur, driver, baker, accountant, comedian, architect, engineer, carpenter, welder, glazier, etc.
3. Allow learners to mention the occupation they would like to pursue and give reasons.
4. Open-ended. Accept any relevant answer that implies the interdependent nature of different occupations.

Word attack

In pairs

- This activity is aimed at building on vocabulary related to occupations.
- Allow learners time to talk about the words given and use them to make their own sentences.
- Allow learners to give more tools or equipment used in various occupations
- Learners to attempt the exercise and read their answers to the class.

Expected answers

- i. sober
- ii. gavel
- iii. putty
- iv. plane
- v. theatre
- vi. accountants

In groups

- Introduce the activity by allowing learners to talk about different problems or ailments that take people to the hospital. They may include: mothers to deliver babies, broken/fractured bones, eye problems, mental ailments, etc.
- Let learners know that different ailments require different specialists.

- Accept a range of answers for example: surgeon, radiographer, lab technician, orthopaedic, dentist, midwife, general practitioner, pharmacist, nurse, etc.

Individually

- Encourage the learners to creatively make a drawing of a person at work. Drawing is not only important as a learning activity it is also has a calming effect on the learners and help them develop concentration.
- Help the learners to select the most presentable drawing and appreciate for their efforts.

Assessment opportunities

Observation

Give each group a chance to present their answers to the class as they give comments on the other presentation. Remember by learners working in groups, competence of cooperation is promoted since the learners are able to appreciate other people's ideas or views.

Product

Read the answers given and check if they are correct according to the story. Also consider the choices of answer on the word attack activity. Do they show any level of comprehension of the new words? Check the drawings made by the learners and appreciate them for the effort they have made.

Activity 8: Acting out occupations (Refer to Learner's Book pages 65 - 66)

Introduction

Before reading

- The activity is aimed at developing more vocabulary. The learner learns the occupation, what the occupation deals with and the place of work.
- Introduce by talking about an occupation, what it deals with and tools used: e.g. a butcher-meat-weighing machine, curving knives, saw, wrapping paper – butchery.

In groups

- Guide the learners to read the dialogue and role-play.

- They should also identify the new words and try to figure out the meaning in the given context.

As a class

- The class to come up with more questions on what they would want to know about a beautician.
- They will role-play. This will boost their confidence, critical thinking and fluency.

Assesment opportunities

Observation

Watch as the learners role-play the dialogue. Check on correct pronunciation of words. Encourage the shy learners to take part in the role play.

Activity 9: A poem on occupations (Refer to Learner's Book pages 66 - 67)

Introduction

This poem is meant for revision of occupations learnt, enjoyment and further learning. Introduce by reading it aloud in class then listen as the learners read it.

In groups

Guide the learners to discuss what the poem is about. The poem is basically about different occupations and what one has to do in order to be in a certain profession.

Let the groups of learners recite the poem before the class and as a class you can vote for the best presentation and appreciate them.

Assessment opportunities

Observation

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

Activity 10: Creating a poem on occupations (Refer to Learner's Book page 68)

In groups

- Introduce the lesson by reviewing previous activities.
- Let them talk in details what the different occupations are about.
- Guide them to fill in the blank spaces left in the poem so as to come up with a complete poem.

Assessment opportunities

Observation

Watch how the learners work together to compose their own poems. Move round the class, listening and guiding the groups as they write their poem. Consider how well they are working as a team as well as how effectively they are composing the poems.

Conversation

Ask some of the learners about their poems. Ask them how they are able to create their poem and the challenges they are facing on this particular activity.

Observation

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

Activity 11: Talking about different occupations (Refer to Learner's Book pages 68 - 69)

Introduction

- Introduce the activity by discussing the qualifications that different occupations require. Some will be academic qualifications e.g. doctors, teachers, engineers while others will include personalities such as kindness, good voice, convincing, etc.

In groups

- Ask the learners to think of two occupations and list down relevant qualifications required.
- Give them a chance to present their points and also comment on the points shared by other learners.

Individually

Introduce the activity by constructing several sentences to guide the learners on the variety of sentences they could come up with. For example:

- i. A butcher sells meat.
 - ii. That butcher sells very good meat.
 - iii. The butcher has slaughtered a fat bull.
 - iv. I like mutton from the butcher at the corner of the building.
- Allow the learners to read their sentences in class.
 - Accept any sensible and accurate sentence.

In pairs

This activity is aimed at exposing learners to the comparative forms of adjectives. Explain this concept clearly to the learners. Expect the learners to use the following words in their sentences:

bad - worse

long - longer

nice - nicer

Assessment opportunities

Conversation

Talk to pairs of learners about different occupations, checking that they can describe what they do.

Product

Read the sentences constructed by the individual learners. Do they vary in content and variety? Are they grammatical?

Activity 12: Writing about occupations (Refer to Learner's Book pages 70-71)

Introduction

- This activity is aimed at exposing the learners to different occupations and what they entail.
- Introduce the activity by conducting a discussion on different occupations.

In pairs

- Read what Eunice is saying aloud in class, then ask the learners to read after you.
- Ask the learners to retell what Eunice is saying using their own words.

Individually

- Guide the learners to discuss different occupations in class.
- Learners to write sentences about what they want to become. They should give reasons in relation to benefits to them and others, exposure, advancement, services, rendered, etc.

In pairs

- Learners should be able to list down benefits of being a pilot. They may include: remuneration, travelling widely, meeting different people, interacting with different cultures, etc. The disadvantage could be long working hours and no time for family.
- Let them read their answers to the class.

Assessment opportunities

Product

Consider the sentence structures. Is there evidence of accurate spelling of key words? Is the content enough and relevant?

Activity 13: Writing an advertisement (Refer to Learner's Book pages 71-72)

Introduction

- At this point, learners have acquired substantial knowledge on occupations and required qualifications. Let them talk about them.

In pairs

- Guide the learners to look at the sample advertisement in the Learner's Book.
- Let them write a job application and list down academic qualifications, skills and personalities required.
- Learners will then read their advertisements to the class.
- Best, appealing advertisements to be voted for and be hung in class.

Assessment opportunity

Product

Read the advertisement written by the learners and assess whether the content is appropriate as well as the sentence structures.

Conversation

Ask the learners if they have ever seen an advertisement and about some of the key things found in the advertisement that they could use to create their own advertisement.

Activity 14: Further Learning (Refer to Learner's Book page 72)

In groups

This is research work. Learners to work in groups to find out the most common occupations in their community and write them down.

Let them present the work before the class.

Assessment opportunities

Product

Read the answers from the learners and see if they are correct according to the context given. Check if there is enough content, grammatical construction of sentences and correct spelling.

Activity 15: In summary (Refer to Learner's Book page 72)

Introduction

- This activity is aimed at imparting a desire to pursue their studies with a focus.
- Introduce the lesson by asking learners their dream career.

Individually

- Let learners assess themselves to see if they possess the qualities qualifications required for jobs.
- If not, how can they work hard to realise the career they dream of?
- The learners to write down the careers and share with the classmates.

Assessment opportunities

Conversation

Talk to the learners about the types of jobs they like and about the benefits and the disadvantages of each. Give other relevant information and advice in terms of what qualification one has to attain in order to do such jobs.

Product

Read the answers from the learners and see if they are correct according the context given. Check if there is enough content, grammatical construction of sentences and correct spelling.

Unit 6

TRANSPORT AND TRAVEL

(Refer to Learner's Book pages 73 - 89)

| Learn about | Key inquiry questions |
|---|---|
| <p>Learners should read and listen to a range of fiction and non-fiction on the subject. Learners should learn the appropriate vocabulary and sentence structures to talking about transport and travel. They should find out about the causes of transport accidents in South Sudan and elsewhere.</p> <p>In pairs, small groups and as a whole class, they should discuss the different means of transport found in their community. They should also brainstorm the causes of breakdown of some of the transport means and how useful the road signs are as one is travelling.</p> <p>They should hear from a community leader about plans for improving transport in their area, and find out about the costs involved and the possible disadvantages. They should write persuasive pieces about why local transport should be improved.</p> <p>Learners should tell stories, recite poems, act dialogues, conversation, and role-play situations relating to transport and travel. They should also read and write independently texts about transport and travel.</p> | <ul style="list-style-type: none">• What are the different means of transport found in the community?• How can we talk about transport and travel?• What are the causes of accidents on the road? |

| Learning outcomes | | |
|--|--|---|
| Knowledge and understanding | Skills | Attitudes |
| <ul style="list-style-type: none"> • Know and understand the vocabulary and language structures associated with transport and travel. | <ul style="list-style-type: none"> • Speak clearly as they narrate events and retell stories on themes related to transport. • Listen attentively and understand the main points and some detail of what has been said. • Read simple texts relating to unfamiliar contexts independently and fluently. • Write sequences of sentences relating to transport that extend ideas logically and where grammar is correct. | <ul style="list-style-type: none"> • Communicate confidently |

Contribution to the competences

| | |
|---------------------------------------|---|
| Communication and Co-operation | Discussion, dialogues, storytelling, role-play and group work |
|---------------------------------------|---|

Links to other subjects:

Social Studies: Transport and travel

Assessment Opportunities

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

- Observation
- Conversation
- Product

An outline of the learning

This unit will help learners develop their vocabulary in relation to transport and travel. The activities will help learners to understand the role of transport and travel in their payam and other localities.

There are many opportunities within this unit for learners to practise and improve their speaking and listening skills. There are many discussions to be held about transport and travel and learners should be encouraged to communicate clearly and effectively in order to share their experiences and knowledge for the benefit of others.

The activities listed here for this unit include some written texts, but the focus is on speaking and listening skills. It is possible however to find alternative and additional texts that describe transport and travel. You may choose to set this as a research project or a homework activity for your learners in order for them to be able to compare sources of information and provide them with additional knowledge and understanding. A visitor should be invited into school to further illustrate and describe more about transport and travel.

Using the Learner's Book

There are both words and pictures in the Learner's Book, and as your learners are developing their reading skills, it is important to read the text with them. That way you will be 'modelling' reading and will help their development. Learners should be encouraged to read along with you or copy you where phrases are more complex. Phrases in the Learner's Book are relatively short, but where there is more to read, these passages should be broken down into shorter phrases. Encourage learners to ask questions to clarify their understanding and enable more able learners to respond to these questions where appropriate. It is helpful to have some key words on posters or boards around the learning space if possible so that they get used to seeing them and become familiar with spellings. Learners could develop this collection as they progress through the unit.

The student competences

This unit presents many opportunities for communication and opportunities to think critically and creatively about different aspects of transport and travel.

Learners are asked to work in pairs and groups, so there are continuous opportunities for co-operation and teamwork also. This unit provides good opportunities to create roles in groups so that for example there is a writer, questioner, presenter

and group leader. It is important in Primary 4 that the teacher continues to model good communication skills, describing, where appropriate, features of good communication such as the use of open questions, active listening, correct grammar use and good body language.

Cross cutting issues

Environment and sustainability: Transport is a key area on the journey of attaining sustainability. A good transport system will ensure smooth movement of goods and services from one place to another. A comprehensive discussion on the different types of transport and how to improve them is not only beneficial but also important.

Activity 1: Vocabulary on means of transport and travel (Refer to Learner's Book pages 73 - 75)

Introduction

Introduce the activity by asking the learners to describe what they think transport is. Let as many of them as possible give the answers in class.

In groups

- Let them look at the pictures and interpret them. Let them talk about what they can see.
- Guide them to match the given words with the pictures. Explain to the learners how to use the words to name the pictures.
- Remind the learners to read the words carefully and accurately to use them to name the pictures. Let them name the pictures correctly.
- Give the learners a chance to share their work to the whole class.

