



South Sudan



# Primary English 6

Teacher's Guide



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South Sudan

Primary  
6

# English

## Teacher's Guide 6



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## **PART 1**

# **INTRODUCTION**

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

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

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

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

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

## **The Book Structure**

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

### **Organisation of the units**

Each unit consists of the following:

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





# Unit 1

## CULTURAL TRADITIONS

*Refer to Learner's Book, pages 1 - 16*

Learn about	Key inquiry questions
<p>Learners should read a range of written texts (fiction and non-fiction including articles in newspapers and magazines and, where possible, in the internet) about people from different cultural traditions in South Sudan and other countries. They should write about some of these in more depth, and work in small groups or pairs to make a presentation to the class about one cultural tradition.</p> <p>They should listen to someone talk about their own cultural tradition, and should ask questions about this. They should work in groups to talk about the key points of the talk.</p> <p>They should read some fiction that deals with the issues of different cultural traditions and talk about the structure of the stories. They should write their own coherent text in an appropriate register about people from different cultural traditions.</p>	<ul style="list-style-type: none"><li>• What are the different cultural traditions South Sudan?</li><li>• How do these elate to other countries?</li><li>• How could we explain our own cultural traditions to others?</li></ul>

Learning Outcomes		
Knowledge and understandings	Skills	Attitudes
<ul style="list-style-type: none"> <li>• Understand the key vocabulary about cultural traditions</li> <li>• Understand the main parts of authentic spoken passage or conversation about cultural traditions</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the key points of a talk about cultural traditions</li> <li>• Use complex sentences (including connectives and subordinate clauses) effectively, and use grammatical structures correctly (tense, agreement, plural) when writing about cultural traditions</li> <li>• Make an interesting and coherent presentation about cultural traditions</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate the importance and variety of cultural traditions</li> </ul>

### Contribution to the competencies

<b>Critical thinking</b>	About key points.
<b>Communication and Co-operation</b>	Working in groups.
<b>Heritage and culture</b>	Cultural traditions.

### Assessment opportunities

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

- Observation
- Conversation
- Product

## **An outline of the learning**

In this unit, learners should be able to explain the different cultural traditions in their Payam. They should tell the importance of cultural traditions to the school and wider society.

They need to read a range of appropriate texts on the theme and work in groups to talk about how these stories have been structured. They should then use this experience to write their own stories in appropriate registers about their cultural traditions.

They are also encouraged to use the internet or other digital devices to learn more about this theme.

Give priority to learners with special needs in the classroom. These are learners that need extra support. For example;

- mentoring
- practice sessions
- re-grouping
- more explanations and clarifications

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

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

Learners could develop this collection as they progress through the unit.

## **The learner competencies**

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

are asked to work in pairs and groups, so there are continuous opportunities for co-operation and teamwork also. This unit provides good opportunities to create roles in groups so that for example there is a writer, questioner, presenter and group leader. It is important in P6 that the teacher continues to model good communication skills, describing where appropriate features of good communication such as the use of open questions, active listening, correct grammar use and good body language. The activities provide a variety of ways to explore cultural traditions and are also designed to instill an appreciation and respect for the culture and heritage of South Sudan.

### **Links to other subjects**

This unit provides a good opportunity to link into **Social Studies**. It gives a good relation of cultural traditions among different communities in the country and the history of the different ethnic groups and races and how to relate to each other.

### **Cross-cutting issues**

Peace education whereby it teaches respect for other people's cultures. For example, when learning about the wedding traditions of the Nuer people, it raises awareness of different traditions and teaches one how to appreciate and celebrate the differences in cultures.

#### **Activity 1: Identifying cultural traditions (Refer to Learner's Book, page 2)**

##### ***Learning activities***

Using oral questions, ask the learners what they see in the pictures. Give them time to respond. Interpreting the pictures improves their **critical thinking** and **creativity skills**.

### **In pairs**

1. Refer to activity 1 in the Learner's Book.
2. Ask learners to discuss the cultural traditions in the pictures.
3. Explain to the learners the term 'cultural traditions'. Read to them the note in the Learner's Book.
4. Let them read the note after you.

5. Ask the learners to present their work to the class.
6. Select a few individuals to give comments about the presentations.

### **Assessment opportunities**

#### **Conversation**

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

### **Activity 2: Learning Vocabulary on cultural traditions (Refer to Learner's Book, page 3)**

#### ***Learning activities***

1. Review the previous activity.
2. At random, ask learners to mention some of the cultural traditions they identified in Activity 1.
3. Refer the learners to Activity 2 of the Learner's Book.

#### **In groups**

1. Read the words for the learners.
2. Guide the learners to read the words after you. Remind them to pronounce the words correctly and be audible. This will improve their communication skills.
3. Guide them to search the words from the dictionary.
4. Assist those who have difficulties locating the words in the dictionary.

#### **Individually**

1. Let the learners construct simple sentences and do the vocabulary exercise that follows.
2. Let learners read their sentences to the class.

## As a class

1. Guide the learners in matching the words in A with their meanings in B.

### Answers

Match A and B

A	B
1. Indigenous	- belonging to a particular place; also native
2. Recreation	- activities done for enjoyment
3. Ethnicity	- belonging to a particular tribe
4. Economy	- relationship between production, trade and the supply of money in a region or country
5. Language	- a system of communication through speech or writing
6. Staple	- main element of something e.g food

2. Ask the learners to present their completed work to the class.
3. Select a few individuals from the class to give comments on the presentations.

## Assessment opportunities

### Product

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

### Activity 3: New words (Refer to the Learner's Book, page 4)

### In groups

1. Ask learners to think and discuss the traditions in their different communities.
2. Let them say words used to name or describe the traditions.
3. Ask them if there are any taboos in their communities.

## Individually

1. Let the learners write the new things or words they have learnt and their meanings in their word banks.
2. Ask them to share their work with the class.
3. Let some individuals make comments on the presentations.

## Assessment opportunities

### Product

Check the spelling of the words they have written and if the meanings are correct. Assess the progress of their work in the word bank books. Encourage neat work and visible handwriting.

### Activity 4: Reading a folktale (Refer to the Learner's Book, pages 4-5)

#### *Learning activities*

1. Ask learners if they know what a folktale is. Have they ever heard of one? Was it interesting?
2. Let them say what it was about.
3. Prepare the learners to read the folktale in the Learner's Book.
4. Ask the learners to study the pictures in the tale and predict what the story could be about. Expect varied answers.

## In groups

1. Refer the learners to the passage in the Learner's Book. Every group should have a leader.
2. Let the leader read the extract carefully and the others identify the vocabulary in the extract. Working in groups will promote their co-operation skills.

## Assessment opportunities

### Observation

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

**Activity 5 : New words and phrases (Refer to the Learner's Book, page 6)**

### As a class

1. Refer to activity 4 and the learners to tell of all the phrases and new words learnt in the story.
2. Ask the learners to try and infer (deduce) the meanings of these words and when stuck they can refer to the dictionary.
3. Ask the learners to add the new words into their word bank book.

## Assessment opportunities

### Product

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

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

### In groups

1. Ask the learners to answer the questions asked and they should support their answers.
2. This activity is to check the understanding of the learners that is if they have understood the story and the vocabulary used.

## Assessment opportunities

### Conversation

Talk to groups of learners and gauge their understanding of the folktale they have read. Listen to their answers and ask them to give explanations for reasoning.



Ask them to tell you a moral lesson they have learnt in the folktale.

**Activity 7: Answering comprehension questions (Refer to the Learner's Book, pages 6)**

***Learning activities***

To introduce the activity, let a learner retell the story of the previous activity. This is important because a learner can practise the application of the new words learnt in the previous activity. It also helps in the retention of what is learnt.

**In pairs**

1. Referring to the folktale, guide learners to do the comprehension questions.
2. Guide them to discuss in their groups about the complex sentences that have connectives in the story. Remind them that connectives are words that join phrases like 'because'.
3. Let the learners share their answers with the class and correct any mistakes.

***Answers***

Let the learners pick out as many sentences as possible.

**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 an extract about the Dinka (Refer to the Learner's Book, page 7)**

#### ***Learning activities***

Start the activity with oral questions. For example:

- Who are the Dinka people?
- Where do we find the Dinka in South Sudan?
- What else do you know about the Dinka?

Ask the learners to read it again after you.

#### **In groups**

1. Refer the learners to Activity 8 in the Learner's Book. Let them read the passage and comprehend what it is about.
2. Let them read it in turns so that everyone gets a chance of reading. This promotes co-operation and perfects their reading skills.

#### **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.

### **Activity 9: Oral discussion (Refer to the Learner's Book, page 8)**

#### **In pairs**

1. Ask the learners to read the story about the dinka again and answer the questions about their own communities.
2. Guide the learners to answer the oral questions.
3. Let the learners share their answers with the rest of the class. This boosts their self-esteem.

#### **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 learners and consider whether choices of answers are correct in the given contexts.

**Activity 10: Answering comprehension questions ( Refer to Learner's Book, page 8-9)**

**As a class**

Let the learners answer the questions orally in class.

***Expected answers***

1. Four key points about the cultural traditions of the Dinka:
  - a. They are pastoralists
  - b. They offer sacrifices
  - c. They do farming
  - d. Women manage the homestead
  - e. Their staple food is millet, beans, maize etc

**Word attack**

**Individually**

1. Let learners complete the exercise that follows.
2. Guide to learners who seem to be facing challenges.
  - a. economic
  - b. sacrifices
  - c. ethnic
  - d. homestead
  - e. Staple

**Individually**

1. Ask the learners to write important facts about their community that make them different from other communities and define them as a community. Ask them to write the similarities and differences.
2. Ask the learners to exchange books and read about their partners' communities.

## Assessment opportunities

### Observation

Listen how different pairs exchange their different ideas from their different cultures. Observe if they are appreciative of the differences and similarities.

**Activity 11: Reading a conversation (Refer to the Learner's Book, pages 9 - 12)**

### *Learning activities*

Introduce the activity by asking the learners if they have ever been to a wedding ceremony. Let them explain how it was.

### As a class

1. Refer the learners to Activity 11 in the Learner's Book. Choose volunteers to read the conversation as the others listen attentively. Remind them to pronounce the words properly.
2. At random, ask some oral questions to test whether the conversation has been understood.
3. Allow individuals to imagine if they were in that wedding ceremony. Let them express what they would do.
4. Guide learners to role- play the conversation. This will enhance their **co-operation** skills.
5. Comment on their presentations.

## 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.

### Activity 12: Ask Mr Moiyang (Refer to the Learner's Book page 12)

#### Individually

1. Ask the learners to pretend to be a learner in the class addressed by Mr Moiyang and write down more questions they could ask him concerning the topic of discussion.
2. Ask them to present their work to the class.

#### In groups

1. Ask the learners to compile the questions they had individually come up with.
2. Select an individual to act as Mr Moiyang and the rest to ask him or her questions.
3. Let the learners act before the class.

#### Assessment opportunities

##### Observation

- Observe 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 13: Writing a summary (Refer to the Learner's Book, page 13)

#### *Learning activities*

Recap the presentation of the previous activity. Remind the learners on the tips of writing a good summary.

#### In groups

1. Guide the learners to read the dialogue on Activity 11 again and ask them to note the key points about a wedding among the Nuer. Writing key points is important for reference.
2. Listen as learners discuss what they think about wedding traditions among the Nuer.

3. Working in groups promotes **co-operation**, inclusive education and **communication**.
4. Ask the learners to compare the wedding traditions of the Nuer people, with wedding traditions in their communities.
5. Let them present to the class.

### **Individually**

1. Guide the learners to write a summary of the dialogue using the points they have written.
2. The summary should not exceed 100 words and it should capture all the key points.
3. Ask the learners to present their summary to the class and clap for whoever has the best summary.

### **Assessment opportunities**

#### **Observation**

Observe how groups begin the task of writing the summary. Consider how well they relate their ideas to what is in the dialogue they have read and how these ideas are translated into their own summary.

#### **Conversation**

Talk to learners about how to write a summary. What features of a summary have they used?

### **Activity 14: Research about different cultures (Refer to the Learner's Book, pages 13 -14)**

#### ***Learning activities***

Prepare the learners to use a digital device. Arrange them into manageable groups.