Answers

- a. ship
- b. train
- c. bus
- d. aeroplane

In pairs

Let the learners discuss the means of transport commonly used in their community.

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

In groups

- Explain to the learners the difference between means of transport and modes of transport as explained in the Learner's Book.
- Explain to them how to write good sentences following the rules of grammar.
- Give the learners a chance to share their answers.
- Note that working in pairs, groups will promote co-operation and the discussion will enhance their communication skills.

In pairs

- Explain to the learners how the matching exercise should be done.
- Give the learners a chance to present their answers to the whole class.

Answers

- | | |
|-----------------|---|
| 1. captain | one who sails a ship |
| 2. a rider | one who rides a bicycle |
| 3. driver | one who drives a car |
| 4. pilot | one who flies an aeroplane |
| 5. railway line | a track with rails on which trains move |

Answers

This is an open-ended activity. Allow the learners to give a variety of sentences.

Assessment opportunities

Conversation

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

Product

Read the answers provided by the learners. Assess whether there is evidence of an understanding of the new words. Also read the sentences written by the learners and consider if they are grammatically correct.

Activity 2: The causes of accidents (Refer to Learner's Book pages 75 - 76)

Introduction

- This activity is aimed at helping the learners create a story from a picture. It would prompt critical thinking as well as train the learners on imaginative writing. Introduce the lesson by reviewing what was taught in the previous activity.

In groups

- Let the learners study the picture on Learner's Book.
- Ask to learners to pay attention and not to rush in getting answers. Let them answer the questions correctly.
- Give the learners a chance to share their answers..
- Remember working in groups and pairs will promote cooperation and the presentation will enhance their communication skills.

Expected answers

1. Open-ended
2. Overspeeding, drunk drivers, reckless driving, poor roads
3. Open-ended

Assessment opportunities

Observation

Observe the learners in their groups and take note of each learner's contributions to the discussion.

Product

Monitor the variety of the sentences used in description of the causes of accidents and the level of vocabulary used and their relevance to the unit.

Activity 3: Matching pictures on transport and travel. (Refer to Learner's Book pages 76-77)

Introduction

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

In pairs

- Explain to them how to identify what is happening in the picture by using the new words there.
- Let them identify what is in the picture and use the words given to describe them.
- Give learners a chance to share their answers.

Answers

1. Pothole
2. Tire burst
3. Smoke from engine
4. Car stuck in a muddy road

In pairs

Expected answers

The questions are open-ended but the following answers can be expected.

- i. Weather (rain) problems, poor roads, poor construction of the road.
- ii. Open-ended

Assessment opportunities

Conversation

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

Product

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

Activity 4: Traffic signs (Refer to Learner's Book pages 77 - 78)

Introduction

Introduce the activity by asking the learners if they have ever seen any traffic signs on the road. Ask them whether they understood what they meant.

In group

- These pictures illustrate a range of common traffic signs.
- It is important that the learners identify and correctly interpret the pictures.

In pairs

- Guide the learners to read the new words in the Learner's Book.
- Ask the learners to discuss the meaning of those words.
- Learners to use the words and phrases to fill in the blank spaces on the questions on the Learner's Book.
- Give the learners a chance to share their answers.

Expected answers

- i. (a) traffic lights (b) children crossing (c) men at work
- ii. pedestrian
- iii. danger
- iv. Open-ended (any road sign)
- v. Open-ended
- vi. traffic police
- vii. passengers

Individually

- Give the learners clear instructions on the use of 'was' and 'were'.
- Let the learners do the work independently.
- Give the learners a chance to present their answers to the class.
- Remember working in groups and pairs will promote co-operation and the presentation will enhance their communication skills.

Expected answers

1. were
2. was
3. were

Assessment opportunities

Observation

Observe as the learners present their points. Check and correct their pronunciation where necessary, assess whether they are able to confidently articulate their opinions and use correct grammar.

Product

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

Activity 5: Acting a conversation on transport and travel (Refer to Learner's Book pages 79 - 80)

introduction

This activity is aimed at exposing the learners on the role of the government when it comes to the matter of transport and travel. They should be made aware of the plans for improving transport in their area, and find out about the costs involved and the possible disadvantages.

As a class

- Ask the learners to read the dialogue silently.
- Be loud enough and pronounce the words correctly.

In groups

- Refer the learners to the group activity.
- Let the learners read and practise the dialogue.
- Ask the learners to role-play the dialogue in groups. This will promote co-operation and their communication skills.
- Give the learners a chance to role-play the dialogue in class.
- Vote for the best acting group.

As a class

- Guide the learners to come up with more questions to ask in the conversation. Ensure the questions are relevant in the given context.
- Encourage them to ask and answer the questions.

Answers

This is an open-ended activity. Expect learners to come up with different questions on transport and travel based on their understanding.

Correct them where necessary.

Assessment opportunities

Observation

Observe as the learners act out the dialogue. Are they able to incorporate other non-verbal aspects of communication such as intonation, facial expressions, dramatic pauses, gestures, to mention but a few, in their acting?

Product

Consider the questions the learners are able to come up with. Are they relevant? Do they vary in content?

Activity 6: Persuasive writing on transport and travel (Refer to Learner's Book page 80-82)

Introduction

Introduce the activity by asking the learners why they think the local transport system should be improved.

In groups

- Guide the learners to understand the structure of persuasive writing in the Learner's Book.
- Guide the learners on how to come up with persuasive pieces to their community leaders telling them why local transport should be improved.
- Guide the learners to read the title carefully to make sure they understand what is required.
- Brainstorm with the vocabulary they will need to write the persuasive pieces. They should identify clearly who they are going to write this piece to.
- Guide the learners to come up with creativity in writing. This will promote their creativity skills.
- Guide the learners to write the persuasive pieces as a group. They should give examples and facts to support their answers.

- Ask each group to choose a representative to read their piece to the whole class. This improves communication skills.
- Guide them to select the best work as they also give comments on the presentations.

Answers

This is an open-ended activity. Expect learners to write different persuasive pieces on how to improve local transport to their community leader. Correct them where necessary.

Assessment opportunities

Product

Read the writings from learners to the community leader. Check if there is enough content, grammatical construction of sentences and correct spelling.

Observation

Listen as the learners voice their opinions and assess whether they give a reason for their opinions.

Activity 7: Reading comprehension (Refer to Learner's Book pages 82-83)

Introduction

Introduce the activity by opening a discussion on the pre-reading questions.

The picture and the title of the story should give the learners a clue on what the story is about. Let the learners share their experiences on accidents by asking them what they did to help promote spirit of responsibility among them.

As a class

- Allow the learners to silently read the story so as to internalise.
- Read the story clearly and loudly before the class.
- Ask learners to read the story after you.
- As you read the story with your learners, pause regularly to question key ideas and principles as well as identify key pieces of vocabulary and phrasing.

Assessment opportunities

Observation

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

Activity 8: New words and phrases (Refer to Learner's Book page 83)

As a class

- Let them identify other unfamiliar words and infer the meaning,
- Use one example of a word and take them through the process of inferring its meaning as used in the passage.
- Remind the learners to add the words to their word bank.

Assessment opportunities

Product

Read the answers provided by the learners. Assess whether there is evidence of an understanding of the new words and whether they are able to use these words independently in different contexts.

Activity 9: Oral discussion (Refer to Learner's Book pages 83 - 84)

Introduction

This activity can be used to show the importance of taking caution while at the roads and it also highlights the devastating effects of accidents.

In groups

- Learners to retell the story. Ask them to summarise the content. This will help them to identify key features, themes and ideas of the passage.
- Guide the learners to discuss the questions on the Learner's Book.

Assessment opportunities

Observation

Listen as the pupils retell the story and also narrate their own experiences.

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

Conversation

Talk to the learners and establish their take on overspeeding. Ask them if they think it is a good thing to overspeed. Why do people overspeed?

Activity 10: Answering comprehension questions (Refer to Learner's Book pages 84)

Introduction

Introduce the activity by asking learners to read the story 'A terrible Accident' then use it to answer the questions.

In pairs

- Let the learners discuss and answer the questions given.
- Guide them on how to answer the comprehension questions using the story.
- By discussing the questions, they improve their critical thinking, creativity and innovation skills.

Expected answers

1. Opot is a reckless bus driver.
2. He thought it was fun/ he wanted to reach faster and probably make more money. (Accept any other relevant answer.)
3. Open-ended
4. Open-ended

Word attack

In groups

- Explain to learners how the matching of the dialogue should be done.
- Remind the learners to pay attention and not to rush in getting the answers. Let them match the dialogue correctly.
- Give the learners a chance to share their answers.
- Working in groups and pairs will promote co-operation and the presentation will enhance their communication skills.

Expected answers

- (a) i. Pilot
ii. Aeroplane
iii. Train
iv. Bicycle
v. Bus
vi. Ship

(b) *Accept any correctly constructed sentences.*

Assessment opportunities

Observation

Listen as each group presents its answers to the class and give comments on the other presentation.

Product

Read the answers given and check if they are correct and whether they are based on the story they read.

Activity 11: A poem on transport and travel (Refer to Learner's Book page 85)

Introduce

Introduce the activity by asking any six pupils to mime by making signs or sounds on the means of transport learnt the previous activities.

As a class

- Remind the learners to be attentive as you read the poem to them.
- Check on your intonation and pronunciation.
- Explain to them what the poem is about – advantage of a bicycle.
- Read with them the poem and let them read alone silently to enhance silent reading.

In groups

- Guide them on how to recite the poem.
- Help the slow learners pronounce the words properly as they check on their intonation.
- Guide them to discuss the message in the poem.
- Remember working in groups improves their co-operation skills.
- Give learners a chance to recite their poems to class.

Assessment opportunities

Observation

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

Conversation

Talk to the learners about the poem, ask them what they find interesting about the poem and what they find hard to understand.

Activity 12: Writing a poem on transport and travel (Refer to Learner's Book page 86)

Introduction

Introduce the activity by asking learners to share the different poems they have heard about transport. You can use the example below if the learners are reluctant to start.

Row Row Row Your Boat

Row, row, row your boat,

Gently down the stream.

Merrily, merrily, merrily, merrily,

Life is but a dream.

In groups

- Let the learners in small groups come up with a simple poem on transport and travel in South Sudan.
- Let the learners write it down.
- Let them recite it in their groups.
- By learners creating a poem, their creativity is promoted.
- Give the learners a chance to recite the poem to the class. By reciting the poem to the class, their communication skills is promoted.

Expected answers

This is an open exercise. Ensure the learners come up with a creative poem.

Assessment opportunities

Observation:

Watch how the learners work together to compose their own poems.

Consider how well they are working as a team as well as how effectively they are composing the poems.

Conversation:

Ask some of the learners about their poems. Ask them how they are able to create their own poems.

Observation:

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

Activity 13: Telling stories on transport and travel (Refer to Learner's Book pages 86 - 87)

Introduction

This activity is meant to spur imaginative writing. Guide the learners to carefully study the accident scene and come up with a story about what might have happened.

In groups

- Ask them to tell the stories to their group members.
- Let them discuss and come up with five sentences about the accident in the picture. Encourage them to participate in the discussion.
- Remember through discussion, the learners improve their communication skills.

Individually

This task is meant to check how well the learners can pay attention during group discussions and then later individually write a report on what had been discussed.

Let them come up with sentences about the accidents.

In pairs

- Guide the learners to write the mixed up letters well so as to come up with sensible words. The words name some things in the picture in the Learner's Book, you can tell them to give them a clue.
- Let them make sentences using the correct words made.
- Let the learners read the answers to the whole class.

Answers

1.
 - i. Traffic
 - ii. Lorry
 - iii. Bus
 - iv. Car
 - v. Bicycle
 - vi. Ship

2. Accept any correctly constructed sentences. It is open-ended.

Assessment opportunities

Observation

Observe how groups begin the task of writing the story based on the pictures. Consider how well they relate their ideas to the picture in the Learner's Book.

Product

Read the sentences written by the learners. Are they structurally and grammatically correct? Are they relevant in the given context?

Unit 14: Reading an extract (Refer to Learner's Book page 88)

Introduction

Introduce the activity by guiding a discussion on the before-reading questions.

As a class

- Allow learners enough time to read the extract silently.
- Read the extract loudly in class.
- Ask learners to read the extract aloud in turns.

In groups

- Make this oral discussion as interactive as possible.
- The activity is aimed at highlighting the disadvantages of some means of transport that one may want to avoid by 'magically' appearing where they want to go.

Assessment opportunities

Conversation

Talk to the learners about the disadvantages of different means of transport. Are they able to clearly explain them? Provide necessary guidance.

Unit 15: Solving a Puzzle (Refer to Learner's Book pages 88-89)

In pairs

- Ask the learners to copy the puzzle.
- Let them circle the words given in Learners Book.
- Give the learners a chance to read all the words to the class.
- By looking for the words in the puzzle, their creativity and thinking skill is enhanced.

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| A | C | C | I | D | E | N | T | S |
| A | E | R | O | P | L | A | N | E |
| P | O | T | H | O | L | E | S | S |
| F | E | R | R | Y | R | S | A | H |
| B | I | K | E | S | R | I | N | I |
| A | M | B | U | L | A | N | C | E |
| P | U | U | R | A | L | L | A | X |
| Z | D | S | A | N | D | M | R | Y |

Assessment opportunities

Observation

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

Product

Read the varied answers provided by the learners. Check whether those words are actually present in the puzzle.

Unit 16: Further learning (Refer to Learner's Book page 89)

Introduction

This activity is aimed at summarising the causes and prevention of accidents.

In pairs

Ask the learners to conduct a research outside the classroom and come up with valid points. Let the learners write down the points as a poster. Ask them to vote for the best poster and hang in the class.

Assessment opportunity

Product

Read answers provided by the pupils and consider whether choices of points are correct in the given contexts. Check the posters designed by the learners. Are the sentences correctly spelt? Are the posters eye-catching?

Unit 7

CORE VALUES

(Refer to Learner's Book pages 90 - 107)

| Learn about | Key inquiry questions |
|--|--|
| <p>Learners should read and listen to a range of fiction and non-fiction on the subject of values. Learners should acquire vocabulary and sentence structures that can enable them talk about core values in life e.g. honesty, trust, respect, etc. They should work in groups to discuss a story about the importance of values and how this relates to their own lives. They should list instances where lack of values causes problems.</p> <p>They should write their own stories illustrating the importance of values in their own community. They should discuss their own attitudes to school and the value of education. They should reflect on ways of improving their own performance in school and the necessity of effort in order to improve. They should write some resolutions about improving their performance.</p> <p>Learners should read stories, poems, proverbs, and act dialogues about values in their community.</p> <p>Individually they should also read and write independently about values taking into account the rules of grammar, punctuation and with correct spellings.</p> | <ul style="list-style-type: none">• How can we talk about core values in life?• In what ways can one increase the attributes of self?• How can one learn the ways of studying and improving performance? |

| Learning outcomes | | |
|--|--|---|
| Knowledge and understandings | Skills | Attitudes |
| <ul style="list-style-type: none"> • Know and understand the vocabulary and language structures associated with values. | <ul style="list-style-type: none"> • Speak clearly as they narrate events and retell stories on themes related to games and sports. • Listen attentively and understand the main points and some detail of what has been said. • Read simple texts relating to unfamiliar contexts independently and fluently. • Write sequences of sentences relating to games and sports that extend ideas logically and where grammar is correct. • Choose words for variety and interest to convey the emotions felt. | <ul style="list-style-type: none"> • Communicate with confidence. • Appreciate the importance of core values. • Appreciate the need for effort in improving performance. |

Contribution to the competencies

| | |
|---------------------------------------|---|
| Critical thinking | Values |
| Communication and Co-operation | Communication and Co-operation: in groups and the class |
| Culture | Shared values |

Links to other subjects:

Life Skills: Values

Assessment opportunities

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

- Observation
- Conversation
- Product

An outline of the learning

This unit will help learners develop their vocabulary in relation to core values. The activities will help learners to understand the importance of core values in their payam and other localities.

There are many opportunities within this unit for learners to practise and improve their speaking and listening skills. There are many discussions to be held about core values and learners should be encouraged to communicate clearly and effectively in order to share their experiences and knowledge for the benefit of others.

The activities listed here for this unit include some written texts, but the focus is on speaking and listening skills. It is possible however to find alternative and additional texts that describe core values. You may choose to set this as a research project or a homework activity for your learners in order for them to be able to compare sources of information and provide them with additional knowledge and understanding. A visitor should be invited into school to further illustrate and describe more about core values.

Using the Learner's Book

There are both words and pictures in the Learner's Book, and as your learners are developing their reading skills, it is important to read the text with them. That way you will be 'modelling' reading and will help their development. Learners should be encouraged to read along with you or copy you where phrases are more complex. Phrases in the Learner's Book are relatively short, but where there is more to read, these passages should be broken down into shorter phrases. Encourage learners to ask questions to clarify their understanding and enable more able learners to respond to these questions where appropriate. It is helpful to have some key words on posters or boards around the learning space if possible so that they get used to seeing them and become familiar with spellings. Learners could develop this collection as they progress through the unit.

The student competencies

This unit presents many opportunities for communication and opportunities to think critically and creatively about different aspects of core values. Learners are asked to work in pairs and groups, so there are continuous opportunities for co-operation and teamwork also. This unit provides good opportunities to create roles in groups so that for example there is a writer, questioner, presenter and group leader. It is important in Primary 4 that the teacher continues to model good communication skills, describing where appropriate features of good communication such as the use of open questions, active listening, correct grammar use and good body language. The activities provide a variety of ways to instill an appreciation of core values in South Sudan.

Cross cutting issues

Life skills: Core values play a major role in human interactions. Mutual respect and understanding is undoubtedly necessary. This unit will talk about key core values in life for example honesty, trust, respect among others.

Activity 1: Vocabulary on core values (Refer to Learner's Book pages 90-91)

Introduction

- Introduce the activity by asking the learners to describe the people they like in the society. They should give reasons why.

In pairs

- Guide them to look at the pictures in pairs and interpret them. Let them talk about what they can see.
- These pictures illustrate a range of core values.
- It is important that the learners identify the activities being carried out in each picture. It is also important for them to be able to explain the reasons for their answers for each picture.
- As learners describe the pictures they should be encouraged to use the new words and phrases on core values.
- Let them discuss where they have seen those bad things happening.
- Give learners a chance to share what they have discussed to the class.

- Guide them on how to make sentences using the given words.

Individually

- Explain to them how the matching exercise should be done.
- Remind the learners to pay attention and not to rush in getting answers. Let them match the words correctly.
- Give the learners a chance to share their answers.

Answers

1. honest
2. kind
3. obedient
4. integrity

Assessment Opportunities

Conversation

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

Product

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

Activity 2: Matching words with their meaning (Refer to Learner's Book page 92)

Introduction

Introduce the activity by guiding the learners to find the meaning of the words in the Learner's Book, they can use a dictionary to further aid their understanding.

In groups

- Let the learners read the vocabularies carefully after you and use them to construct sentences which are grammatically correct.

- Give the learners a chance to use some of the words to match the pictures in the Learner's Book.
- Prompt them to talk about other core values not mentioned in the Learner's Book, for example : **hard work, patience, respect, love , forgiveness** among others.
- Guide learners to come up with sentences to describe the given pictures.
- Expect various answers and give the necessary support.

Assessment opportunities

Conversation

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

Product

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

Activity 3: Reading a story (Refer to Learner's Book pages 92 - 93)

Introduction

Introduce the activity by asking the learners to say the core values learned in the previous lesson. Guide the learners on the pre-reading activity. They should be able to guess what the story is about by simply looking at the pictures and the title of the story.

As a class

- Ask the learners to read the story silently first.
- Remind them that you are going to read a story as they listen attentively.
- Let them read the story in turns.
- Guide them to pronounce the words properly.
- Remind them about the good reading skills for example: one should not point at the book while reading or retrogress, sit in an upright position, among others.

Assessment opportunities

Observation

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

Activity 4: New words and phrases (Refer to Learner's Book page 94)

Introduction

- This activity is basically aimed to promote acquisition of new words through an understanding of their contextual usage.

As a class

- Guide the learners in identifying and explaining the new words and phrases in the stories.
- If possible they should not use a dictionary at first.

Expected answers

Accept any relevant words with the correct meaning.

Assessment opportunities

Product

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

Conversation

Talk to the groups of learners. Ask them questions about the new words they have identified, for example why do you think this word mean so? They should be able to give reasons to support their answers.

Activity 5: Oral discussion (Refer to the Learner's Book page 94)

In groups

- In asking learners to retell the story you are asking them to summarise the content. This will help them to identify key features, themes and ideas of the passage.
- When they share what they have learnt it helps them to grow morally.

Assessment opportunities

Observation

Listen as the pupils retell the story. Are they able to mention all the key points of the story and use different words to narrate the story?

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

Activity 6: Answering comprehension questions (Refer to the Learner's Book pages 94-95)

Introduction

Answering comprehension questions is important as it provides students with a meaningful scaffold to better understand written language. It also helps to extract interesting and thoughtful responses from students as well as cultivate new ideas and new insights in students' minds. Introduce the activity by reviewing the previous activity on reading a story.

In pairs

- Guide the learners to answer the questions in groups. Remind them to use the story to support their answers.

Answers

1. Honest, obedience, etc
2. Open-ended
3. Open-ended
4. Open-ended
5. Open-ended

Word attack

Individually:

Similes

Explain to the learners what a simile is: **it is a figure of speech in which one thing is compared to another using 'like', 'as' or 'than'.** Give several other examples given below.

1. As big as an elephant
2. As black as coal
3. As blind as a bat
4. As bold as brass
5. As boring as watching paint dry
6. As brave as a lion
7. As bright as a button
8. As busy as a bee
9. As cheap as dirt
10. As clean as a whistle
11. As clear as mud
12. As clear as crystal
13. As cold as ice
14. As cool as a cucumber
15. As crooked as a dog's hind leg
16. As cunning as a fox
17. As cute as a bug's ear
18. As dead as a doornail
19. As deaf as a post
20. As difficult as nailing jelly to a tree
21. As dry as a bone
22. As dull as dishwater
23. As easy as ABC
24. As fit as a fiddle
25. As flat as a pancake
26. As free as a bird
27. As fresh as a daisy
28. As gentle as a lamb
29. As good as gold
30. As happy as a dog with two tails
31. As hard as nails
32. As heavy as lead
33. As helpless as a baby
34. As honest as the day is long
35. As hot as blue blazes
36. As hungry as a bear
37. As innocent as a lamb
38. As large as life

Expected answers

- (a) 1. monkey
2. lamb
3. king
4. owl
5. fox
6. peacock
- (b) Expect learners to write some of the above examples.