#### **In groups**

1. Using a digital device, let the learners research on the traditions of different communities in Africa.

2. Assign each group a particular community to research on.
3. They should write down the key points for future reference.
4. Guide the learners to research on how the different cultures relate. Encourage them to make notes.
5. Let the groups take turns to present their points.
6. Learners should be able to ask relevant questions.

### **Individually**

1. Ask the learners to use the key points they discussed above to write down a story about the culture they researched on.
2. Encourage them to be as imaginative as they can and creative.

### **In pairs**

1. Ask the learners to exchange books with their deskmates.
2. Ask them to read each other's stories and make corrections where necessary.
3. Ask the learners to present the improved work to the class.
4. Select some individuals to give comments about the presentations.

### **Assessment opportunities**

#### **Observation**

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

**Activity 15: Writing about culture (Refer to the Learner's Book, pages 14 - 15)**

#### ***Learning activities***

Review the previous activity with oral questions. It is a good form of revision as the learners remind themselves on what they learnt.

### **In pairs**

1. Refer the learners to activity 15 in the Learner's Book.
2. Let them discuss the picture as you assess their views. Working together in pairs encourages inclusive learning and promotes **co-operation**.

### **Individually**

1. Let learners analyse the story behind the picture and write down their points.
2. Encourage them to use the guidelines mentioned in the Learner's Book.
3. Guide those learners who seem not to understand.
4. Create time for learners to share what they have written to the class.

### **Assessment opportunities**

#### **Observation**

Observe pairs of learners working together and consider the relevance of the points they came up with..

#### **Product**

Read the stories written by the learners and consider whether choice of vocabulary is effective in this context.

### **Activity 16: Writing a story (Refer to the Learner's Book, page 15)**

#### ***Learning activities***

Remind the learners on the tips of writing a story. Pick the learners, at random, to mention how a story is to be written.

### **In pairs**

1. Ask the learners to discuss the culture and tradition of the only community of their choice.
2. Let them note the main points.



## Individually

1. Let the learners write a story about a culture.
2. Give extra support to any learner that may require it.
3. After the exercise, let learners read their story to the class.
4. Let the class choose the best story.
5. Make necessary corrections on the stories presented by the learners,
6. Share the best story with the school magazine for publication.

## Assessment opportunities

### Product

Read the essays written by the pupils, assess whether it is clearly written, and comprehensive. Choose the most creatively written essay, read it to the class.

### Activity 17: Further learning (Refer to the Learner's Book, page 15)

### *Learning activities*

Review the previous activity. Ensure all preparations for supporting the talk in this activity are done.

## In groups

1. Prepare the learners to talk to elderly people in the community.
2. They should have a talk and ask about the traditional marriage practice in the community.
3. Guide them in analysing the similarities and differences between their community and the Nuer.
4. In conclusion, ask them to make their presentations to the class.

## Assessment opportunities

### Observation

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

## **Activity 18: In summary (Refer to the Learner's Book, page 16)**

### ***Learning activities***

Ensure before the activity that learners are ready for the creative activity with all their drawing materials.

### **Individually**

1. Assess as learners draw a picture of themselves in a cultural event.
2. They should try to make it as colourful as possible.
3. The work should be displayed for all to see each other's work. Note that a lot is learnt in this way. The best picture will be displayed at the back of the classroom.

### **Assessment opportunities**

#### **Conversation**

Talk to the learners about this pictures. Ask them to describe to you why they have Chosen a certain cultural event and how much of this is influenced by their own experiences or from what they have heard in class discussions.

## Unit 2

# SCHOOL HOLIDAYS

*Refer to Learner's Book, pages 17 - 32*

Learn about	Key inquiry questions
<p>Learners should explain how they spend their school holidays. They should also tell the class the importance of school holidays to them, their friends and their families.</p> <p>They should read appropriate stories or selections from books about people on holiday, and work in groups or pairs to talk about how these stories have been structured. They should use this experience to write their own stories in appropriate registers about their school holidays.</p> <p>They should work in groups to discuss their ideal holiday and use brochures and atlases to plan an overseas visit. They should write this plan and share it with the class.</p>	<ul style="list-style-type: none"><li>• How do you spend your school holidays?</li><li>• How important are your school holidays?</li></ul>

Learning Outcomes		
Knowledge and understandings	Skills	Attitudes
<ul style="list-style-type: none"> <li>Understand abstract nouns, adjectives, adverbs, pronouns, prepositions and conjunctions related to invitation letters and short notes.</li> <li>Understand the main parts of authentic spoken passage or conversation on school holidays.</li> <li>Understand the main points of an authentic conversation about road safety involving one or more speakers.</li> <li>Understand authentic written texts of moderate length and complexity and produce a summary the of major points about school holidays.</li> </ul>	<ul style="list-style-type: none"> <li>Give presentation effectively and confidently and respond readily to questions on school holiday.</li> <li>Structure writing to produce coherent texts in appropriate register on school holidays.</li> <li>Develop the use of complex sentences using connectives and subordinate clauses effectively about school holidays.</li> <li>Use grammatical structures correctly (tense, agreement, plural) on school holidays.</li> </ul>	<ul style="list-style-type: none"> <li>Love to present and respond readily to questions about school holidays.</li> <li>Appreciate the purpose of school holidays.</li> </ul>

### Contribution to the competencies

<b>Communication</b>	to the group and class.
<b>Co-operation</b>	in groups.

## **Assessment opportunities**

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

- Observation
- Conversation
- Product

## **An outline of the learning**

In this unit, learners should be able to appreciate what a school holiday is. They should tell the importance of school holidays to their family, schoolmates and wider society.

They need to read a range of appropriate texts on the theme and work in groups to talk about how these stories have been structured. They should then use this experience to write their own stories in appropriate registers about their school holidays.

They are also encouraged to use the internet or other digital devices to learn more about this theme.

Give attention to learners with special needs in the classroom. These are learners that need extra support.

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

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

Learners could develop this collection as they progress through the unit.

## The learner competencies

This unit presents many opportunities for communication and opportunities to think critically and creatively about different aspects of culture and identity. Learners are asked to work in pairs and groups, so there are continuous opportunities for co-operation and teamwork also. This unit provides good opportunities to create roles in groups so that for example, there is a writer, questioner, presenter and group leader. It is important in P6 that you continue to model good communication skills, describing where appropriate features of good communication such as the use of open questions, active listening, correct grammar use and good body language.

## Links to other subjects

This unit provides a good opportunity to link into **Social Studies**. Different forms of transport are learnt and how one can access what is affordable or readily available in their different payams.

## Cross-cutting issues

Life skills: how to spend the school holidays and have personal growth. For example the passage about the importance of holidays teaches the learners on how to spend their holidays wisely and in a beneficial way to them and to those around them.

### Activity 1: Identifying holiday activities (Refer to the Learner's Book, page 18)

#### *Learning activities*

To prepare for the activity, let learners mention what they do during school holidays. They could then dramatize some of the activities that are done during school holiday at home, e.g. playing, doing chores like sweeping the house and washing dishes.

#### **In pairs**

1. Refer the learners to Activity 1 of the Learner's Book. Guide them to say what activities they see in the pictures.
2. Guide the learners to orally construct sentences using each picture.
3. Let them share whether they have ever been to similar places during the holiday.

### **As a class**

1. Ask the learners to share their own holiday story with the class.
2. Let the learners ask questions about the holiday stories shared.
3. Note that this activity builds on the self-esteem and confidence of the learner.
4. The oral work in pairs helps to strengthen the learners' rapport and imagination.

### **Assessment opportunities**

#### **Conversation**

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

### **Activity 2: Learning Vocabulary (Refer to the Learner's Book, pages 18 - 19)**

#### ***Learning activities***

As an introduction, learners can read the new words and use gestures to show what they mean. Let the other learners guess the meaning of the gestures.

#### **In groups**

1. Refer to activity 2, and let the learners read the words.
2. For the words they are not familiar with, they could look them up in the dictionary.
3. Let each pair construct five simple sentences using the new words. Working in groups promotes **co-operation**, inclusive education and communication.
4. Assist learners who could be facing difficulties. Assess if the learners need more clarification or re-grouping and assist accordingly.
5. Ask an individual from each group to present their sentences to the class.
6. Select a few individuals to give comments on the work presented.

#### **Individually**

1. Ask the learners to add the new words learnt in their word bank book.
2. Encourage them to keep practising the words even outside the classroom.

3. Expect varied but grammatically correct sentences.

### **Assessment opportunities**

#### **Observation**

Observe how learners work in their groups to come up with the correct meanings of the new words. Is their pronunciation correct? The spellings in their books are they correct too?.

#### **Activity 3: Reading an article (Refer to the Learner's Book, pages 19 - 20)**

#### ***Learning activities***

Start the activity with oral questions. For example:

1. What is the importance of a school holiday?
2. What do you do during the school holiday?

#### **Before reading**

1. Ask the learners to work in groups of four and discuss how they spend their school holidays.
2. Let the learners write down the main points and share them with the class.

#### **As a class**

1. Refer the learners to the Learner's Book. Let them read the passage and discuss what it is about.
2. Let them read it in turns so that they all get a chance of reading. This promotes cooperation and perfects their reading skills.

### **Assessment opportunities**

#### **Observation**

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



#### Activity 4: New words and phrases (Refer to Learner's Book page 20)

##### As a class

1. Guide the learners to identify all the new or unfamiliar words and phrases from the story they just read.
2. Let them try to infer the meanings of the words. If stuck, ask them to refer to the dictionary.
3. Ask the learners to add the new words in their word bank books.

##### Assessment opportunities

###### Conversation

Talk to learners and listen to them as they learn the new phrases. Correct their pronunciations. Guide them to try and infer the meanings of words as they are in their context without using a dictionary first.

#### Activity 5: Answering comprehension questions (Refer to Learner's Book page 21)

##### In pairs

1. Guide the learners in answering the comprehension questions.
2. Let them share their answers with the rest of the class. This boosts their self-esteem.

###### *Possible answers*

1. The importance of school holidays:
  - a. You experience new cultures
  - b. You strengthen family ties
  - c. You help with house chores
  - d. You visit museums and libraries
  - e. You learn language and social skills
2. Challenges that some children face during the holiday.
  - a. Some children are left alone by busy parents.

- b. Without supervision they can get into bad company.
  - c. Get into accidents.
  - d. Forget all the learning they did in school.
3. Three ways of spending school holiday according to the passage:
- a. Going on trips
  - b. Visiting distant relatives
  - c. Farming
  - d. House chores
  - e. Nursing siblings

Let the learners compare with their own holiday.

4. Own answers

- 3. Listen as the learners make their presentations and offer guidance.
- 4. Select some individuals from the class to give comments about the presentations.

### 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 6: Reading a comprehension (Refer to the Learner's Book, pages 21 - 22)

#### *Possible answers*

Introduce the activity by reviewing the previous activity 5. Let a learner volunteer to highlight the importance of school holidays.

### Before reading

1. Let the learners discuss how they spent their past school holiday.
2. Ask them to share their experience with the class.

### As a class

1. Refer the learners to the Learner's Book. Let them read the passage very carefully.
2. Let them read it in turns so that all the learners get a chance of reading. This promotes **co-operation** and improves their reading skills.

### 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.

### Activity 7: Oral discussion (Refer to the Learner's Book, page 23)

### As a class

1. Let the learners answer the questions about the comprehension they have read orally in class.

#### Answers.

1. Places that the writer visited during the holiday.
  - Tiga village where the grandmother lived.
  - Village market
  - The hot spring where they had a picnic.
  - The big river where they rowed a boat.
2. The writer felt happy and at peace with everyone.
3. Own answers.
4. Own answers.

### Assessment opportunities

#### Observation

Observe whether the learners are able to express themselves confidently. Encourage

even the shy learners to participate in the discussion. Are their pronunciations correct?

**Activity 8: Structure of the story (Refer to the Learner's Book, pages 23 - 24)**

**As a class**

Ask the learners to read the story again and answer the questions that follow.