Assessment opportunities

Observation

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

Product

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

Activity 7: Importance of core values in our lives (Refer to Learner's Book page 95-96)

In groups

- Ask them to predict the story from the pictures in the story and say the core values they can see portrayed in the pictures.
- Ask the learners to narrate stories behind each of the given pictures in the Learner's Book. Appreciate the learners for their efforts.
- Let the groups of learners attempt the questions in the learners book.
- Give each group a chance to present their answers to the class.
- Remember by learners working in groups, co-operation is enhanced and by presenting the answers to the class the skill of communication is enhanced.

Answers

This is an open-ended activity.

Assessment opportunities

Product

Read answers from learners that describe their understanding of the relationship of core values in their lives.

Conversation

Talk to the groups of learners, ask them questions about the pictures, For example: Why do you think the man was arrested? What else can cause one to be arrested? They should be able to give reasons to support their answers.

Activity 8: Reading about core values (Refer to Learner's Book pages 95 - 97)

Introduction

Introduce the activity by reviewing the good and bad values already learnt so far. They can also talk about the others that have not been mentioned.

As a class

- Engage the learners on the before-reading activity by looking at the pictures in the story and reading the title they will get an overview of what the story is about.
- Let the learners read the story silently.
- Read the story loudly and clearly then ask the learners to read after you. Be keen on the pronunciation of words and check on the reading speed.

In groups

- Guide the learners to discuss and answer the questions given.
- By discussing the questions, they improve their critical thinking creativity and innovation skills.

Expected answers

- i. Open-ended (learners to give reasons for their answers)
- ii. Wardi's children are respectful, responsible and obedient while Aukot's children are not well behaved, they are disrespectful and rude.
- iii. Open-ended
- iv. Open-ended

Individually

Open-ended (Accept any correctly written sentences.)

Assessment opportunities

Observation

Observe as the learners engage in discussion. How well are they co-operating with each other? Offer assistance when necessary.

Product

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

Activity 9: Let us talk about core values (Refer to Learner's Book pages 98 - 100)

In pairs

Read the words loudly in class. Using your own examples briefly explain to the learners the meaning of each.

Expected answers

Good

helping
hardworking
honesty
loving
kindness
faithfulness
obedient
good
self-control

Bad

stealing
laziness
raping
pick pocketing
cattle rustling
begging
copying
cheating in exams
dishonest

In groups

This activity is meant to further explore the causes and effects of bad values in the society.

Expected answers

1. Open-ended but should mention peer pressure, poverty, etc.
2. Open-ended but could mention drug abuse, school dropouts, loss of property, etc
3. Open-ended but could mention guidance and counselling.

Individually

Answers

1. Teaching, lawyers, president etc. open ended
2. Open ended (Cleaners should give reasons for their answers)
3. Accept any property developed paragraph.

Word attack

In pairs

Answers

- (a)
1. Rules
 2. king
 3. responsible
 4. Teachers
- (b) Accept any well constructed sentences.

In pairs

- Ask the learners to read quietly then loudly what is being said in the Learner's Book.
- Guide them to study the picture then say what 'Aketch (the girl in the picture)' would say. They should use the examples on the Learner's Book to guide them.

Expected answers

1. My name is Aketch.
2. I share my things with the needy; So I am kind. I love home and school.

In groups

Talk about what you would do.

This activity is to guide the learners on what to do or how to react when faced with different situations. Listen to the responses and give the necessary guidance.

Individually

Answers

| | | | |
|------|-------------|---|------------------|
| I. | Kind | - | Cruel |
| Ii. | Honest | - | Dishonest |
| Iii. | Clever | - | Foolish |
| Iv. | Hardworking | - | Lazy |
| V. | Good | - | Bad |
| Vi. | Loyal | - | Disloyal |

Assessment opportunities

Observation

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

Product

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

Conversation

Ask learners what they would do when faced with various situations. For instance if they saw someone stealing, what would they do?

Activity 10: The values of education (Refer to Learner's Book pages 101 - 102)

Introduction

Introduce the activity by asking learners to say why going to school is important.

In groups

- Remind the learners that you are going to read the dialogue as they listen.
- Be loud enough and pronounce the words correctly.
- You can show them how to dramatise, use facial expressions, tonal variations among others when reading the dialogue.
- Refer the learners to the group activity.

- Let the learners read the dialogue.
- Ask the learners to role-play the dialogue in groups. This will promote co-operation and their communication skills.

In pairs

Answers

1. Lagu
2. He had not done his homework.
3. Lazy
4. Open-ended

In groups

This activity is to summarise the key points on the importance of education.

Guide the learners to discuss the importance of education.

Assessment Opportunities

Product

Read answers the summary written by the students, do they have all the key points on the importance of education as evident in the dialogue.

Conversation

Talk to the groups of learners, ask them questions about the new words they have identified, for example why do you think this word mean so? They should be able to give reasons to support their answers.

Activity 11: Reciting a poem on core values (Refer to Learner's Book pages 102-103)

Introduction

This activity is aimed at reinforcing what has been learnt earlier. The poem talks about the importance of being strict but kind. Introduce the lesson by reviewing the previous activity.

As a class

- Remind the learners to be attentive as you read the poem to them.
- Check on your intonation and pronunciation.

- Explain to them what the poem is about; Advantages of core values in a home and in school.

In groups

- Guide them on how to recite the poem.
- Help the slow learners pronounce the words properly as they check on their intonation.
- Remind them to discuss the message in the poem.
- Remember working in groups improves their co-operation skills.
- Give learners a chance to recite their poem to class.
- By reciting their poem to the class, their communication skills are promoted.

Assessment opportunities

Observation

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

Activity 12: Creating a poem on core values (Refer to Learner's Book page 104)

Introduction

Introduce the activity by reviewing the previous lesson on a poem on core values.

Let the learners recite the poem in Activity 11.

In groups

- Guide the learners, in their small groups, to come up with a two stanza poem on any core values.
- Let the learners write it down.
- By learners creating a poem, their creativity is enhanced.

Assessment opportunities

Observation

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

Conversation

Talk to learners about how they are composing their poem. What features of the poetry already explored are they using for their own poems? Do they experience any difficulty as they are creating the poem?

Activity 13: Talking about the core values (Refer to Learner's Book pages 104 -105)

In pairs

The words in the Learner's Book are some of the most important core values. Read them loudly and explain them to the learners.

Ask the learners to read them after you.

In groups

This should be a fun and involving activity. Guide the learners to describe their fellow classmates. You can give them more adjectives to describe the adjectives.

Individually

- Encourage all the learners to draw a tree.
- Give them more words that can be used to describe core values.

Assessment opportunities

Observation

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

Activity 14: Let us talk about proverbs on the core values (Refer to Learner's Book pages 105 - 106)

Introduction

Proverbs in English are sets of words that have specific meanings. These word expressions are figurative in nature, the meaning of which cannot be deduced from literal definitions of words.

Proverbs of the English language are used commonly, in the written and reading form both in formal and informal situations. They are important in teaching aspects for learning the language. They also add flavour to language hence make learning more fun.

In pairs

Read the proverbs in class and explain their meaning to the students.

In groups

Guide the learners to write other proverbs they have heard in their community.

Individually

The learners should relate the proverbs to different characters and behaviours since proverbs can be used to mould one's characters or behaviours.

Assessment opportunities

Product

Read answers from learners. Does they display an understanding of proverbs?

Conversation

Talk to the groups of learners, ask them questions about proverbs. Are they able to figure out core values embedded in the proverbs? They should be able to give reasons to support their answers.

Activity 15: Solving a puzzle (Refer to Learner's Book page 107)

Introduction

- This is a problem solving learning technique which is the ability to identify and solve problems by applying appropriate skills systematically.

- It presupposes that learners can take on some of the responsibility for their own learning and can take personal action to solve problems, resolve conflicts, discuss alternatives and focus on thinking as a vital element of the learning.
- It provides students with opportunities to use their newly acquired knowledge in meaningful, real-life activities.

In pairs

Guide the learners on how to find words on the puzzle.

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| H | U | M | B | L | E | K | G |
| O | W | N | E | O | A | I | O |
| N | E | A | T | V | T | N | O |
| E | N | V | Y | E | N | D | D |
| S | P | O | L | I | T | E | P |
| T | O | L | E | R | A | N | T |
| G | E | N | E | R | O | U | S |
| U | T | I | K | O | L | I | N |
| N | O | I | S | E | X | P | R |

Assessment opportunities

Observation

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

Product

Check the answers provided by the learners, are they all in the puzzle? Do the learners understand the meaning of these words and can they use them independently in different contexts?

Unit 8

PEACE AND SECURITY

(Refer to Learner's Book pages 108 - 122)

| Learn about | Key inquiry questions |
|---|---|
| <p>Learners should read and listen to a range of fiction and non-fiction on the subject. They should work in groups to discuss point of conflict in their own community and in the wider world. They should research one incident of conflict and what was done to resolve this. They should write about this and make a presentation to the class.</p> <p>In pairs, small groups and as a whole class, they should discuss the different human activities that affect peace in their own environment. They should listen to a community leader talking about peace and the roles we can all play in promoting this. They should work in groups to plan a campaign to promote peace in their own community.</p> <p>Individually they should also read and write independently about peace and security in their environment taking into account the rules of grammar, punctuation and with correct spellings.</p> | <ul style="list-style-type: none">• How can human activities affect or improve the peace and security in the community? |

| Learning outcomes | | |
|--|--|--|
| Knowledge and understandings | Skills | Attitudes |
| <ul style="list-style-type: none"> • Know and understand the vocabulary and language structures associated with peace and security. | <ul style="list-style-type: none"> • Speak clearly as they narrate events and retell stories on themes related to peace and security. • Listen attentively and understand the main points and some detail of what has been said. • Read simple texts relating to unfamiliar contexts independently and fluently. • Write sequences of sentences relating to peace and security that extend ideas logically and where grammar is correct. | <ul style="list-style-type: none"> • Communicate confidently. • Appreciate the importance of promoting peace and their own role in this. |

Contribution to the competencies

| | |
|---------------------------------------|--|
| Communication and Co-operation | Discussion, dialogues, story-telling, role-play and group work |
|---------------------------------------|--|

Links to other subjects:

Social Studies: Peace and security; human activities

Peace Education: Identify acts that lead to conflict

Assessment opportunities

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

- Observation
- Conversation
- Product

An outline of the learning

This unit will help learners develop their vocabulary in relation to peace and security. The activities will help learners to understand the importance of peace and security payam and other localities.

There are many opportunities within this unit for learners to practise and improve their speaking and listening skills. There are many discussions to be held about peace and security and learners should be encouraged to communicate clearly and effectively in order to share their experiences and knowledge for the benefit of others. The activities listed here for this unit include some written texts, but the focus is on speaking and listening skills. It is possible however to find alternative and additional texts that describe peace and security. You may choose to set this as a research project or a homework activity for your learners in order for them to be able to compare sources of information and provide them with additional knowledge and understanding. A visitor should be invited into school to further illustrate and describe more about peace and security.

Using the Learner's Book

There are both words and pictures in the Learner's Book, and as your learners are developing their reading skills, it is important to read the text with them. That way you will be 'modelling' reading and will help their development. Learners should be encouraged to read along with you or copy you where phrases are more complex. Phrases in the Learner's Book are relatively short, but where there is more to read, these passages should be broken down into shorter phrases. Encourage learners to ask questions to clarify their understanding and enable more able learners to respond to these questions where appropriate. It is helpful to have some key words on posters or boards around the learning space if possible so that they get used to seeing them and become familiar with spellings. Learners could develop this collection as they progress through the unit.

The student competences

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 writer, questioner, presenter and group leader. It is important in Primary 4 that the teacher continues to model good communication skills, describing where appropriate features of good communication such as the use

of open questions, active listening, correct grammar use and good body language. The activities provide a variety of ways to instill an appreciation peace and security in South Sudan.

Cross cutting issues

Peace education: This unit will help learners to identify acts that can lead to conflicts in their own situations, and know how to avoid them. It will train them how to resist peer pressure and make sound judgement when faced with conflicts.

Activity 1: Let us talk about peace and security (Refer to Learner's Book pages 108 - 109)

Introduction

Introduce the activity by asking the learners to describe what they think peace and security is. Let many of them give the answers to the class. Clearly define what peace and security is.

In groups

- Refer them to the group activity and let them look at the pictures and interpret them. Let them talk about what they can see.
- Let learners discuss what peace and security is and how it should be exercised and where it is needed.
- Give the learners a chance to share what they have discussed to the class.
- Guide the learners in finding the answers by writing.
- Remember working in pairs or groups will promote co-operation and the discussion will enhance their communication skills.

Answers

1. (a) Wedding
(b) Police arresting a criminal
(c) A city street with people going about their normal business
2. C
3. B
4. Open-ended
5. Open-ended

Individually

Open-ended question. Check the answers given and give necessary guidance.

Assessment opportunities

Conversation

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

Product

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

Activity 2: Vocabulary for peace and security (Refer to Learner's Book pages 108 - 109)

Introduction

- Introduce the activity by asking learners to carefully look at the pictures on the Learner's Book.

In pairs

- Let them look at the pictures and interpret them.
- Let them talk about what they can see.
- Remember by interpreting the pictures the learners improve their communication skills.
- The learners should then share their answers to the whole class.

Answers

- a. handcuffs
- b. judge
- c. robbery
- d. soldier

In groups

- Guide the learners in filling in the blanks with the correct answers.
- Let the learners share their answers with the whole class.

Answers

1. bandits
2. judge
3. police
4. handcuffed

Individually

- Guide the learners to individually construct correct sentences using the given words.
- Remember working together in groups, in pairs and as a whole class will promote co-operation and the discussion will enhance their communication skills.

Assessment opportunities

Conversation

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

Product

Consider the answers given. Is there evidence of accurate spelling of keywords? Do the learners show an evidence of having understood the pictures?

Activity 3: Role-playing on peace and security (Refer to Learner's Book pages 110 - 111)

Introduction

Introduce the activity by reviewing the previous activity.

In groups

- Make this activity as fun as possible.
- Let the learners appoint a leader to organise their group.
- Let each group leader organise their group members for the role play.
- Let the group members appreciate their group leader.
- Encourage all the learners to be confident when role-playing.

- By learners role-playing and acting, they improve their communication and creativity skills.

Individually

Guide the learners to individually write five things they would say to discourage violent acts. This activity is generally meant to prepare learners to be peacemakers. Give the necessary guidance.

Assessment opportunities

Watch as the learners role-play. Observe as they brainstorm the points the group will present. Check on correct pronunciation of words.

Product

Read the sentences written by the learners. Check on the spelling and the sentence structure.

Activity 4: Reading comprehension (Refer to Learner's Book pages 110 - 111)

Introduction

Introduce the activity discussing the before reading questions. Ask the learners to talk about what they think the story is about just by looking at the title. This helps to create interest and make learning more exciting.

As a class

- Read the passage loudly for the learners.
- Help learners to read the passage by selecting able readers to begin reading the passage aloud.
- Select the less able readers to read shorter sections.
- As you read the passage with your learners, pause regularly to question key ideas and principles as well as identify key pieces of vocabulary and phrasing.
- Let them read the story in turns.
- Remind them to check on their intonation and pronunciation.

Assessment opportunities

Observation

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

Activity 5: New words and phrases (Refer to Learner's Book page 113)

As a class

- Let the learners identify other unfamiliar words and infer the meaning.
- Use one example of a word and take them through the process of inferring its meaning as used in the passage.
- Remind them to add the words to their word bank.

Assessment opportunities

Product

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

Conversation

Talk to the groups of learners, ask them questions about the new words they have identified, for example why do you think this word means so? They should be able to give reasons to support their answers.

Activity 6: Oral discussion (Refer to Learner's Book page 113)

Introduction

- This activity can be used to help the learners deduce the intended message from a short story.

In groups

- In asking learners to retell the story you are asking them to summarise the content. This will help them to identify key features, themes and ideas of the passage.

Assessment opportunities

Product

Listen as the pupils retell the story and also air their own opinions. Advise accordingly.

Observation

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

Activity 7: Answering comprehension questions (Refer to Learner's Book pages 113 - 115)

In pairs

- Let the learners discuss and answer the questions given.
- Guide them on how to answer the comprehension questions.
- Encourage all the learners to participate regardless of their gender.
- Give the learners a chance to present their answers to the class.
- Working in groups promotes co-operation among the learners.

Expected answers

This is an open-ended activity. Expect learners to give the bad things and good things happening based on their own understanding. Correct them where necessary.

Word attack

In pairs

Expected answers

- i. village elders
- ii. court
- iii. thieves
- iv. police
- v. judges

In groups

- Guide the learners on how to do the matching activity.
- See whether they have matched well

Individually

This is an open-ended activity. Remember that children can communicate through drawing just like book illustrators do. Indeed drawing is one of the most powerful tools for self-expression. It encourages creativity and promotes conceptual understanding. Encourage all the learners to draw their own images.

Assessment opportunities

Product

Observe the drawings made by each learner, assess whether it is clearly drawn, eye catching, and also comprehensive. Choose the most presentable drawing and let it be hung in class. Better still allow the learners to vote for the best drawing.

Activity 8: Acting on peace and security (Refer to Learner's Book pages 115 - 116)

Introduction

Introduce the activity by asking learners why it is important to have peace and security and also what they can do to ensure that peace prevails at all times.

In groups

- Let the learners read the conversation silently so as to internalise.
- Tell the learners that you are going to read the dialogue as they listen.
- Be loud enough and pronounce the words correctly.
- You can show them how to dramatise, use facial expressions, tonal variations, among others when reading the dialogue.
- Give the learners a chance to role-play the dialogue in class and give comments on the presentations.

As a class

1. Guide the learners to come up with more questions they could have asked the chief.
2. Let them role-play it as a class. This will promote their creativity.

Answers

This is an open-ended activity. Expect learners to write, role-play the dialogue on peace and security based on their creativity. Correct them where necessary.

Assessment opportunities

Observation

Observe as the learners act out the dialogue. Are they able to incorporate other non-verbal aspects of communication such as intonation, facial expressions dramatic pauses, gestures to mention but a few in their acting?

Product

Consider the questions the learners are able to come up with to ask the 'chief' and assess whether they are relevant in the given context.

Activity 9: A poem on peace and security (Refer to Learner's Book pages 116 - 117)

Introduction

Introduce the activity by reviewing the previous activity on dialogue. Ask two pupils to role-play a conversation on peace and security.

As a class

- Remind the learners to be attentive as you read the poem to them.
- Check on your intonation and pronunciation.
- Explain to the learners that this poem is about the importance of peace. That when there is peace people can go about their normal businesses without worries.

In groups

- Guide them on how to recite the poem.
- Help the slow learners pronounce the words properly as they check their intonation.
- Remind them to discuss the message in the poem.
- Remember working in groups improves their co-operation skills.

- Give learners a chance to talk about their understanding of the poem in class.
- By reciting the poem to the class, their communication skill is promoted.

Answers

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

Assessment opportunities

Observation

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

Activity 10: Creating a poem on peace and security (Refer to Learner's Book page 117)

Introduction

Introduce the activity by reviewing the previous lesson on poem on peace and security. Ask the learners to recite the poem.

In groups

- Guide the learners to brainstorm on how peace and security can be improved in the community.
- Let the learners, in small groups, come up with a two stanza poem on peace and security in their community based on the points discussed.
- By learners creating a poem, their creativity is promoted.
- Give the learners a chance to recite the poem to the class. Remember by reciting the poem to the class, their communication skills are promoted.

Answers

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

Assessment opportunities

Observation

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

Conversation

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

Activity 11: Reading a text about security (Refer to Learner's Book page 118)

Introduction

This activity is aimed at highlighting some of the traditional practices. Leaves us begging the question on whether all the traditional practices are necessary or if it is time to do away with some them. Introduce the lesson by asking the learners to discuss some of the traditional practices they know. They should be able to explain the significance of each.

As a class

- Allow the learners to read the story silently.
- Read the story loudly and clearly before the class.
- Ask the learners to read the story after you.

Activity 12: New words and phrases (Refer to Learner's Book page 118)

Introduction

- This activity is basically aimed at promoting acquisition of new words through an understanding of their contextual usage.

As a class

- Guide the learners in identifying and explaining the new words and phrases in the stories.

- If possible they should not use a dictionary at first.

Expected answers

Accept any relevant words with the correct meaning.

Assessment opportunities

Product

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

Conversation

Talk to the groups of learners, ask them questions about the new words they have identified, for example why do you think this word means so? They should be able to give reasons to support their answers.

Activity 13: Oral discussion (Refer to the Learner's Book page 119)

Introduction

- Answering questions orally is important as it provides learners with a meaningful scaffold to better understand written language. It is also able to extract interesting and thoughtful responses from learners as well as cultivate new ideas and new insights in learners' minds.

In groups

- Guide the learners to answer the questions in groups. Remind them to use the story to support their answers.
- Let the learners discuss as they answer the questions given. Encourage all of them to participate in the discussion.
- By discussing the questions, they improve their critical thinking and communication competences.

Expected answers

1. Young boys are forced to engage in cattle rustling.

The other questions are open-ended. (*Allow learners to freely give their opinions.*)

Word attack

Individually

Expected answers

- (a) 1. cattle rustling
2. safe
3. pastor
4. peace
- (b) Accept any well punctuated sentence.

Assessment opportunities

Observation

Listen as the learners answers the questions based on the story. Consider whether they are able to articulate their ideas effectively and whether they demonstrate creativity and imagination.

Activity 14: Writing on peace and security (Refer to Learner's Book pages 119 - 120)

Introduction

Introduce the activity by asking the learners to share their own experiences on conflicts and how they got resolved.

In groups

- Give the clear instructions on what they can do when writing the campaign.
- Give the learners a chance to present their story to the class. Remember this will promote their communication skills.

Answers

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

Individually

- This activity is meant to enhance independence among learners and to assess how well the learners can process the information acquired during class and group discussion.
- Guide the learners to write the story starting with the given phrase and using the theme of peace and security to guide their writing.

Assessment opportunities

Product

Read the writings from learners. Check if there is enough content, grammatical construction of sentences and correct spelling.

Activity 15: Grammar- past tense (Refer to Learner's Book page 120-121)

Introduction

Introduce the activity by explaining to the learners what past tense is. For example the past tense describes a past event or a state of being. For example:

- I slept in the forest.
(**past event**)
- I was sad.
(**past state of being**)

In groups

- Let the learners discuss and write the past tense of the sentences given.
- Let them read their answers to the whole class.
- Remember group work will encourage co-operation.

Answers

1. The policemen had come.
2. The pastor was preaching peace.
3. They were singing.
4. She was on her way.

In pairs

Guide the learners to match the words with their past tense.

Answers

| | |
|--------|----------|
| is | was |
| come | came |
| Steal | stole |
| change | changed |
| preach | preached |

Individually

Answers

| | | |
|------|-------|--------|
| i. | eat | ate |
| ii. | jump | jumped |
| iii. | kill | killed |
| iv. | steal | stole |
| v. | die | died |
| vi. | shoot | shot |

Assessment opportunities

Product

Read the answers provided by the learners. Check if they are correct and grammatical.

Conversation

Talk to the learners and assess whether they understand the concept of past tense. You could ask them to say what they did the day before, for instance What did you eat yesterday?