**Possible answers**

1. Accept any reasonable answers that explain the order of the events in the story.
2. The setting is in Tiga village found at the foot of Mvito Hills.
3. Characters in the story are the writer, his parents and his grandparents.
4. Ask the learners to add the point about structure of the story in their fact books.

**In pairs**

1. Allow the learners to discuss how the story is structured. Guide them to identify:
  - a. The nouns, pronouns and conjunctions used.
  - b. Two grammatical structures of the sentences in the story.
2. Let the learners share their answers with the rest of the class. This boosts their self-esteem.
3. Assist pairs who seem to be struggling.
4. Ask the learners to share their work with the class.

**Assessment opportunities**

**Product**

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

### **Activity 9: Writing about a memorable school holiday (Refer to the Learner's Book, pages 24 - 25)**

#### ***Learning activities***

In preparation for the writing activity, the learners should revise the previous activity. Recap on the writing styles discussed in the previous activity.

#### **In groups**

1. Guide the learners in discussing their most enjoyable school holidays.
2. Let them say why the holidays were enjoyable.
3. Let them pick the person with the most interesting experience to present their story in front of the class.

#### **Individually**

1. Guide the learners to write a story about their most memorable school holiday. Remind them to use the knowledge acquired in Activity 8.
2. Create time for the learners to share their writing to the class.
3. Ask the learners to think of the most memorable holidays they have ever had and write a short story about it mentioning all the details that made it memorable.

#### **Assessment opportunities**

##### **Conversation**

Talk with the learners about their holidays and listen if they have any interesting things to talk about.

### **Activity 10: Holding a debate (Refer to the Learner's Book, pages 25-26)**

#### **As a class**

1. Refer the learners to do the activity in the Learner's Book.
2. Let them divide themselves into two groups.
3. Prepare the learners to hold a debate.

4. Introduce the motion of the day:
  - Being in School is better than being on holiday.
5. One group should oppose the motion and the other to propose the motion.
6. Help the learners in appointing the leaders-speaker, time keeper, etc.
7. Observe as they begin the motion. Ensure the debate rules are observed to the letter.
8. Ask the secretary to award marks.
9. Appreciate the winning team.
10. Correct where necessary.

Working as a class will promote **co-operation** and the debate will enhance their **communication** skills. Through the debate, the learners are able to think **critically** and **creatively**.

### **Assessment opportunities**

#### **Observation**

Observe as the learners present their arguments. Are they confident? Can they speak fluently and audibly? Were they able to move the audience? Watch as the pupils argue out their points, pay particular attention to how they pronounce words and correct where necessary. Encourage the shy ones.

#### **Product**

Consider the points given in the speech. Assess whether they were relevant or not. Give suggestions on more points that can be added.

**Activity 11: Writing complex sentences (Refer to the Learner's Book, page 26)**

#### **Learning activities**

Review the previous activity about the debate. Introduce the complex sentences by reading some examples of complex sentences.

### **In pairs**

1. Refer the learners to Activity 11 in the Learner's Book. Let them look at the highlighted words in the Debate in Activity 10.
2. Let them read the new words and use the dictionary to learn their meanings. They should also read the sentence examples in the Learner's Book.
3. Guide them to construct sentences using the new words.
4. The learners then read their sentences to the class.

Remember working in pairs will promote co-operation and the discussion will enhance their communication skills. The oral work in pairs helps to strengthen the learners' rapport and imagination.

### **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 12: Comparing an ideal holiday (Refer to the Learner's Book, page 27)**

#### ***Learning activities***

Introduce the activity by reviewing the previous activity.

### **In pairs**

1. Refer the learner's to the Learner's Book.
2. Let the learners read what the boy in the picture is thinking about.
3. This activity enhances **communication, creativity, imagination** and **self-efficacy**.
4. For those with difficulty, more time could be spent explaining or clarifying what is expected.
5. Ask learners to share their ideal holiday with the class.

## Individually

1. Let the learners compare Shaba's ideal holiday with their own ideal holiday.
2. Pick learners to share their differences.

## Assessment opportunities

### Product

Read answers from learners and check if the answers are correct. Check if they are able to make a comparison between their ideal holidays and Shaba's. Guide where necessary.

### Activity 13: Discussing an ideal Holiday (Refer to the Learner's Book, page 27)

#### *Learning activities*

To introduce the activity, choose from a variety of creative options. It is important to be innovative to capture the learners' attention. These creative options include asking learners to:

- Talk about an ideal holiday you have dreamed of.
- Dramatise some of the activities you would do in your dream holiday.
- Viewing pictures of holiday destinations from magazines, newspapers etc.

### In groups

1. After the introduction, arrange the learners to sit in groups. Explain to them what an ideal holiday is.
2. Guide learners in discussing their ideal holiday, places they would like to visit, and things they would like to do.
3. Encourage them to note down the points in an organised manner so that they use the points to write a text on their ideal holiday.

## Assessment opportunities

### Observation

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



### **Activity 14: Writing a story (Refer to the Learner's Book, page 28)**

#### ***Learning activities***

Review the previous activity through oral questions on what they wrote about their ideal holiday.

#### **Individually**

1. Guide the learners to use their points to write their own story.
2. Let learners read their writing to the class.

#### **Assessment opportunities**

##### **Product**

Read the pieces of writings from learners about an ideal holiday they dream about. Assess whether there is enough variety of content in the way that they have described the holiday.

### **Activity 15: Planning an overseas visit (Refer to the Learner's Book, pages 28 - 29)**

#### ***Learning activities***

As an introduction, discuss with learners about holidays overseas. Who has ever been overseas? How was their experience?

#### **In groups**

1. Guide the learners to read the text in the Learner's Book to pick ideas about planning a holiday overseas.

#### **In pairs**

1. Let them pick out the main points. Encourage them to use the points to write a short plan on planning an overseas holiday.
2. Look out for learners who need more explanation or more time to complete their work.

## Assessment opportunities

### Product

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

### Activity 16: Creating a story (Refer to the Learner's Book, pages 29-30)

#### *Learning activities*

To introduce the activity, choose from a variety of creative options. It is important to note that you need to be very energetic and innovative to capture the learners' attention. These creative options include:

- Dramatisation to give clues of the jumbled sentences.
- Flash pictures at the learners to give clues.

#### **In pairs**

1. Refer to the picture in the Learner's Book. Listen as the learners talk about what they can see.

#### **In groups**

1. Explain to them about the jumbled sentences they are about to do.
2. Observe the learners as they re-arrange the jumbled sentences.
3. Let the learners confirm their sentences are correct before they read them to the class. Ask them to do their corrections if any and go round checking.
4. Communication, creativity, imagination and self-efficacy are achieved as learners re-arrange jumbled sentences to make sensible paragraphs.
5. For those with difficulty, more time could be spent explaining or clarifying what is expected.
6. Ask the learners to add two more paragraphs to the story.
7. Let them share their work with the class.
8. Let the class vote for the most interesting story.

### **Answers**

Jumbled paragraph

I went on a tour to the Sahara Desert. It took two days to drive there. I did not know that it was so far. Luckily, there were so many amazing stops on the way. They all helped us get more information about the place we were visiting. After ten hours on the road we finally reached our destination. It was a traditional city, Ait Benhaddow, in the high Atlas Mountains.

### **Assessment opportunities**

#### **Conversation**

Talk to groups of learners about the pictures. Ensure 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 17: Further learning (Refer to the Learner's Book, pages 30 - 31)**

#### **Learning activities**

1. Review the previous activity. Let volunteer learners read the points they wrote from reading the text in Activity 15.
2. Prepare the learners to use a digital device.

#### **In pairs**

1. Guide the learners to plan for a holiday overseas.
2. Using tips from the text in activity 12, learners should plan where to go, what they need and how much they will need.
3. Let them write their plan in point form.
4. Listen as the learners read their plans to the class. The best plan should be rewarded.

## Assessment opportunities

### Product

Assess whether the learners used the guidelines given to write down a guide plan. Did it capture all the key features? Was it interesting?

### Activity 18: In summary (Refer to the Learner's Book, pages 31 - 32)

#### *Learning activities*

1. Before the activity, guide the learners to look for sample brochures on the internet, magazines and newspapers. They should note the features of a brochure. For example; the photos, the contacts and the information on it.
2. Learners should also prepare themselves with their drawing pencils and colouring pencils.

### Individually

1. Refer the learners to activity 18 of the Learner's Book. Guide them to create a brochure about a destination they would like to visit. Drawing is a way of expression and it boosts the learners' creativity.
2. After the exercise, let the learners choose the best picture.
3. Help the learners to pin it at the back of the class.

## Assessment opportunities

### Product

Observe the brochures made by each learner, assess whether it is clearly written, eye catching, and also comprehensive. Choose the most presentable brochure and pin it at the back of the class, or better still allow the learners to vote for the best brochure, it would be an interesting way of summarising this topic on school holidays.

## Unit 3

# SOCIAL EVENTS

*Refer to Learner's Book, pages 33 - 47*

Learn about	Key inquiry questions
<p>Learners should work in groups to discuss and identify different types of social events in their school, village and communities. They should discuss the nature and importance of the social events. And make a presentation to the class of their findings., using ICT where appropriate.</p> <p>They should learn about the language appropriate in formal and informal social events for example in meeting new people and introducing themselves, and writing invitations. They should role-play being involved in a range of social events and situations.</p> <p>They should read appropriate stories and accounts of social events in South Sudan and elsewhere and talk about how these relate to their own experiences. They should write individually about social events in which they have participated, and write invitations, using the correct forms and grammar. They should read their texts to the class.</p>	<ul style="list-style-type: none"><li>• Why do people hold social events?</li><li>• What language do we use during social events?</li></ul>

Learning Outcomes		
Knowledge and understandings	Skills	Attitudes
<ul style="list-style-type: none"> <li>Understand abstract nouns, adjectives, adverbs, pronouns, prepositions and conjunctions related to invitation letters and short notes.</li> <li>Understand the main parts of authentic spoken passages or conversation involving one or more speakers about social events.</li> <li>Understand the main points of an authentic conversation about road safety involving one or more speakers.</li> <li>Understand authentic written texts of moderate length and complexity and produce a summary the majority of points about social events.</li> </ul>	<ul style="list-style-type: none"> <li>Give presentation effectively and confidently and respond readily to questions on school holiday.</li> <li>Structure writing to produce coherent texts in appropriate register on school holidays.</li> <li>Develop the use of complex sentences using connectives and subordinate clauses effectively about school holidays.</li> <li>Use grammatical structures correctly (tense, agreement, plural) on school holidays.</li> </ul>	<ul style="list-style-type: none"> <li>Love to present and respond readily to questions about social events.</li> <li>Appreciate the benefit of social events.</li> </ul>

### Contribution to the competencies

<b>Communication</b>	in groups and to the class
<b>Co-operation</b>	with groups
<b>Culture</b>	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**

In this unit, learners should be able to work in groups to discuss and identify different types of social events in their school, village and communities. They should discuss the nature and importance of social events. They should make presentations to the class of their findings, using ICT where necessary.

They need to read a range of appropriate texts and accounts of social events in South Sudan and elsewhere. They should talk about how these relate to their own experiences. They should then use this experience to write their own stories in appropriate registers about social events. They should be able to write invitations using the correct forms and grammar.

They are also encouraged to use the internet or other digital devices to learn more about this theme.

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

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

Learners could develop this collection as they progress through the unit.

## The learner competencies

This unit presents many opportunities for communication and opportunities to think critically and creatively about different aspects of culture and identity. Learners are asked to work in pairs and groups, so there are continuous opportunities for co-operation and teamwork also. This unit provides good opportunities to create roles in groups so that for example there is a writer, questioner, presenter and group leader. It is important in P6 that the teacher continues to model good communication skills, describing where appropriate features of good communication such as the use of open questions, active listening, correct grammar use and good body language.

## Links to other subjects

This unit provides a good opportunity to link into Social Studies and CRE/IRE. Rites of passage, for example, are explored through events like baptism and marriage whereby discussions bring about how such events should follow in life.

## Cross-cutting issues

**Life skills:** Through exploration of social events like graduation and reading the passage of family reunion, it teaches how one should value their family and how important education and other co-curricular activities play an important part in their personal development.