Activity 16: Solving a puzzle (Refer to Learner's Book pages 121 - 122)

In pairs

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

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

Assessment opportunities

Product

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

Observation

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

Activity 17: Further learning (Refer to Learner's Book page 124)

Introduction

This activity will enable learners to express themselves clearly, think and imagine critically and also use the acquired use vocabulary appropriately.

Individually

From the enthusiasm created in this unit, the learner should be able to find ways in which the government can deal with the security issues and write a composition about it. Give the necessary guidance.

Assessment opportunities

Product

Consider the sentence structure in the stories. Assess whether the learners have creatively written the story. Also check on the correct spellings and punctuation.

Unit 9

WORKS OF ART

(Refer to Learner's Book pages 124 - 138)

| Learn about | Key inquiry questions |
|---|---|
| <p>Learners should be introduced to a range of famous works of art from their own culture and around the world. They should be helped with the vocabulary to discuss this. Working in groups, they should discuss which ones they like and which they dislike. They should write their reasons for this and share them with the group and class.</p> <p>They should read and listen to a range of fiction and non-fiction about art and artists, and should find out more about the life of a famous artist, using the Internet where possible. They should write about this artist and present to the class.</p> <p>Linking to Art lessons, they should describe their own work and the techniques they have used.</p> <p>They should listen to a local artist or craftsperson talk about their work, and discuss the different art works produced in their community. They should also discuss the value of art work as a sustainable means and how useful it can be to the development of the community.</p> | <ul style="list-style-type: none">• How can we talk about art and craft?• What art works are found within our own community? |

| Learning outcomes | | |
|---|--|--|
| Knowledge and understandings | Skills | Attitudes |
| <ul style="list-style-type: none"> • Know and understand the vocabulary and language structures associated with art and craft. | <ul style="list-style-type: none"> • Speak clearly as they narrate events and retell stories on themes related to art and craft. • Listen attentively and understand the main points and some detail of what has been said. • Read simple texts relating to unfamiliar contexts independently and fluently. • Write sequences of sentences relating to art and craft that extend ideas logically and where grammar is correct. | <ul style="list-style-type: none"> • Communicate confidently. • Appreciate the importance of art to the community. |

Contribution to the competences

| | |
|---------------------------------------|----------------------------|
| Critical thinking | The importance of art |
| Communication and Co-operation | In groups and to the class |

Links to other subjects:

Art

Assessment opportunities

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

- Observation
- Conversation
- Product

An outline of the learning

This unit will help learners develop their vocabulary in relation to works of art. The activities will help learners to understand the importance of works of art in their payam and other localities.

There are many opportunities within this unit for learners to practise and improve their speaking and listening skills. There are many discussions to be held about works of art and learners should be encouraged to communicate clearly and effectively in order to share their experiences and knowledge for the benefit of others.

The activities listed here for this unit include some written texts, but the focus is on speaking and listening skills. It is possible however to find alternative and additional texts that describe works of art. You may choose to set this as a research project or a homework activity for your learners in order for them to be able to compare sources of information and provide them with additional knowledge and understanding. A visitor should be invited into school to further illustrate and describe more about works of art.

Using the Learner's Book

There are both words and pictures in the Learner's Book, and as your learners are developing their reading skills, it is important to read the text with them. That way you will be 'modelling' reading and will help their development. Learners should be encouraged to read along with you or copy you where phrases are more complex. Phrases in the Learner's Book are relatively short, but where there is more to read, these passages should be broken down into shorter phrases. Encourage learners to ask questions to clarify their understanding and enable more able learners to respond to these questions where appropriate. It is helpful to have some key words on posters or boards around the learning space if possible so that they get used to seeing them and become familiar with spellings. Learners could develop this collection as they progress through the unit.

The student competences

This unit presents many opportunities for communication and opportunities to think critically and creatively about different aspects of works of art.

Learners are asked to work in pairs and groups, so there are continuous opportunities for co-operation and teamwork also. This unit provides good opportunities to create roles in groups so that for example there is a writer, questioner, presenter and group leader. It is important in Primary 4 that the teacher continues to model

good communication skills, describing, where appropriate, features of good communication such as the use of open questions, active listening, correct grammar use and good body language. The activities provide a variety of ways to instill an appreciation works of art in South Sudan.

Cross-cutting issues

Life skills: This unit promotes attributes of self-perception and awareness in terms of gifts and talents when it comes to works of art. In addition to that, through works of art, it is possible to acquire a skill through which one may earn a living. Learners may realise these talents at this stage and explore them to greater heights.

Activity 1: Vocabulary on works of art (Refer to Learner's Book pages 123 - 124)

Introduction

Introduce the activity by asking the learners to describe what they think works of art are. Let many of them give the answers to the class.

In pairs

- Let them look at the pictures in the pair work activity and interpret them let them talk about what they can see.
- Let the learners say whether they have ever seen any of those art works in their home.
- Let the learners say the kind of art work they can be able to make.
- Give the learners a chance to read their answers to the class.

Answers

1. a) Beads b) drums c) paintings d) mats
2. Open ended
3. Open ended

Individually

The activity is open-ended. Expect learners to give different answers based on their understanding. Correct them where necessary.

Assessment opportunities

Conversation

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

Product

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

Activity 2: Let us talk about types of artwork (Refer to Learner's Book pages 124 - 125)

In groups

Answers

1. a. weaving b. carving c. beading d. ornaments
2. Accept various answers such as, **beads, sisal, soapstone, needles, chisel, wood, stone**, etc.
3. Open-ended
4. Open-ended

(Correct them where necessary.)

In pairs

1. Let the learners study the pictures carefully.
2. Let them match the names of the objects with the pictures.
3. Let them say the one they like most and the ones they do not like
4. Let them do all the questions.
5. Give the learners a chance to present their answers to the class.

Assessment opportunities

Observation

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

Activity 3: Read and act (Refer to Learner's Book pages 125 - 126)

Introduction

This activity is aimed at exposing learners to different types of art works.

As a class

- Ask the learners to read the conversation silently.
- Remind the learners that you are going to read a conversation as they listen.
- Guide the learners to act out the conversation by assigning volunteers the roles to play.
- Guide them to pronounce the words properly.

In groups

1. Let the learners write a short conversation.
2. Tell them to make the conversation as natural as possible.
3. You can ask them to ask each other questions on their likes and dislikes then use that to write a conversation.
4. Let them present it to the whole class.

Assessment opportunities

Observation

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

Activity 4: Copy and read (Refer to Learner's Book pages 126 - 128)

Introduction

Introduce the activity by asking learners to say what they learnt in the previous activity.

In pairs

1. Remind them on the dialogue they read.
2. Ask them to write sentences with words like 'dislike' and 'prefer'.
3. Let them read the sentences to the whole class.
4. Guide them to study the notes in the Learner's Book. It will assist them to know more about the verbs.

Individually

Answers

- i. painting
- ii. cooking
- iii. drawing
- iv. dancing
- v. weaving
- vi. singing

In pairs

Open-ended. Check if the sentences are grammatical.

Assessment opportunities

Conversation

Talk to groups of learners about what they like doing. They should give reasons for their answers.

Product

Read the answers provided by the learners. Assess whether there is evidence of an understanding of what has been discussed.

Observation

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

Activity 5: Making comparisons (Refer to Learner's Book pages 128 - 129)

Introduction

Comparison improves comprehension by highlighting important details, making abstract ideas more concrete and reducing the confusion between related concepts.

In pairs

- Let the learners discuss as they answer the questions in the Learner's Book.
- By discussing the questions they improve their critical thinking.
- Let them read their answers to the whole class.

In groups

Guide the learners to do the tasks in the Learner's Book. They should be able to give reasons for their answers.

Individually

- Let the learners draw an artist they like most and colour him or her.
- Let them display their work to the class.
- Identify the best drawings and hang them in class.

Assessment opportunities

Observation

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

Product

Look at the drawings by the learners and help the learners select the best drawing and have it hung in the class.

Activity 6: Making art works (Refer to Learner's in pages 128 - 129)

Introduction

Introduce the activity by asking learners to list the names the people who do different artworks. Help them name different artists.

In groups

- Guide the learners to study the pictures and name the people who make the objects.
- Talk more about ather artist.

Answers

- a. Weaver
- b. Potter
- c. Painter
- d. Sculptor

In groups

Answers

1. I like painting. I am a **painter**.
2. I like singing. I am a **singer**.
3. I make pots from clay. I am a **potter**.
4. I like weaving baskets. I am a **weaver**.
5. I like carving wood. I am a **sculptor**.
6. I make beadworks. I am a **beader**.

Assessment opportunities

Observation

Watch as the learners discuss the name of different artist. Are they able to name them properly?

Activity 7: Reading comprehension (Refer to Learner's Book page 131)

Introduction

Before reading

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

As a class

- Allow the learners to read the story silently.
- Read the passage loudly and clearly in class.
- Help learners to read the passage by selecting able readers to begin reading the passage aloud.
- Select less able readers to read shorter sections.
- As you read the passage with your learners, pause regularly to question key ideas and principles as well as identify key pieces of vocabulary and phrasing.

Assessment opportunities

Conversation

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

Observation

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

Activity 8: New words and phrases (Refer to the Learner's Book page 132)

Introduction

Introduce the activity by asking the learners how they would understand the meaning of an unfamiliar word used in a story without using a dictionary.

As a class

- Let them identify other unfamiliar words and infer the meaning.
- Remind them to add the new words and phrases learnt in the word bank.

Expected answers

(Accept any relevant words and corresponding meaning.)

Assessment opportunities

Product

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

Activity 9: Oral discussion (Refer to the Learner's Book page 132)

In groups

- In asking learners to retell the story, you are helping them to identify the key features, themes and ideas of the passage.
- When they share their experiences, they learn the importance of conserving the environment.
- Give necessary support and guidance on the other questions.

Assessment opportunities

Observation

Listen as the pupils narrate their likes and dislikes. Give the necessary guidance.

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

Activity 10: Answering comprehension questions (Refer to the Learner's Book page 132-134)

In pairs

- Let the learners discuss and answer the questions given.

- By discussing the questions, they improve their critical thinking, creativity and innovation skills.

Expected answers

- i. Shakir
- ii. Teaching
- iii. Open-ended
- iv. Open-ended
- v. Open-ended
- vi. an orphan

Individually

- Guide the learners do research from even the internet if possible and write a story of any artist they know or have heard about. (If not possible they should ask their parents or guardians.)
- Let them write the story of the artist even in two paragraphs.
- Let them present their work to the rest of the class.

Word attack

Use of 'let us'

- Exhaustively explain to the learners the notes in the Learner's book.
- Guide the learners to understand the language structures
- Remind them that 'Let us' is used to express a suggestion or a request.
- Ask them to write their own suggestions using 'let us'.

Use of 'shall we'

- Remind the learners that the language structure they are going to use now is the use of '**shall we**'.
- Remind them that '**shall we**' is used to express a suggestion also or a request but in a question form.
- Let them do the task in pairs using **shall we**
- Let them read their answers to the whole class.

Individually

1. Refer the learners to the next task.
2. Let them do the task individually.
3. Let them read their answers to the whole class.

Answers

- i. Let us sing
- ii. Let us dance
- iii. Let us do our homework
- iv. Let us paint

Assessment opportunities

Observation

Observe pairs of learners as you explain the language structures. Are they paying attention? Do they show an understanding of the language structures?

Product

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

Activity 11: Making art (ii) (Refer to Learner's Book pages 134)

Introduction

Working with clay provides invaluable experience for the learner's sensory development, motor skills, self-esteem and self-expression, problem solving skills, discipline and pride. Clay also has a uniquely therapeutic quality that settles and calms children. It retains their attention for hours.

In groups

- Remind the learners the method used to make a pot and tell them that they are going to make a pot using plasticine or clay, whichever is available.
- Let them make a pot and write the procedure they followed in groups.

- Let them display their work to the whole class and read the procedure they followed.

Individually

- Refer learners to the next task.
- Guide them on how to make a necklace.
- Let them make a necklace from locally available materials.
- The activity should be done outside their class where there is free space to work.
- Let them display their work for the whole class to see.

Assessment opportunities

Observation

Observe pairs of learners working together and consider how effectively they are co-operating with each other.

Product

Look at the pots and necklaces made by the pupils, do they portray creativity and imagination?

Activity 12: Talking about art work (Refer to Learner's Book pages 135 - 136)

Introduction

This activity is aimed at exposing the learners to future tense as well as adverbs of time. Introduce the lesson by asking the learners to say what they learnt in the activity.

In pairs

- Guide the learners to understand the notes in the Learner's Book.
- Remind the learners that we are going to use adverbs of time.
- Let them present their work to the whole class.

Word attack

Individually

1. Let them use adverbs of time to construct a sentence.

2. Let them present their work to the whole class.
3. Accept any grammatically written sentences.

In groups

This is an open-ended activity. Give the necessary guidance.

Assessment opportunities

Observation

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

Product

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

Activity 13: Writing (Refer to Learner's Book page 137)

Introduction

Introduce the activity by prompting a discussion on the importance of art work.

Individually

Guide the learners to write a speech they would give to fellow learners on the importance of artworks.

Assessment opportunities

Product

Read the writings by the learners. Are they relevant on the given context?

Activity 14: Solving a puzzle (Refer to Learner's Book page 137)

Learning activities

This activity provides students with opportunities to use their newly acquired knowledge in meaningful, real-life activities. Guide the learners on how to carry out the activity on the Learner's Book.

In pairs

- Ask the learners to copy the puzzle.
- Let them circle the words they have learnt in the unit that are provided in the Learner's Book.

- Give learners a chance to read the words to the class.
- By looking for the words in the puzzle, their creativity and thinking skills is.

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| O | R | N | A | M | E | N | T | S |
| P | I | E | R | U | N | E | A | P |
| O | N | E | T | S | E | C | B | O |
| T | G | D | D | I | M | K | S | R |
| T | D | L | M | C | O | M | B | T |
| R | J | E | W | E | A | V | E | R |
| Y | C | E | R | A | M | I | C | S |

Assessment opportunities

Observation

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

Product

Read the words and consider whether choice of vocabulary are effective in this context. Assess whether the learners can easily identify the words from the puzzle created and whether they understand the meaning of these words. Explain to them the meanings if it happens that they do not know.

Activity15: In summary (Refer to Learner's Book page 138)

Introduction

This activity basically exposes the learners on the economic significance of art. The learners should be made aware that people can earn a living through art work.

In groups

- Let the learners find out about the artists in their community and how much they earn.
- Guide them on the other tasks in the Learner's Book.
- Let them do all the questions properly.

- Let them present their answers to the class. This will promote their communication skills.

Answers

Expect varied answers since it is an open-ended activity. Provide guidance where necessary.

Assessment opportunities**Observation**

Observe how learners are working in their groups.

Are they able to co-operate and come up with a detailed research?

Unit 10

SOCIAL EVENTS AND POLITENESS

(Refer to Learner's Book pages 139 - 159)

| Learn about | Key inquiry questions |
|--|--|
| <p>Learners should work in groups to list the social events that occur in their community. They should discuss how people behave at these and work out whether there are rules of politeness that people follow. (behaviour, what to wear, who to invite etc.). They should take some social events and write sets of instructions on how to arrange and behave at them.</p> <p>They should listen to some people from their community talking about social events and should discuss their importance. Working in groups, they should plan their own social event and write their plans in detail.</p> <p>They should read and listen to a range of fiction and non-fiction about social events and how people behave at them (including newspaper accounts). They should write their own stories about social events illustrating good and bad behaviour. They should write independently about social events in their state taking into account the rules of grammar, punctuation and with correct spellings.</p> | <ul style="list-style-type: none">• How can we talk about social events?• Which are the major social events in your community?• How should we behave at social events? |

| Learning outcomes | | |
|---|--|--|
| Knowledge and understandings | Skills | Attitudes |
| <ul style="list-style-type: none"> Know and understand the vocabulary and language structures associated with social events. | <ul style="list-style-type: none"> Speak clearly as they narrate events and retell stories on themes related to social events. Listen attentively and understand the main points and some detail of what has been said. Read simple texts relating to unfamiliar contexts independently and fluently. Write sequences of sentences relating to social events that extend ideas logically and where grammar is correct. Choose words for variety and interest to convey the emotions felt. | <ul style="list-style-type: none"> Communicate confidently. Appreciate the importance of politeness. |

Contribution to the competences

| | |
|---------------------------------------|----------------------------|
| Communication and Co-operation | In groups and to the class |
| Culture | Through social conventions |

Links to other subjects:

Social Studies

Life Skills: social events

Assessment opportunities

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

- Observation
- Conversation
- Product

An outline of the learning

This unit will help learners to develop their vocabulary in relation to social events and politeness. The activities will help learners to understand the importance of politeness in their payam and other localities.

There are many opportunities within this unit for learners to practise and improve their speaking and listening skills. There are many discussions to be held about social events and politeness and learners should be encouraged to communicate clearly and effectively in order to share their experiences and knowledge for the benefit of others.

The activities listed here for this unit include some written texts, but the focus is on speaking and listening skills. It is possible however to find alternative and additional texts that describe social events and politeness. You may choose to set this as a research project or a homework activity for your learners in order for them to be able to compare sources of information and provide them with additional knowledge and understanding. A visitor should be invited into school to further illustrate and describe more about social events and politeness.

Using the Learner's Book

There are both words and pictures in the Learner's Book, and as your learners are developing their reading skills, it is important to read the text with them. That way you will be 'modelling' reading and will help their development. Learners should be encouraged to read along with you or copy you where phrases are more complex. Phrases in the Learner's Book are relatively short, but where there is more to read, these passages should be broken down into shorter phrases. Encourage learners to ask questions to clarify their understanding and enable more able learners to respond to these questions where appropriate. It is helpful to have some key words on posters or boards around the learning space if possible so that they get used to seeing them and become familiar with spellings. Learners could develop this collection as they progress through the unit.

The student competences

This unit presents many opportunities for communication and opportunities to think critically and creatively about different aspects of social events and 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 writer, questioner, presenter and group leader. It is important in Primary 4 that the teacher continues to model good communication skills, describing where appropriate features of good communication such as the use of open questions, active listening, correct grammar use and good body language. The activities provide a variety of ways to instill an appreciation of social events and politeness

Cross-cutting issues

Life skills: This unit is essential in exposing learners to socially acceptable conducts and how to behave in a polite manner. It also makes learners aware of the social events and by extension develop an appreciation of their traditional ceremonies and practices.

Activity 1: Vocabulary on social events (Refer to Learner's Book pages 139-140)

Introduction

Introduce the activity by asking learners what social events are. Let them give the answers to the class. Give necessary support.

In pairs

- It is important that the learners describe what is on each picture. It is also important for them to be able to explain the reasons for their answers for each description.
- Give the learners a chance to share their ideas with the class and give comments on the other presentations.
- Remember working in pairs will promote co-operation and discussions enhance communication skills.

Answers

1. (a) Church event
(b) Wedding
(c) Sports day
(d) National holiday
2. Open-ended
3. Someone is talking on the phone during a church service
4. Open ended

Individually

Answers

1. burial ceremony
2. wedding
3. Eid ul-Fitr, June Solstice, etc
4. Open-ended

Assessment opportunities

Conversation

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

Product

Read the answers provided by the learners. Assess whether there is evidence of an understanding of the new words they have described. Also look at the answers provided on the word attack.

Activity 2: Different sports (Refer to Learner's Book pages 140 - 141)

Introduction

Introduce the activity by asking the learners to talk about the sports they know **for example** handball, football, hockey, volleyball, netball, basketball, etc.

In pairs

- Guide the learners to carefully study the picture in the Learner's Book and try to say what they can see.
- Ask the learners to pay attention and not rush in just saying the answers.
- Give learners a chance to share their work to the whole class.
- Let them talk about the rules of the game.

For example in netball:

- i. Teams shall consist of seven players. There must be at least 5 players, one of whom must play centre, to enable the fixture to go ahead.
- ii. Substitutions can only be made at half time or when a player is injured. There is no limit to the number of substitutions that a team can make. If you start a match with five or six players but more members of your team arrive after the game has started, they must wait until the next centre pass before being allowed to join the game, etc.

- Explain to the learners that rules are important in sports because they provide an agreement of understanding to competition. They define what is allowed or not allowed to occur during situations on and off the court. Rules govern anything from wearing proper uniforms to how to keep score during games of different levels of competition. The importance of rules hence, cannot be overemphasised.

Assessment opportunities

Observation

Observe groups of learners working together and consider how effectively they are co-operating with each other as they discuss the given questions.

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

Activity 3: Reading comprehension (Refer to the Learner's Book pages 141-142)

Introduction

Before reading

The before-reading activity plays a major role in aiding the understanding of the story as it gives them an overview on what to expect from the story and you also get to know what they already know. Guide the discussion on the given questions.

As a class

- Ask the learners to read the story silently.
- Remind the learners to be attentive as you read the story to them.
- Read the story as interestingly as possible.
- Check on your intonation and pronunciation
- Allow the learners to read the story in turns. This promotes communication and co-operation.
- Let the learners read the story severally silently.
- Help the slow learners pronounce the words correctly.

Assessment opportunities

Conversation

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

Observation

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

Activity 4: New words and phrases (Refer to the Learner's Book page 142)

As a class

- Guide the learners to infer the meaning of all the unfamiliar words in the story. They can later use the dictionary to confirm if their inference was correct.

- Remind them to add the new words and phrases learnt in the word bank.

Assessment opportunities

Product

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

Conversation

Talk to the groups of learners. Ask them questions about the new words they have identified, for example why do you think this word means so? They should be able to give reasons to support their answers.

Activity 5: Oral discussion (Refer to the Learner's Book page 142)

In groups

- Help learners to read the passage and select key points in it.
- Guide them to summarise the content.
- When they share their experiences, they learn the importance sports.

Assessment opportunities

Observation

Listen as the learners discuss the questions orally. Consider whether they are able to articulate their ideas effectively and whether they demonstrate creativity and imagination.

Activity 6: Answering comprehension questions (Refer to the Learner's Book page 143)

In pairs

- Let the learners discuss and answer the questions given.
- By discussing the questions, they improve their critical thinking, creativity and innovation skills.

Expected answers

1. They are used to regulate behaviours and help people develop desirable leadership qualities.
2. Because it is very beneficial to engage in sports
3. They promote peace as people from different backgrounds come together to play (Accept any other relevant answer.).
4. Tolerance and discipline

Word attack

Individually

Answers

1. tolerance
2. kindness
3. rudeness
4. politeness
5. politeness

Assessment opportunities

Observation

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

Product:

Read the answers and consider whether choice of vocabulary is effective in this context. Assess whether the learners can easily identify the answers from the passage

Activity 7: Oral work (Refer to the Learner's Book pages 144 - 145)

Introduction

Oral discussion is important as it helps to establish rapport with your students. Studies have shown that students who contribute to class conversations early enough are much more likely to continue contributing to class discussions throughout than those students who remain quiet during the initial few weeks of the term. Therefore, it is imperative to find ways to involve all students in the discussions.