### Activity 1: Identifying different social events (Refer to the Learner's Book, page 34)

#### Learning activities

Introduce the activity by asking oral questions. Do the learners know what social events are? Have they been to any social event? Which ones? Explain what social events are and give examples.

#### In pairs

1. Arrange the learners in pairs. Guide them to mention the events in the pictures.
2. Let them discuss what they see in the pictures. Let them contribute freely.
3. Let the groups mention what other events are held in their Payam. Why do they think the social events are held? Give them time to discuss.
4. Encourage them to speak proper English as they give their answers.
5. Let them read their answers to the class. This will improve their **communication** skills.



### **Answers**

- a) Graduation
- b) Sports day
- c) Marriage/wedding ceremony
- d) Baptism

## **Assessment opportunities**

### **Conversation**

Talk to pairs of learners about the pictures, checking that they can describe the pictures correctly. Ask them to explain to you why they think those are the correct answers.

### **Activity 2: Learning and miming vocabulary (Refer to the Learner's Book, page 35)**

### **In groups**

1. Ask the learners to make a list of all social events in their school, village and community.
2. Ask them to write a fact about each event and add the points to their fact books.
3. Let them share their points with the class.
4. Select some individuals from the class to give comments on the presentations.

### **In pairs**

1. As an introduction, learners can read the new words and use gestures to show what they mean. Let the other learners guess the meaning of the gestures.
2. Refer to activity 2. Read the new words and let the learners read after you. Ensure the words are correctly pronounced.
3. For the words they are not familiar with, they could look them up in the dictionary.
4. Let each pair construct five simple sentences using the new words. Working in pairs promotes cooperation, inclusive education and communication.
5. Assist any pair that could be facing difficulty. Assess if the learner needs more clarification or re-grouping and assist accordingly.

6. Ask the learners to note down the new words in their word bank books.
7. In conclusion, let the learners read the work done to the class.

### **In groups**

1. Give the following words to the learners and let them create mimes for them.
2. Ask the learners to mime events like:
  - Baptism
  - Wedding ceremony
  - A funeral
  - A birthday party
  - A dowry payment ceremony
  - An initiation ceremony
3. Ask the learners mime the words before the class.

**Note:** Miming means the theatrical technique of suggesting action, character, or emotion without words, using only gesture, expression, and movement.

4. Ask the learners to choose the group which had the best mime and clap for them.

### **Individually**

1. Ask the learners to construct words using the words.
2. Ask them to present their work to the class.
3. Select a few individuals to give comments on the presentations.

### **Assessment opportunities**

#### **Conversation**

Talk to the learners as they discuss the social events that they know of. Ask them to tell the details of which ones they like or dislike and why.

#### **Observation**

Observe as the learners are presenting their mimes. Consider whether they are able to articulate their ideas effectively and whether they demonstrate creativity and imagination.

### **Activity 3: Reading a story (Refer to the Learner's Book, pages 36-37)**

#### ***Learning activities***

Start with pre-reading activity. Ask the learners if they have ever seen a person re-unite with their family after a long period of separation. Tell them to give the class a detailed account of the re-union.

#### **As a class**

1. Refer the learners to Activity 3 in the Learner's Book.
2. Allow the leader of each group to read the story. The other members should listen attentively.
3. To assess that the story is understood, choose learners at random to retell the story. Learners should be able to mention the key points of the story.
4. Retelling the story let the learners understand the story in a clear way. Working as a class improves the cooperation of the learners and unites them, too.

#### **Assessment opportunities**

##### **Observation**

- Listen as the pupils retell the story 'A FAMILY RE-UNION'. Consider whether they are able to articulate their ideas effectively and whether they demonstrate creativity and imagination.

### **Activity 4: Answering comprehension questions (Refer to the Learner's Book, pages 37 - 38)**

#### ***Learning activities***

Start the activity with oral questions. For example:

- What is the importance of social events?
- What happens during social events?

#### **In groups**

1. Refer the learners to Activity 4. Let them read the passage and comprehend what it is about.

2. Let them discuss the key points of the story. This promotes **co-operation** and perfects their **communication** skills.
3. Guide the learners in answering the comprehension questions.
4. Then they can share the answers with the rest of the class. This boosts their self-esteem.

### **In pairs**

1. Ask the learners to look at the highlighted words in the story.
2. Let the learners come up with the meaning of the phrases.
3. Ask the learners to use any reference materials like story books or the computer to search for other phrases.
4. Ask them to share their work with the class.
5. Select a few individuals to make comments on the presentations.

#### **Answers**

1. The social event in the story is a family re-union.
2. The Kodok people held the social event because their lost son had come back home.
3. Own answers
4. Presentation to the class.

### **Assessment opportunities**

#### **Product**

Read the answers provided by the learners and assess whether they are correct according to the context given. Also check and correct their spelling mistakes.

#### **Activity 5: Role-playing (Refer to the Learner's Book, page 38)**

### **In groups**

1. Ask the learners to re-read the story again and assume or imagine that the story is about them as an individual.

2. Let them in their groups pick up different roles and act them out.
3. Ask them after some practice to act as a group to the class.

## Assessment opportunities

### Observation

Observe as the learners act out the story. 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? Did they get in character with their different roles?

### Activity 6: Reciting a poem (Refer to the Learner's Book, pages 38-39)

#### Learning activities

Introduce activity by reviewing the previous activity on graduation ceremonies.

### As a class

1. Learners arrange themselves into groups. Refer to Activity 6.
2. Read the poem and let the learners read after you. Remind learners about intonation, stress and correct pronunciation of words.

### In groups

1. In their groups supervise as they discuss the following:
  - What is the poem above about? Tell it like a story.
2. Advise them to write down the important points they discuss and answer questions from the poem.
3. Let them present their points to the class in turns.

#### Answers

1. According to the poem, what activities are done during birthdays?
  - blowing candles
  - receiving gifts
  - dancing and singing

- eating and rejoicing
  - enjoying with friends and family
  - Discuss them
2. Why, according to the poem, is it important to celebrate your birthday?
    - you are reminded of your purpose and your achievements
    - it is the beginning of life
  3. Own answers.
  4. Write a short poem on how you celebrate your birthday.

Ask the learners to share their work with the class.

Select some individuals to comment on the presentations.

### **Assessment opportunities**

#### **Product**

Read the answers written by the students and correct where necessary. Check the answers the learners have written and see if it portrays a deep understanding of the poem.

### **Activity 7: Creating own poem (Refer to the Learner's Book, page 39)**

#### **Individually**

1. Ask the learners to write a poem on how they celebrate their birthday.
2. Ask the learners to read their poems to the class.
3. Let the class vote for the best poem.
4. Select a few individuals to give comments on the best poem.

### **Assessment opportunities**

#### **Conversation**

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

## Observation

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

### Activity 8: Solving a crossword puzzle (Refer to the Learner's Book, page 40)

#### *Learning activities*

Review the previous activity. Revise what was learnt.

## In groups

1. Refer the learners to the activity on page 40 of the PB.
2. Ask them to read the questions from the puzzle. Remind them that all the answers are hidden in the puzzle.
3. Let them shade the correct words they have learnt in the poem. They should also complete the exercise testing tenses.
4. Give the learners a chance to read the answers to the class.
5. By looking for the words in the puzzle, their creativity and thinking skills are enhanced. It also boosts their problem-solving skills.

#### **Answers**

1. Celebrate
2. Purpose
3. Resources
4. Gifts
5. Family
6. Birth
7. Renewed

## Answers

### Puzzle answers

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

## Activity 9: Tenses (Refer to the Learner's Book, page 41)

### In pairs

1. Guide the learners to fill in the blanks with the correct type of tense needed.

### Answers

1. Should
2. Make
3. Cut
4. Work
5. Singing
6. Blow
7. Achieved

2. Ask them to share their answers with class.

### Assessment opportunities

#### Product

Read answers from the learners and check if they are correct. Guide them where necessary.



## Assessment opportunities

### Product:

Read the answers written by the students and correct where necessary.

### Activity 10: Reading about graduation (Refer to the Learner's Book, pages 42-43)

#### As a class

1. Ask the learners to look at the picture in the story and tell you what they think is going on.
2. Read the comprehension as the learners listen.
3. Ask the learners to read the comprehension in turns as the others listen.

## Assessment opportunities

### Observation

Listen as the learners read the comprehension. Observe if their pronunciation is correct and whether they are reading fluently and observing the punctuation marks.

### Activity 11: New words and phrases (Refer to the Learner's Book, page 43)

1. Ask the learners to point all the new words they have learnt in the comprehension.
2. Ask the learners to try and infer the meanings of the words on their own and when stuck guide them on how to use the dictionary.
3. Tell the learners to add the new words to their word bank book.

## Assessment opportunities

### Product

Check the new words that the learners have learnt.

Have they given their meaning correctly? Assess the progress in their word bank books.

### **Activity 12: Oral discussion (Refer to the Learner's Book, pages 43-44)**

#### **In groups**

1. Expect varied but reasonable answers in this activity.
2. Ask the learners to discuss the questions in their books and to give their own experiences. Here expect learners own answers.

#### **Assessment opportunities**

##### **Observation**

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

### **Activity 13: Research and present (Refer to the Learner's Book, page 44)**

#### ***Learning activities***

Let the learners prepare for using a digital device. Arrange them into manageable groups.

#### **In groups**

1. Refer to activity 13 in the Learner's Book. Using a digital device, the learners should research on the nature of social events in different parts of the world.
2. Let them find out what is the importance of the events.
3. They should be able to differentiate the events from other parts with those in their locality.
4. They should make presentations on their findings.
5. Let them present to the class.

#### **Assessment opportunities**

##### **Product**

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

**Activity 14: Reading an invitation letter (Refer to the Learner's Book, pages 44-45)**

***Learning activities***

Introduce the activity by reviewing the previous activity on making a presentation. Ask one learner to talk about his or her presentation.

**As a class**

1. Refer the learners to the class activity on page 45 of the Learner's Book.
2. Remind the learners to be attentive as you read the letter to them. Check on your pronunciation of words.
3. Let the learners discuss what the letter is about and identify the key points mentioned in the letter.
4. In their groups, let them write the points down. Support those that could be having difficulties in doing the exercise.
5. Learners to share their notes with the class.

**Assessment opportunities**

**Product**

Check the work presented by the learners if its correct and under the correct context.

**Activity 15: Writing an invitation letter (Refer to the Learner's Book, pages 45-46)**

***Learning activities***

Introduce the activity by asking the learners if they have ever sent or received a letter. What was the letter about? Let them explain.

**Individually**

1. Refer to Activity 14 of the Learner's Book page 44. Let the learners read the letter again as a class. This is to help them remember the format of a letter and how to write one.
2. Using the sample I Activity 14, learners to write an invitation letter to a friend, inviting him or her to a social event. Learners can choose the social event they like.

3. Go round observing and helping those that may need support. Some may need further clarification, or extra time to do the activity.
4. After that let the learners read out their letter to the class.

### **Assessment opportunities**

#### **Product**

Assess whether the learners have written the invitation letters in the correct format. Which tone did they use? Did they include all the key features of an invitation letter?

### **Activity 16: Further learning (Refer to the Learner's Book, page 46)**

#### ***Learning activities***

Read some letters from the previous activity. Discuss with the learners what a good letter consists of.

#### **Individually**

1. Refer to activity 16. Let the learners read instructions of what they are supposed to do. Brief them on the key points in writing a letter.
2. Learners to write a letter to the chief requesting for permission to participate in a tree planting exercise in their community.
3. NOTE: Unlike the letter in the above activity, learners should adopt a formal tone in this one. For example, on salutation, have 'Dear Sir/Madam'
4. After writing the letters, learners to read out the letter to the classmates.
  - The best letter should be sent to the chief via e-mail. This will boost the confidence of the learners.

### **Assessment opportunities**

#### **Observation**

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

**Activity 17: In summary (Refer to the Learner's Book, pages 46-47)**

***Learning activities***

Arrange the learners and brief them on the creative work involved in the activity. They should have all their drawing tools ready.

**In pairs**

1. Learners to make a poster inviting people for a social event in their school.
2. Drawing is a way of expressing oneself. The learners should therefore try to be original and not copy their friends. It will allow their critical thinking and creative skills be at work.
3. Remind the learners to include the name, venue and time of the event.
4. Let classmates see each other's posters.
5. Let the learners vote for the best poster.
6. The best poster to be used to invite Primary 7 and 8 for a debating session.
7. Prepare the learners adequately and have the opposers and proposers.
8. Select a secretary who will be awarding marks to the points presented by each side.

**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

## Unit 4

# COMMUNICATION

*Refer to Learner's Book, pages 48 - 59*

Learn about	Key inquiry questions
<p>Learners should discuss in pairs and in small groups the different ways through which people communicate with one another (spoken, written, non-verbal etc.) They should list the different ways of communication, compare with other groups, and report back to the class.</p> <p>They should learn about the different styles of English used in different forms of communication (letter, email, text, phone call etc.) by reading a examples. They should read some stories or extracts from a range of sources where different forms of communication are featured. They should practice writing in the different styles, and where possible, they should write letters and send texts and emails etc. to each other or to students in other schools</p> <p>They also discuss in groups the importance of communication and present their findings to the class.</p>	<ul style="list-style-type: none"><li>• What forms of communication do people use?</li><li>• What different styles of English are used in these?</li></ul>

Learning Outcomes		
Knowledge and understandings	Skills	Attitudes
<ul style="list-style-type: none"> <li>Understand the main parts of authentic spoken passages or conversations in a range of different context about communication.</li> <li>Understand authentic texts of some degree of complexity and abstraction in a range of different contexts and produce a summary covering most essential points about communication.</li> </ul>	<ul style="list-style-type: none"> <li>Give a fluently presentation and argue viewpoint with some degree of success on communication.</li> <li>Write a coherent text in an appropriate register about communication.</li> <li>Recognise how authors can achieve effects through sentence pattern and use figurative language on communication.</li> <li>Apply complex language elements in all ways of life to make oneself understood in an efficient manner, drawing on a full range of punctuations to clarify meanings, aid cohesion and create a variety of effects when communicating.</li> </ul>	<ul style="list-style-type: none"> <li>Show confidence and respond readily to questions about communication.</li> <li>Appreciate the benefit of communication.</li> </ul>

### Contribution to the competencies

<b>Communication</b>	to class and other schools.
<b>Co-operation</b>	with group.

## **Assessment opportunities**

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

- Observation
- Conversation
- Product

## **An outline of the learning**

In this unit, learners should be able to explain what communication is. They should work in groups to discuss the importance of communication and share with their classmates. They should use ICT to gather more information and make presentations to the class of their findings, using Power Point where necessary.

They need to read a range of appropriate texts and stories where different forms of communication are featured. They should talk about how these relate to their own experiences. They should then use this experience to write their own stories in appropriate registers. They should be able to write letters send texts and emails to each other or to students in other schools.

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

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

Learners could develop this collection as they progress through the unit.

## **The learner competencies**

This unit presents many opportunities for communication and opportunities to think critically and creatively about different aspects of communication. 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 P6 that the teacher continues to model good communication skills, describing where appropriate features of good communication such as the use of open questions, active listening, correct grammar use and good body language.

### **Links to other subjects**

This unit provides a good opportunity to link into ICT. Modern means of communication bring about the use of ICT or the internet whereby electronic devices like smart phones are used for communication and also as a source of reference materials that can be used in the learning process.

### **Cross-cutting issues**

**Life skills:** through the exploration of different ways of communication it is possible to create or promote different styles of writing and communication and how appropriate they are while talking to different age groups in the society and how fast and urgent the message is.

#### **Activity 1: Identifying different ways of communication (Refer to the Learner's Book, pages 49-50)**

#### ***Learning activities***

Refer to Activity 1. Arrange the learners in pairs. Let them study the picture and identify gadgets they know and name them.

#### **In pairs**

1. Ask the learners to name what they see in the pictures.
2. Ask them what the gadgets are used for.
3. Then ask the learners if they have used any of them. Let them explain. Let some learners draw the gadget they have used on the board for the rest of the class to see.
4. Let the learners say what other means of communication they know. Guide them to write down a few sentences about the gadgets they have used.
5. Read them to the class.

### **In groups**

1. Ask the learners to be in groups and discuss the questions in the learner's book.
2. Ask them to list different ways that can be used to pass information and explain how each means work. Let them explain which way they prefer to use and why. Ask them to name which way they are not likely to use and why.
3. Ask the group leaders to share their answers with the class.
4. Select a few individuals to give comments on the presentations.

### **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.

### **Activity 2: Learning vocabulary (Refer to the Learner's Book, page 50)**

#### ***Learning activities***

Introduce the activity through oral questions to recap the previous activity.

### **In pairs**

#### **(a) Jumbled words**

1. Read the words and the learners read after you. Ensure correct pronunciation of the words.
2. Guide the learners to look up the words in the dictionary.
3. They can use gestures to try and explain the meanings of some words. This makes the learning more enjoyable and memorable.
4. Let them use the words to construct sentences.
5. Read the sentences to the class.

### ***Expected Answers***

- Information
- Documents
- Radio
- Internet
- E-mail

### **(b) Miming**

#### **As a class**

Call a learner for each mime and ask them to mime the things you whisper to them and the class to guess the correct action.

1. Someone watching TV.
2. Someone listening to Radio.
3. Someone making a phone call using a smart phone.
4. Someone using a computer.
5. Someone using rotary dial telephone.

#### **Assessment opportunities**

##### **Observation**

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

### **Activity 3: Reading a passage (Refer to the Learner's Book, pages 51-52)**

#### ***Learning activities***

Before you read the story you could review the previous activity through oral questions. Using flash cards, you could remind the learners about the new words learnt in the previous activity. The learners should read the flash cards and enhance their reading skills.

#### **As a class**

1. Discuss the pictures in Activity 3. Provide guiding questions; for example 'What do you see in the picture? What is it used for?'
2. Discuss the new words in the passage using flash cards. Use word recognition

games to learn their meaning; for example lucky dip and scrabble.

3. Let the learners participate in the activities. This promotes inclusive education. Working together strengthens the social cohesion.
4. Once that is successfully done, let the learners read the passage in turns. Remind them on the skills of good reading; body posture, intonation, pronunciation and punctuation. Correct learners on any mistakes as they read.
5. Ensure that all learners take part in the reading.
6. In conclusion, one learner could give a summary of what has been read.

### **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 4: New words and phrases (Refer to the Learner's Book, page 52)**

#### **In pairs**

1. Ask the learners to identify all the new words they have learnt in this passage.
2. Guide the learners as they try to infer the meanings the words they have identified.
3. Let the learners share their work with the class.
4. Select a few members to give comments on the presentations.

#### **Individually**

Ask the learners to write down all the new words they have learnt in their word bank books and practise using the words.

### **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 5: Answering comprehension questions (Refer to the Learner's Book, page 53)**

**Learning activities**

Review the previous activity through oral questions.

Example:

- What did we read yesterday?
- What are some of the types of communication mentioned?

**In groups**

1. Refer to the story 'Communication' in Activity 3. Ask the learners to mention what they remember in the story. Let them look at the pictures also.
2. In turns, let the learners read the story again. Remind them on the skills of good reading; body posture, intonation, pronunciation and punctuation. Correct learners on any mistakes as they read.
3. Let a few learners retell the story; this will help you assess whether the story has been understood or not. Retelling the story boosts the learners' communication and confidence.
4. Let the learners do the comprehension exercise. Let them discuss to ensure they get the correct answers. Note that the discussions cultivate good citizenship and awareness.
5. Learners to read their answers to the class.

**Answers**

1. List down the threetypes of communication
  - Verbal
  - Non-verbal
  - Written
2. Give three examples of electronic writings.
  - SMS
  - Printed work
  - Email
  - fax

3. Which type of communication is easy and fast?
  - Oral communication
4. According to the passage, give the importance of communication.
  - It improves relationships
  - It allows the spread of information through printed media
  - Helps us understand people's feelings and emotions
5. Mention the type of communication you would use to communicate with the following people:
  - a) Your desk mate (own answer)
  - b) The school head teacher (own answer)
  - c) The head of your state (own answer)(Give reason)

Question 6 and 7 expect varied but reasonable answers.

## 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 6: Writing a summary (Refer to the Learner's Book, page 53)

### Learning activities

Review previous activity with oral questions. Let learners mention what they can remember about the passage.

### In pairs

1. Refer to activity 6. Learners should read the text on communication, again. Remind them on the skills of good reading.

2. As they read, ask them to list down the main points about communication. They should try and capture all the key points. These points are important as they will help them write their summary.
3. Once the learners are through with their reading guide them to write a summary on the topic 'Types of Communication'. Be observant and keen to help those that may be facing difficulty. Assist all those that need extra help.
4. Once the learners are through with the exercise, let them read to the class.

### **Individually**

1. Ask the learners to write a summary about "Types of communication". They should use the points they discussed.
2. Let the learners read their summaries.

### **Assessment opportunities**

#### **Conversation**

Talk to pairs of learners about the passage, checking that they can describe the main features of the text. Encourage them to explain to you why they believe this aspect of the text is important.

#### **Product**

Consider the sentence structure in the 100 word summary. Is there evidence of accurate spellings of key words?

### **Activity 7: Reading a conversation (Refer to the Learner's Book, pages 54 - 55)**

#### **Learning activities**

Introduce the activity by asking the learners:

- What was the key message in the last story we read?

Let as many learners as time can allow respond.

### **In pairs**

1. Organise the learners to choose the different characters of the conversation they will play, according to Activity 7.

2. Let them read the dialogue ensuring the correct intonation and pronunciation of words is used.
3. For good mimicking, let the learners memorise the dialogue.
4. After some minutes, let the pair of learners that has been able to mimic the dialogue, act in front of the other learners.
5. Remember by engaging in group work, the social skills of the learners are cultivated.

## **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. Are they using gestures and facial expressions?

### **Activity 8: Role-playing (Refer to the Learner's Book, page 55)**

#### ***Learning activities***

Review the previous activity with oral questions. It is a good form of revision as the learners remind themselves of what they learnt.

### **In pairs**

1. Arrange the learners in pairs. With reference to Activity 7; let them read the dialogue again. Allow the learners to read again and again until they master all the words. It promotes lifelong learning.
2. Emphasise to the learners, the polite language used in the dialogue.
3. Let the learners discuss how to write their own conversation with a friend.
4. In groups, let the learners role - play, in turns. The exercise is helpful to all the learners regardless of their abilities. This will promote their **communication** skills.
5. This brings enjoyment in the activity and also promotes self-expression. Learners should be supportive of each other regardless of gender.



## Assessment opportunities

### Observation:

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

**Activity 9: Writing a phone conversation (Refer to the Learner's Book, pages 55 - 56)**

### *Learning activities*

Review the previous dialogue. Let learners see the format and the way dialogues are written.

## Individually

Using the points discussed in pairs in Activity 8, learners can now write their own phone conversation.

1. Let the learners imagine they are calling a friend about something that happened in school that day. This gives them a chance to exercise their creativity and imagination.
2. Guide every learner to write a short telephone conversation. They should ensure polite language is maintained. In the Learner's Book there are some helpful phrases that the learners can use in telephone calls:
3. Go round the class assisting any learner that may need assistance.
4. After all learners have completed the task, let them read to the class.

## Assessment opportunities

### Product

Assess what the learners have written. Is it correct in this context? Have the learners used a polite language?

## Activity 10: Reading a story (Refer to the Learner's Book, pages 56 - 57)

### *Learning activities*

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

### **As a class**

1. Guide the learners in reading the story and discuss the questions in the Learner's Book.
2. Learners should be able to discuss the story and look at how the writer brings out the message of the story. For example;
  - Has he used figurative language like idioms, similes and metaphors?
  - Has the writer used specific nouns, adjectives and verbs to express something?
  - Have vivid sensory phrases been used to create clear pictures?
3. Pick a few learners to point out these key points in the passage.
4. After discussions let them sit individually to write down some of the findings of the discussion.

Learners to share their work with the class.