In groups

Guide the learners to read the words. Explain the meaning of each. Ask them to make their own sentences using the words.

In pairs

- These pictures illustrate a range of things that one can do to help different people in the society.
- It is important that the learners identify the activities being carried out in each picture, and also explain the reasons for their answers for each description.
- As learners describe their own experiences based on the above pictures they should be encouraged to use the new words and phrases learnt so far.

Assessment opportunities

Conversation

Talk to groups of learners about the words, checking that they understand the meaning of the words.

Observation

Assess whether there is evidence of fluent pronunciation of words and display of confidence while reading the words.

Product

Read the sentences constructed by the learners. Are they grammatical and relevant?

Activity 8: Reading comprehension (Refer to Learner's Book pages 143-144)

Introduction

Before reading

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

As a class

- Ask the learners to read the story silently.
- Read the story loudly in class.
- Help learners to read the passage by selecting able readers to begin reading the passage aloud.
- Select less able readers to read shorter sections.
- As you read the passage with your learners, pause regularly to question key ideas and principles as well as identify key pieces of vocabulary and phrasing.

Assessment opportunities

Conversation

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

Observation

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

Activity 9: New words and phrases (Refer to the Learner's Book page 146)

Introduction

Introduce the activity by asking the learners how they would understand the meaning of an unfamiliar word used in a story without using a dictionary. This is basically to assess if they still remember how to infer meanings as taught in the previous unit.

As a class

- Let them identify other unfamiliar words and infer the meaning.
- They can use a dictionary.
- Remind the learners to add the words in their word bank.

Expected answers

Accept any relevant words and corresponding meaning.

Assessment opportunities

Product

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

Activity 10: Oral discussion (Refer to the Learner's Book pages 146-147)

Introduction

This activity can be used to reinforce the importance of social events, like a funeral in this case.

In groups

- In asking learners to summarise the content, you are helping them to identify the key features, themes and ideas of the passage.
- When they share their experiences, they learn the significance of such events.

Assessment opportunities

Observation

Listen as the pupils narrate their experiences with regard to funerals. Empathise with them and offer necessary guidance.

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

Activity 11: Answering comprehension questions (Refer to the Learner's Book page 147)

In pairs

- Let the learners discuss and answer the questions given.

Expected answers

1. Burial ceremony
2. Open-ended
3. He did not want to help his grandmother
4. The first woman to be elected as member of the county assembly in our county
5. “She was like a warm wind blowing over us all. She was as brave as a lion, was like a calming wind... was like a saint.”
6. Hard working, kind, brave, loveable, caring

(Encourage them to give reasons for their answer.)

Word attack

Individually

1. community
2. neighbours
3. nearby
4. patient
5. relatives

Assessment opportunities

Observation

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

Product

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

Activity 12: Role-playing on social events (Refer to the Learner's Book pages 148 - 149)

Introduction

This activity exposes the learners to social events. It also promotes their speaking skills. Encourage the learners to act out the parts assigned to them. They should effectively use facial expressions, tonal variation, intonation stress, etc.

As a class

- Divide the learners into groups and give them the roles to play. Some learners to act as journalists. Let everybody participate in the role play.
- Allow them to freely give their opinions on how to act a wedding.

In pairs

- Let the learners practise the language pattern use of 'like'.
- Let them do the work in pairs.
- This is an open-ended activity, expect various answers.
- Let them present the work to the class.

Individually

1. Let the learners answer questions individually according to the given.
2. Let them read their answers to the whole class.

Answers

1. She was very tired but she went on running.
2. Kim slept very late but woke up very early.
3. He ran very fast but fell down in the last lap.
4. They were very late but they caught the bus.
5. She played very well but she did not score a goal.
6. It was very hot but they still played the game.

In pairs

- Guide the learners to read and understand the words written in the Learner's Book.
- Let the learners list the desirable and undesirable behaviours in columns.

Answers

| Good social behaviour | Bad social behaviour |
|-----------------------|----------------------|
| Respect | Drug taking |
| Peace making | Smoking |
| Greeting people | abusing people |
| Giving first aid | fighting |

Accept any correct sentences that are well punctuated.

Assessment opportunities

Product

Read the answers provided by the learners and assess whether they are correct. Also check if their spellings are correct.

Encourage the learners to be neat in their writing.

Activity 13: Roleplay on social events and politeness (Refer to Learner's Book pages 149 - 151)

Introduction

This activity is meant to expose the learners to politeness. Introduce the activity by asking learners how to show politeness. This includes saying **thank you** when you are given something, **sorry** when you offend someone, **please** when you are asking for a favour, etc.

As a class

- Remind the learners that you are going to read the conversation as they listen.
- Be loud enough and pronounce the words correctly.
- Let the learners read the conversation.

- Ask the learners to role-play the dialogue in groups. This will promote co-operation among them.
- Let them read their answers to the whole class.

Individually

Answers

1. Odoh's
2. Open-ended
3. Appreciative, helpful (Accept any other answers)
4. Hard work, gratitude
5. Open-ended

Word attack

Individually

Answers

1. theatre
2. team
3. stadium
4. uniform
5. gown

Assessment opportunities

Observation

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

Product

Read the sentences written by the learners. Is there correct punctuation? Are the sentences grammatically correct? Do they make sense?

Activity 14: A poem on social events (Refer to Learner's Book pages 151 - 152)

Introduction

Poetry allows learners to put language to use to make it serve a deep internal purpose, Encourage the learners to appreciate poetry.

As a class

- Remind the learners to be attentive as you read the poem to them.
- Ensure you articulate the words poetically in correct tone and pronunciation.
- Explain to them what the poem is about using your own words.
- Point out some lines from the stanza as you explain to them what each means.
- Help the slow learners pronounce the words properly as they check on their intonation.
- Discuss the message in the poem.
- Remember working in groups improves their co-operation skills.

In groups

Guide the learners in discussing the oral questions. The oral question is important as it aids a better understanding of the poem. They should be able to say how they feel about the poem and support their answers using the poem.

Individually

Expected answers

(b)

- | | |
|--------------|-----------------|
| 1. groomsmen | 2. flower girls |
| 3. pastor | 4. crowd |

Assessment opportunities

Observation

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

Activity 15: Creating a poem on social events (Refer to Learner's Book page 153)

Introduction

Introduce the activity by reviewing the previous lesson on a poem. Let the learners recite the poem in Activity 14.

In groups

1. Let the learners in small groups come up with a two stanza poem on any social event learnt.
2. Let the learners write the poem down.
3. Let the learners recite it to the rest of the class members.
4. By learners creating a poem their creativity is improved.
5. By reciting the poem to the class, their communication skills are promoted.

Answers

This is an open-ended exercise. Ensure the learners pronounce the words properly.

Assessment opportunity

Observation

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

Conversation:

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

Activity 16: Use of 'unless' (Refer to Learner's Book pages 151 -152)

Introduction

Explain to the learners the use of 'unless'. Tell them that it is used to say that something can only happen or be true in a particular situation. Guide the learners by using several other examples and let them fill in the blanks with appropriate answers.

Individually

Guide the learners to complete the sentences using their own words.

Assessment opportunities

Product

Check for notable development in the language level and structures from individuals since they are now familiar with quite a number of vocabulary. This can be done by listening to how they express themselves.

Activity 17: Reading comprehension (Refer to Learner's Book pages 154 - 155)

Introduction

Before reading

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

As a class

- Ask the learners to read the story silently.
- Read the passage loudly to the learners.
- Help learners to read the passage by selecting able readers to begin reading the passage aloud.
- Select less able readers to read shorter sections.
- As you read the passage with your learners, pause regularly to question key ideas and principles as well as identify key pieces of vocabulary and phrasing.

Assessment opportunities

Conversation

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

Observation

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

Activity 18: New words and phrases (Refer to the Learner's Book page 155)

As a class

- Guide the learners to infer the meaning of all the unfamiliar words in the story. They can later use the dictionary to confirm if their inference was correct.
- Remind the learners to add the new words in the word bank.

Assessment opportunities

Product

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

Conversation

Talk to the groups of learners, ask them questions about the new words they have identified, **for example**: why do you think this word means so? They should be able to give reasons to support their answers.

Activity 19: Answering comprehension questions (Refer to the Learner's Book page 154)

In pairs

- Let the learners discuss and answer the questions given.
- By discussing the questions, they improve their critical thinking, creativity and innovation skills.

Answers

1. Odipo
2. To attend his daughter's graduation ceremony
3. Caterers

4. Main guests
5. Ambulances and other vehicles
6. Be careful what you eat at social gatherings.(Accept any other relevant answers)
7. The policemen
8. journalists
9. food poisoning
10. Open-ended.

Word attack

Individually

Answers

Caterer - A person provides food and drinks at parties.

Medical officer- A doctor who treats sick people

Police officer- A person who maintains peace and order.

Aroma – Pleasant noticeable smell of food or something

Assessment opportunities

Observation

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

Product

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

Activity 20: Writing (Refer to Learner's Book pages 157 - 158)

Introduction

Introduce the activity by reviewing the previous activity on food poisoning ask the learners to say what they think can cause food poisoning.

Individually

1. Ask them to study the story on food poisoning and then create their own story that talks about food poisoning.
2. Let them write a short story on food poisoning starting with the given phrase.
3. Let them read their story to the whole class.
4. Help the learners to choose the most creatively written story and appreciate the writer.

In groups

- This activity is about comparison of adverbs. Explain to the learners the use of – er + than as in the Learner's Book.
- Let them discuss the work and do it.
- Let them present their answers to the whole class.
- Remember group work will encourage co-operation.

Answers

1. earlier
2. faster
3. nearer
4. higher
5. louder

Individually

Let them fill in the missing letters.

Let them read the answers to the whole class.

Individually

Answers

- i. Food poisoning
- ii. Police officer
- iii. Wedding
- iv. Sports
- v. Ceremony

In pairs

Guide the learners to make sentences using the above formed words.

Assessment opportunities

Conversation

Talk to groups of learners about the topic of discussion. Ask them leading questions, for example do you think overeating at a social event can affect someone? Check if they can relate what they have learnt to their own situation, and then use the information to creatively write a story.

Product

Consider the sentence structure in the stories. Assess whether the learners have creatively written the story and the spellings are correct.

Activity 21: Further learning. (Refer to Learner's Book pages 158-159)

Introduction

This activity is aimed at exposing the learners to several social events. Part of it should be done outside the classroom. Introduce the activity by randomly asking the learners to name any social events they know. Expect them to say the following, among others:

1. Anniversary celebration
2. School athletic banquet

3. Dinner auction fundraiser
4. Recognition dinner
5. Holiday party
6. Chef cook-offs
7. Weddings
8. Birthday parties
9. Baby showers

In groups

- Let the learners find out about social events attended in their communities and write them down.
- They should be able to talk about the acceptable code of conduct and dressing for each event.
- Remember to give the necessary guidance.
- Allow the learners to give comments on the presentations.

Assessment opportunities

Observation

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

Product

Read the sentences constructed by the learners. Are they grammatical? Do they vary in terms of content and structures?

Activity 22: In summary. (Refer to Learner's Book page 159)

Introduction

Introduce the activity by asking the learners why it is important to be polite and how one can demonstrate politeness through actions during social events.

In groups

- Guide learners to discuss ways of showing politeness.
- You can divide this into two categories i.e. actions and words that show politeness.
- Guide them to come up with a poster on politeness.

Assessment opportunities

Product

Look at the posters made by each learners. Are they eye-catching and comprehensive?



South Sudan

Primary English

4

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