### **Answers**

Own answers

### **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 11: Oral discussion (Refer to the Learner's Book page 57)**

#### **In groups**

1. Ask the learners to tell the story as their own using their own words.
2. Ask the learners to discuss the main means of communication used in this story and effective it is.
3. The learners to use adjectives to describe Peter's character and give an explanation as to why they said he has a certain character.
4. Let the learners recount if they have ever found themselves in the situation that peter was in and what they did.
5. Ask the learners to share their work with the class.
6. Select a few individuals to give comments on the presentations.
7. Expect varied but reasonable answers.

#### **Assessment opportunities**

##### **Observation**

Assess how well learners are involved in group discussions and the quality and relevance of their contributions. Listen as the learners retell the story 'Peter's school fees'. Consider whether they are able to articulate their ideas effectively and whether they demonstrate creativity and imagination.

### **Activity 12: Analysing features of communication (Refer to the Learner's Book, pages 57 - 58)**

#### **Learning activities**

Introduce the activity by asking the learners:

- How do you write the messages?
- Who do you send text messages to?

Let as many learners as time can allow respond.

### **In groups**

Refer to Activity 10:

1. Let the learners discuss what they think about the text messages in the Learner's Book.
2. To help the learners be creative and imaginative, ask one of the them to assume he or she is Peter. How would they write the messages?
3. After that activity, let them write some of their text messages. Ask the learners to give examples.
4. Let each learner write a text message to the parent or guardian; asking them to buy them a book they like.
5. Some learners might have difficulty in doing the activity. Try to advise according for inclusive learning; where all learners are treated equally.
6. Once every learner has completed let them read their messages to the class.

#### **Answers**

Accept any relevant answers.

### **Assessment opportunities**

#### **Product**

Read the messages written by the learners and check if they are correct according to this context. Did they use a polite tone?

#### **Activity 13: Learning different forms of communication (Refer to the Learner's Book, page 58)**

#### **Learning activities**

Introduce the activity by reviewing the previous activity.

### **In groups**

Refer to activity 13 in the Learner's Book.

1. Have them pick one form of communication to let their principal know of their targets as a class. The examples to choose from are (a letter, email, text message, phone call).

2. Have students read out what they have written or act out the phone calls.
3. Ask the learners to explain why they have used a certain means of communication.
4. Listen to their presentations and let the learners hear the presentations of their classmates and choose the best presentation.
5. Working in groups promotes **co-operation**, inclusive education and **communication**.

### **Assessment opportunities**

#### **Product:**

Read answers provided by the pupils and consider whether choices of answers are correct in the given contexts and that they followed the correct format in whichever method they chose.

**Activity 14: Research on different forms of communication (Refer to the Learner's Book, pages 58 - 59)**

#### ***Learning activities***

Learners review the previous activity.

#### **As a class**

1. Refer to activity 14. Learners should be well equipped with a digital device for example a smartphone to research on different forms of communication.
2. Have the learners list down characteristics of each form of communication.
3. Ask the students to mention the most common in their community.
4. Ensure inclusive learning by making sure that even shy learners participate in the discussion.

#### **In groups**

1. Ask the learners to pick any form of communication they discussed in class and write three paragraphs about it.
2. Let them present their work to the class.
3. Read answers provided by the pupils and consider whether choices of answers are correct in the given contexts to the class and the class to make corrections.

4. Ask the class to vote for the best two works presented.
5. Print/write a clean copy of the work and post them on the school noticeboard.

### **Assessment opportunities**

#### **Product**

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

#### **Activity 15: Presentations (Refer to the Learner's Book, page 59)**

#### ***Learning activities***

Review the previous activity with oral questions.

#### **In groups**

1. Using a digital device like a computer or a smart phone, let the learners research more on the importance of communication.
2. Guide them to also gather tips from the range of sources provided in this unit.
3. Learners to discuss in their groups their findings. Write down your discussion notes because they will help with the Power Point presentation.
4. After the discussion, let the learners use their notes to write a story showing how communication is important.
5. Encourage the learners to use PowerPoint to write a short story and make their presentation.
6. It would be ideal if the learners wrote and did their presentations in their small groups.
7. Present your findings to the class, using PowerPoint presentation. Each group reports their findings to the whole class.

#### ***Answers***

Accept any relevant answers.

## Assessment opportunities

### Product

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

**Activity 16: Writing and making presentations (Refer to the Learner's Book, page 59)**

### In groups

Ask the learners to write a story about 'The importance of communication' using the information they have learnt in this unit. They can also use the internet or the local library for reference.

## Assessment opportunities

### Product

Read the work written by the learners. Are they creative enough? Are they able to do a thorough research and come up with good findings?

**Activity 17: Further learning (Refer to the Learner's Book, page 59)**

### *Learning activities*

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

### In groups

1. Instruct the learners to find out from the elderly in their community the different types of communication they used.
2. Learners should be able to ask relevant questions on the theme.
3. Let them discuss how they are different from the ones used today with the class.
4. These discussions are good at perfecting the learners' communication skills and citizenship.

## **Assessment opportunities**

### **Conversation**

Talk to the learners and find out the different modes of communication they gathered and assess how applicable they are to the unit.



## Unit 5

# BANKING

*Refer to Learner's Book, pages 60 - 71*

Learn about	Key inquiry questions
<p>Learners should read some texts about banking (books, leaflets, instructions, and, where possible, on-line information) to find out how the process works. They should acquire the vocabulary used in banking transactions (e.g. deposit, withdrawal, check-book, bank loans, money transfer, etc.) by reading texts of moderate length and complexity related to banking. They should also discuss in groups how these terms are applied in banking transactions and present to the class effectively and efficiently.</p> <p>They should also learn the different vocabularies used to describe people working in the banks (cashier, bank manager, accountant, teller etc.) and explain their responsibilities to the class. They should also write short coherent texts using correct structures to describe banking transaction.</p>	<ul style="list-style-type: none"><li>• How do we use language when describing transactions?</li><li>• How do we use vocabulary of banking in relation to people working in the banks?</li></ul>

Learning Outcomes		
Knowledge and understandings	Skills	Attitudes
<ul style="list-style-type: none"> <li>Understand the main points of an authentic spoken passage or conversation involving one or more speakers about banking.</li> <li>Understand the main points of authentic written texts of moderate length and complexity and produce a summary of majority of points about banking.</li> <li>Understand and use abstract nouns, adjectives, adverbs, pronouns, prepositions and conjunctions appropriately in relation to banking.</li> </ul>	<ul style="list-style-type: none"> <li>Structure writing of coherent texts in an appropriate registers in relation to banking.</li> <li>Use grammatical structures correctly (tense, agreement, plural) related to banking.</li> <li>Use a range of strategies to spell difficult and unfamiliar words related to banking.</li> </ul>	<ul style="list-style-type: none"> <li>Communicate with confidence on the subject of banking.</li> </ul>

### Contribution to the competencies

<b>Communication and Co-operation</b>	to class and other schools.
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### Assessment opportunities

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

- Observation
- Conversation
- Product

### An outline of the learning

In this unit, learners should be able to read a range of texts on banking (leaflets, books, instructions and where possible, on-line information) to find out how the process works. They should acquire the vocabulary used in banking transactions

e.g. deposit, withdrawal, cheque-book, etc. Learners should discuss in groups how terms applied in banking transactions are used and present to the class effectively.

They should learn vocabulary used to describe people working in the banks (cashier, teller, accountant, bank manager) and explain their responsibilities to the class. Learners should also write short coherent texts using correct structures to describe banking transactions.

They are also encouraged to use the internet or other digital devices to learn more about this theme.

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

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

Learners could develop this collection as they progress through the unit.

### **The learner competencies**

This unit presents many opportunities for communication and opportunities to think critically and creatively about different aspects of culture and identity. Learners are asked to work in pairs and groups, so there are continuous opportunities for co-operation and teamwork also. This unit provides good opportunities to create roles in groups so that for example there is a writer, questioner, presenter and group leader. It is important in P6 that the teacher continues to model good communication skills, describing where appropriate features of good communication such as the use of open questions, active listening, correct grammar use and good body language.

## Links to other subjects

This unit provides a good opportunity to link into **social studies**, **Mathematics** and **TVET**. Different careers for workers in the bank can be explored through this unit by learning more about banking and banking activities.

## Cross-cutting issues

**Life skills:** Through exploration of banking it is possible to fuel the ambitions and careers of learners into different paths and look at banking and everything it entails at a different perspective which is important in influencing their decision making and personal development.

### Activity 1: Identifying a banking environment (Refer to the Learner's Book, page 61)

#### *Learning activities*

Let the learners study the pictures and then discuss what is in each picture. They could then dramatise some of the activities that are done in the bank e.g. using ATM, withdrawing money, signing a check and so on.

#### **In pairs**

1. Guide the learners to say what activities they see in the picture in the Learner's Book.
2. Guide the learners to orally construct sentences using each picture.
3. Let them share whether they have ever been to a bank and share your own experience with the class.
4. Note that this activity builds on the self-esteem and confidence of the learner. The oral work in groups helps to strengthen the learners' rapport and imagination. Working in groups promotes **co-operation**, inclusive education and **communication**.

#### **As a class**

1. Ask an individual to come in front, whisper to them a certain word and ask them to mime actions for the word and let the class guess the word the individual has mimed.

2. Words to be mimed:

- Someone trying to withdraw some money from the ATM machine
- A security officer guarding the bank
- A customer queuing in the bank waiting to deposit money
- A teller serving a customer at the bank
- A customer care service assistant talking to a customer on the phone

### Assessment opportunities

#### Observation

Observe how the learners play out the mimes. Are they able to use the correct gestures and facial expressions to match the descriptions they are miming to? Was the rest of the class able to guess the correct words for the mimes?

### Activity 2: Learning vocabulary on banking (Refer to the Learner's Book, pages 61-63)

#### Learning activities

As an introduction, learners can read the new words and use gestures to show what they mean. Let the other learners guess the meaning of the gestures.

#### In pairs

1. Ask the learners to look at the pictures in the learner's book and describe the things they can see.
2. Let them write down the words, read them out and spell them to the class.
3. Ask them to say the use of each word they wrote.

#### In groups

1. Let the learners read the new words.
2. For the words learners are not familiar with, they could look them up in the dictionary.
3. Let each pair construct simple sentences using the new words and complete the exercise that follows. Working in pairs promotes **co-operation**, inclusive education and **communication**.

4. Assist any pair that could be facing difficulty. Assess if the learner needs more clarification or re-grouping and assist accordingly.
5. Read the sentences to the class.

### **As a class**

1. Let the learners read the words in the box again and remind themselves of their meaning.
2. Ask the learners to use the words to fill in the gaps of sentences in the Learner's Book in their exercise books.

### **Answers**

1. Deposit    2. Cheque    3. Teller    4. Loan    5. Withdraw

### **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 3: New words and phrases (Refer to the Learner's Book, page 63)**

#### **Individually**

1. Ask the learners to say all the new words that they have learnt in banking.
2. Let them write the words in their word bank book.
3. Ask them to read the words to their desk mates.

### **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 4: Reading about banking (Refer to the Learner's Book, pages 63 - 64)**

#### ***Learning activities***

Introduce activity by reviewing the previous activity in Activity 2. Let learners remember the new words they learnt.

Revise on how stories are structured so that learners are ready for this activity.

#### **In groups**

1. Refer the learners to Activity 4. Let them read the passage very carefully.
2. Let them read it in turns so that all the learners get a chance of reading. This promotes co-operation and improves their reading skills.
3. Remind the learners to critically look for styles the author has used to write the passage.
4. Allow the groups to discuss how the story is structured. They can identify:
  - The nouns, adjectives adverbs, pronouns and conjunctions used.
  - The complex sentences used.
  - The grammatical structures of the sentences in the story.
5. Ask the learners oral questions from the passage to assess whether they have understood.

#### ***Answers***

Accept any relevant answers.

#### **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 punctuations marks while reading and display of confidence while reading.

### Activity 5: Facts about banking (Refer to the Learner's Book, pages 64 - 65)

#### In pairs

1. Tell the learners to write down all the facts that they have learnt about banking in their fact books.
2. Ask them to add other facts they know about banks and share their points with the class.

#### In groups

1. Let the learners say the features they remember about brochures.
2. Guide them in pointing out the main features.
3. Ask them to mention the benefits of banking that they know of.
4. Let them use their points to come up with a brochure.
5. Pick the best brochure to be pinned behind the class.

#### Answers

Own answers

#### Assessment opportunities

##### Product

Check the learner's fact books and see if they are making any progress. Check also on the spellings.

### Activity 6: Answering questions from the passage (Refer to the Learner's Book, page 65)

#### Learning activities

As an introduction, learners can read the new words and use gestures to show what they mean. Let the other learners guess the meaning of the gestures.

#### In pairs

1. Tell the learners to list all the vocabulary in banking from the passage.
2. Let them say the meaning of the words according to their own understanding.
3. Guide the learners in inferring the meaning of the words.



### As a class

Refer to Activity 6;

1. Let the learners discuss the answers to the questions in the Learner's Book with their deskmates.
2. Working in small groups, promotes **co-operation** and perfects their **communication** skills.
3. Then they can share the answers with the rest of the class. This boosts their self-esteem.

#### Answers

Expect varied answers

### Assessment opportunities

#### Product:

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

### Activity 7: Solving a crossword puzzle (Refer to the Learner's Book, page 66)

#### Learning activities

To introduce the activity the teacher can choose from a variety of creative options. It is important to note that the teacher needs to be innovative to capture the learners' attention. They can play a short game of hide and seek to symbolise that the words they are looking for are also hidden.

### In groups

Refer the learners to the activity.

1. Ask them to read the questions from the puzzle. Remind them that all the answers are hidden in the puzzle. They can be read horizontally and vertically.
2. Let them shade the correct words they have learnt in the passage.
3. By looking for the words in the puzzle, their **creativity** and **thinking** skills are enhanced. It also boosts their problem-solving skills. Give the learners a chance to identify more words that are related to banking in the puzzle.

4. They could use the same words to construct sentences so that there is mastery of the content.
5. Give the learners a chance to read the answers and their sentences to the class.

**Answers**

- a) lend
- b) withdraw
- c) deposited
- d) teller
- c) money/savings

**Puzzle answers**

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

**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 8: Bank staff (Refer to the Learner's Book, page 67)

### In pairs

1. Refer to Activity 8, in the Learner's Book. Let the learners read the instructions.
2. Explain to them how they should match the pictures below with the names correctly.
3. Remind the learners to pay attention and not to rush in getting the answers. Let them match the words and pictures correctly.
4. Give the learners a chance to share their answers.
  - Ask the learners to say who these people are and what they do in the bank and if they have ever seen them.
  - Select some individuals to make comments on the presentations.
  - Expected answers
  - Customer care representative
  - Teller
  - Bank manager
  - Security officer at a bank

### In groups

Ask the learners to discuss what they think these people do in the bank and share their work with 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 they have described.

### Activity 9: Mime (Refer to the Learner's Book, pages 67 - 68)

#### *Learning activities*

1. Ask the learners to pick any bank worker admire from the list they made in activity 8 and think of what the worker does.
2. Let the look for actions that show what the worker does and mime the actions before the class.
3. The class can then say out loud which work the learner admires according to what he or she has mimed.
4. The learners to clap and you commend on the best mime.

#### **Assessment opportunities**

##### **Observation**

Observe how learners mime the work done by the worker they admire. Are they able to use gestures well? Are their facial expressions accurate? Are they able to express themselves in a clear way?

### Activity 10: Reading a story (Refer to the Learner's Book, page 68)

#### *Learning activities*

Introduce the activity by asking the learners to recap on the discussions in the previous activity. Let the learners discuss the title of the story and try guessing what the story is about. This arouses their curiosity and learners are eager to read the story.

#### **In groups**

Refer the learners to Activity 10. Let them read the passage.

Let them read it in turns so that each learner gets a chance of reading. This promotes **co-operation** and improves their reading skills.

## 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 punctuation marks and display of confidence while reading.

## Activity 11: Oral discussion (Refer to the Learner's Book, pages 69-70)

### As a class

1. Guide the learners to answer the comprehension questions.
2. Then they can share the answers with the rest of the class. This boosts their self-esteem.

### Answers

1. Laban discovered an ATM, machine that removes cash.
2. Laban accompanied his mother because she promised to buy him a pair of shoes.
3. Accept any relevant answers.

### Word attack

#### In pairs

Ask the learners to correct the spellings of the words in the Learner's Book and use them to fill the blank spaces.

### Expected Answers

- Withdraw
- Savings
- Loan
- Main
- Interest
- Guard
- ATM

## Assessment opportunities

### Observation

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

### Product

Read the words and consider whether choice of vocabulary is effective in this context. Assess whether the learners can easily identify the words from the misspelt ones and whether they understand the meaning of these words. Explain to them the meanings if it happens that they do not know.

## Activity 12: Conversation on banking (Refer to the Learner's Book, page 70)

### Learning activities

Review previous activity through oral questions on what was covered.

### In pairs

1. Refer to Activity 12 on page 70.
2. Let the learners organise themselves as they read the dialogue in turns and fill in the blank spaces.
3. Have them read their answers to the class.

### In groups

1. Let the learners organise themselves, read and act the dialogue. Which pair acted the best?

This will build their problem- solving skills.

Answers

1. ATM      2. debit      3. money      4. withdraw

## Assessment opportunities

### Product

Read answers and consider whether choice of vocabulary is effective in this context used in filling in the gaps..

### **Activity 13: Writing a conversation (Refer to the Learner's Book, pages 70-71)**

#### **Learning activities**

Review previous activity through oral questions on what was covered.

#### **In groups**

1. Refer to Activity 13 in the Learner's Book. Guide the learners in writing a conversation using the situation given. Remind them to always use polite language.

*(Situation: Your parent is talking to a Bank Teller. He or she wants to withdraw some money.)*

2. Encourage them to use the vocabulary they have learnt so far.
3. Let the learners organise themselves as they read and act their conversation.
4. Have the learners present their conversation to the class.
5. Select some individuals from the class to give comments on the presentations.

#### **Assessment opportunities**

##### **Observation**

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

##### **Conversation**

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

### **Activity 14: Further learning (Refer to the Learner's Book, page 71)**

#### **Learning activities**

Before the activity begins, arrange the learners and prepare them to visit the bank. Advise them on keeping good behaviour, and to ask relevant questions. Introduce the visitor, a bank worker to the class.

### **As a class**

1. Plan a visit to the bank.
2. Let the learners identify the people they have learnt in this unit.
3. Advise them to talk to the bank manager about how the bank works. Remind them to pronounce the words correctly and be audible. This will improve their **communication** skills.
4. Let the learners discuss their experiences with the class.

### **Assessment opportunities**

#### **Observation**

Observe how the learners interact with the bank manager. Are they polite? Are they able to express themselves fluently and confidently? The questions they ask do they portray a deep understanding about what they have learnt in this unit?

**Activity 15: In summary (Refer to the Learner's Book, page 71)**

#### ***Learning activities***

Review the previous activity with oral questions on what was covered.

### **In pairs**

1. Guide the learners to draw a picture of any bank worker they have read.
2. Let them share the picture with the rest of the class.
3. Let the learners take turns to go to the front of the class and talk about the roles of the person they have drawn in a book.
4. The best picture should be pinned at the back of the classroom. This exercise builds on the creativity of learners and boosts their self-esteem.

### **Assessment opportunities**

#### **Observation**

Look at the pictures the learners have drawn. Are they accurate and eye-catching? Are you able to see in details the worker that the learner was drawing even without asking the learner to explain?



## Unit 6

## Letter writing

Refer to Learner's Book, pages 72 - 89

Learn about	Key inquiry questions
<p>Learners should be shown a range of job application letters and work in groups to identify the key features of these. They should look at secretarial features (such as, name and address of the recipient, date, writer's address, subject, signature) and look a key structures and phrases (such as: I wish/would like to apply for the position of..... I have worked for ... for ...years; I have attached my CV... The referees who will support my application.. I am ready for an interview at any time.)</p> <p>They should also look at the sorts of information the letters contain, and the way in which the applicants have written about their suitability for the job.</p> <p>They should write their own application letters for a job. They should focus on purpose of writing an application letter for a job and what should be included in it (such as details of a job advertised and how their experience and skills make them suitable for this job.)</p> <p>They should submit these letters to other groups who should read them and select the best applicant on the basis of their letters, giving reasons for their decisions.</p>	<ul style="list-style-type: none"><li>• What is an application letter for a job like?</li><li>• What sort of things should I say about myself? How can I phrase these persuasively?</li><li>• What questions should I ask in my letter?</li></ul>

Learning Outcomes		
Knowledge and understandings	Skills	Attitudes
<ul style="list-style-type: none"> <li>• Know the standard format for writing a letter to someone they know.</li> <li>• Know the key vocabulary to use in a letter.</li> <li>• Understand and use adverbs, adjectives, nouns prepositions and conjunction appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the features of a letter, and understand how it is structured and how features are position.</li> <li>• Produce letter following the standard format.</li> <li>• Adapt sentence construction for different purposes and readers.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop attitudes of communicating accurately and independently in writing for a purpose.</li> </ul>

### Contribution to the competencies

<b>Communication</b>	Communicate to the other people through writing.
<b>Co-operation</b>	Working together in order to produce an application letter for a job.
<b>Critical thinking</b>	Think critically about how to write an application letter for a job.

### Assessment opportunities

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

- Observation
- Conversation
- Product

## **An outline of the learning**

This unit will help the learners develop their vocabulary in relation to letter writing. The activities will help learners to understand the different formats of writing job application letters. The activities will enable the learners to be able to describe different road vehicles.

There are many opportunities within this unit for learners to practice and improve their speaking and listening skills. There are many discussions to be held about the different structures and phrase use in job application letters and learners should be encouraged to communicate clearly and effectively as they share their ideas.

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

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

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

Learners could develop this collection as they progress through the unit.

## **The learner competencies**

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

groups so that for example if there's a writer, questioner, presenter and group leader. It is important in primary 6 that the teacher continues to model good communication skills, describing where appropriate features of good communication such as the use of open questions, active listening, correct grammar use and good body language.

### **Cross-cutting issues**

**Life skills:** through the exploration and discussions on letter writing helps realise how jobs applications can be done in real life and the language that is appropriate in formal and informal set-ups.

#### **Activity 1: What is a letter? (Refer to the Learner's Book, page 73)**

#### **In pairs**

1. Introduce this activity by guiding learners to list down how people communicate with each other.
2. Let the learners look at the pictures and tell what they see. This picture illustrates learners writing letters.
3. Let them answer the questions in Activity 1. It is important that the learners identify the activity that is happening in the pictures in the learner's book.
4. Emphasise that a letter is one way widely used the world over to communicate.
5. Explain specific words and phrases used in formal letters, for example, ...I have worked for...for...years ;I have attached my CV.
6. Accept any sensible and accurate sentences written by the learners.
7. Learners to read sentences in class.

#### **Assessment opportunities**

##### **Conversation**

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

## Activity 2: Learning Vocabulary on letter writing (Refer to the Learner's Book, pages 73 - 74)

### In pairs

1. Introduce the activity by drawing reference to the previous activity in activity 1.
2. Read the words in Learner's Book.
3. Let the learners read the words after you.
4. Guide the learners in looking the words in the dictionary. Let the learners read the words and their meanings.
5. Insist on correct pronunciation.
  - a) address
  - b) recipient
  - c) applicant
  - d) referee

### Assessment opportunities

#### Product:

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

## Activity 3: Reading different letters (Refer to the Learner's Book, pages 74 - 76)

### *Learning activities*

Start the activity by asking learners to say some of the phrases they read in Activity 2.

### As a class

1. Let the learners read the letter in Activity 3.
2. Help the slow readers catch up.

### **In groups**

1. Let the learners read the letters again.
2. Give them time to discuss the letters.
3. Ask the learners to pick out phrases from the letters.
4. Introduce the learners to the differences between a formal and non- formal letter.

### **Assessment opportunities**

#### **Observation**

Listen to groups of learners as they discuss the differences between the two letters that they have read. Consider whether they are able to articulate their answers effectively.

### **Activity 4: Reading a passage (Refer to the Learner's Book, pages 76 - 77)**

#### **Before reading**

The pre-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. Guide the discussion on the given questions.

#### **As a class**

1. Introduce the learners to read a passage about job applications.
2. This activity will give the learners insight on the important features of application letters.

#### **In groups**

1. Guide the learners in answering the questions after the passage.
2. Let them use the passage to get answer.

#### **In pairs**

1. Let the learners work with their deskmates.
2. Check to see that the facts they have presented are correct.

## Assessment opportunities

### Observation

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

### Product

Check on the learners fact book and assess the progress.

**Activity 5: Reading an application letter (Refer to the Learner's Book, pages 77 - 79)**

### Before reading

Guide the learners in answering the questions in the learner's Book.

This activity gives insight on what to expect from the letter.

### As a class

1. Let the learners read the letter in the Learner's Book.
2. Ask them to identify the different features of the letter as they read.
3. Let them mention the phrases used in the formal letter.

### In groups

1. Guide the learners in answering the questions about the letter.
2. Encourage them to revisit activity 2 to remind themselves the meaning of different vocabularies in letter writing.

### *Expected answers*

1. Joseph Oduk.
2. From Kara Daily.
3. Headteacher of Tambura Primary School.
4. Block

### In pairs

1. Guide the learners in answering the questions.
2. Expect varied answers.

## 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 79)

#### As a class

1. This activity can be used to reinforce the use of job application letters and their features.
2. In asking the learners to tell of a job advertisement they have seen, you are letting them know the relationship between job advertisements and job application letters. Guide them in understanding that.

## Assessment opportunities

### Observation

Listen as the learners answer the questions in the Learner's Book. Assess whether they have understood what kind of information to pick from an advertisement when applying for a job.

### Activity 7: Features of a job application letter (Refer to the Learner's Book, pages 79 - 81)

The aim of this activity is to bring to the attention of the learner, the format of an application letter.

1. The learner should also notice the brevity, content and precision of the letter
2. Introduce the activity by reviewing the previous activity .
3. Guide the learners in going through the structure guide lines provided in the learner's book.

#### In groups

1. Allow learners, in reference to the letter, to match boxes with the relevant information.



2. The learners present their marked letters to the class.

### **Answers**

- i. Top hand right corner – writers address
- ii. Below left hand – recipients address
- iii. Below left hand box – salutation
- iv. Paragraph one – introduction
- v. Paragraph 2 – key information
- vi. Below paragraph 2 – signature
- vii. Last box – name

The learner to read own answers to the class.

### **As a class**

Let learners read the letter in activity 2 again and let them copy the letter in their notebooks.

### **In groups**

Let the learners label the letter in their groups.

### **Assessment opportunities**

#### **Observation**

Observe the learners as they work in groups. Monitor to see that each learner is participating fully in the exercise. Assess whether there is agreement between the group members on the answers that they are suggesting.

#### **Product**

Assess the labelled letter structure produced by each group to see whether the lesson on job application letter structure was well understood.

### **Activity 8: Learning the phrases used in letter writing (Refer to the Learner's Book, pages 81 - 82)**

### **In groups**

1. Listen as the learners read the phrases given.
2. Comment on their pronunciation.

3. Comment on the use of each phrase listed in 1.
4. Let the learners match the phrases in 1. with their uses in 2. and present their answers to the class.

#### ***Expected answers***

- a. Opening
- b. Talking about your education and experience
- c. Talking about your education and experience
- d. Talking about your education and experience
- e. Talking about your education and experience
- f. Closing comments
- g. Why you are the best for the vacant position
- h. Reason for writing
- i. Closing comments
- k. Opening
- l. Why you are the best for the vacant position

### **Assessment opportunities**

#### **Observation**

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

### **Activity 9: Writing a fictional letter (Refer to the Learner's Book, pages 82 - 84)**

#### **In groups**

1. Introduce this activity by talking about requirements for various jobs. They include; patience, endurance, academic qualifications, passion etc
2. Learners to talk about the qualifications required, the qualifications they possess and what they will do to meet these requirements
3. Guide the learners in reading the vacancy advertisement in the Learner's Book.

#### **Individually**

1. Introduce the activity by reviewing the format of an application letter.

2. Guide learners to discuss some of the qualifications an applicant would impress an employer.
3. Allow learners to write an application letter.
4. Learners to present their applications to the class.

### **Assessment opportunities**

#### **Observation**

This helps you gauge what learners do and do not know, especially during group discussions. This activity will help you monitor the progress of the learners, identifying the learning needs they might have concerning letter writing, skills they are having difficulties to acquire, and the concepts they are struggling to understand.

#### **Activity 10: Reading a poem (Refer to the Learner's Book, pages 85 - 86)**

#### **As a class**

1. The poem offers a good opportunity to discuss poetic form and choice of phrase and vocabulary for writing letters.
2. For this activity, you should focus on the content of the poem. The themes of the poem are the structures of a job application letter.

#### **In groups**

1. Recite the poem to the learners. Include appropriate facial expressions and gestures.
2. Let the learners master the poem in groups and recite it to the class.

#### **In pairs**

1. Ask the learners to read the poem again.
2. Let the learners answer the questions about the poem. Encourage them to refer to the poem.

### **Assessment opportunities**

#### **Conversation**

Assess whether learners understand the structure of writing a job application letter.

## Product

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

### Activity 11: Re-writing an application letter (Refer to the Learner's Book, pages 87 - 88)

#### In pairs

1. Let the learners read the letter in the Learner's Book with their deskmates.
2. Ask them to identify and note the structure of the letter as they read.

#### Individually

1. Introduce the activity by talking about precision, politeness in a formal letter.
2. Talk about accepted phrases and words in an application letter.
3. Read sample sentences commonly used in an application letters to the learners.
4. Learners to repeat the sentences after you.

#### In groups

1. Remind learners the need for clarity, brevity and precision in writing formal letters.
2. Guide learners to write sentences using phrases given. Learners may write several sentences using the same phrase.

## 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 contribution.

### Product

Read sentences and consider how well phrases have been used as well as how much variety there is across sentences.

## Activity 12: Researching about application letters (Refer to the Learner's Book, page 88)

### In groups

1. Avail any electronic device e.g Computer, Phone or Tablet which the learner can use to research about application letters.
2. You could avail textbooks if finding a digital device is hard.
3. Guide the learners in carrying out research and picking up important points.

### Assessment opportunities

#### Observation

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

## Activity 13 : Further learning (Refer to the Learner's Book, page 88)

### In groups

This is aimed to help the learners research on:

1. Jobs in the market.
2. Requirements for each job. This will help them to study with a focus
  - a. In newspapers, learners list down jobs advertised.
  - b. Learners talk about requirements eg. Foreign language, age, experience, skills, personality etc
  - c. Learners present their work to the class

### Assessment opportunities

#### Observation:

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

### **Activity 14 : In summary (Refer to the Learner's Book, page 89)**

As a class

1. Let the learners write an application letter and pin it on the back of the class.
2. Choose the best format and copy it on a chart which you will pin at the back of the class.

#### **Assessment opportunities**

##### **Product:**

Look at the format the learners will come up with and correct any mistakes on it before hanging it at the back of the wall.

## Unit 7

## Short stories

*Refer to Learner's Book, pages 90 - 101*

Learn about	Key inquiry questions
<p>Learners should read and listen to a selection of short stories. They should talk about the elements of a story and how it is structured. They should understand words like plot, setting, characters, themes, atmosphere. They should understand types of a story: happy stories or sad stories.</p> <p>They should work in groups to identify the structure of a short story; (for example: Beginning and ending and what the theme of the story about and the relationships between characters in the story and how they interact.) They should also recognize that there is a conflict or in the story that needs to be resolved.</p> <p>Pupils read a short story to understand the main points and produce a summary covering these points. They work together to discuss the plot, characters, conflict and the setting in the story. They discuss the theme or themes of the story.</p> <p>Pupils should be encouraged to write their own simple stories based on what they have learned about how a simple story is structured. They should read each other's stories and make appropriate comments about their style and effectiveness.</p>	<ul style="list-style-type: none"><li>• What are the elements of a simple story?</li><li>• How is a short story structured?</li><li>• How can we write our own stories?</li></ul>

Learning Outcomes		
Knowledge and understandings	Skills	Attitudes
<ul style="list-style-type: none"> <li>Understand the elements of a short story.</li> <li>Read a short story to identify these elements.</li> </ul>	<ul style="list-style-type: none"> <li>Read and write a range of short stories.</li> <li>Structure writing to produce coherent texts in appropriate register.</li> <li>Develop the use of complex sentences using connectives and subordinate clauses effectively in their stories.</li> <li>Use grammatical structures correctly (tense, agreement, plural).</li> </ul>	<ul style="list-style-type: none"> <li>Be confident to read and write short stories.</li> </ul>

### Contribution to the competencies

<b>Critical thinking</b>	About how to analyse story structures
<b>Communication</b>	Through their stories
<b>Co-operation</b>	Identifying key elements of the structure

### Assessment opportunities

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

- Observation
- Conversation
- Product

### An outline of the learning

This unit will help the learners develop their vocabulary in relation to short stories. The activities will help learners to understand the different types of short stories. The activities will enable the learners to be able to describe different road vehicles.

There are many opportunities within this unit for learners to practice and improve



their speaking and listening skills. There are many discussions to be held about the different structures and phrases used in short stories and learners should be encouraged to communicate clearly and effectively as they share their ideas.

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

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

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

Learners could develop this collection as they progress through the unit.

### **The learner competencies**

This unit presents many opportunities for communication and opportunities to think critically and creatively about different aspects of short stories. Learners are asked to work in pairs and groups, so there are continuous opportunities for co-operation and teamwork also. This unit provides good opportunities to create roles in groups so that for example if there is a writer, questioner, presenter and group leader. It is important in primary 6 that the teacher continues to model good communication skills, describing where appropriate features of good communication such as the use of open questions, active listening, correct grammar use and good body language.

### **Cross-cutting issues**

**Life skills:** Most short stories provide the learners with a life lesson that they could live by.

### **Activity 1: Discussing vocabulary on short stories (Refer to the Learner's Book, page 91)**

#### ***Learning activities***

This activity is aimed at introducing learners to the elements and structure of a story.

Ask the learners to read the words in Activity 1.

#### **In pairs**

1. Ask the learners to read the words in the Learner's Book.
2. Let the learners tell their partners if they have ever come across those words before and where.
3. Ask the learners to infer (deduce or conclude) that is to form an opinion or guess that words are true basing on prior information they have. If stuck, they can use a dictionary.

#### **In groups**

1. Allow learners time to discuss and match words with their meaning.

#### ***Expected Answers***

- a. Plot – the events that occur in a story
- b. Setting – the time or place the story took place
- c. Characters – the actors (people or animals) mentioned in a story
- d. Theme – the main idea got in a story
- e. Narrator - The person who tells a story

Learners to share answers with the class individually.

2. Talk about the qualities of a good story.

#### **Assessment opportunities**

##### **Conversation**

Talk to groups of learners about the words, checking that they can describe the words 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: Telling oral stories (Refer to the Learner's Book, page 92)**

#### ***Learning activities***

This activity is aimed at allowing learners to ;

1. Develop confidence
2. Think critically
3. Improve fluency
4. Practice use of grammar and vocabulary

#### **In groups**

1. Come up with titles of stories and write them down.
2. Ask learners to come in front and pick each title from the box.
3. Ask them to discuss in their groups and come up with a story.
4. Let the learners tell stories using the titles they have picked.

#### **Assessment opportunities**

##### **Observation**

Listen as the learners narrate their short stories and assess the observation of punctuation marks, pronouciation of words, flow of ideas in the story and the confidence the learners have.

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

#### **Before reading**

This 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**

1. Let the learners read the story 'Looking for a Rain God'.
2. Let the more able learners read first and assign the less able learners smaller sections to read.
3. Let the learners talk about what the story is about.

#### **Assessment opportunities**

##### **Observation**

Listen to groups of learners as they read the story. Assess whether they are observing punctuation marks and correct their pronunciation of words when they go wrong.

### **Activity 4: Oral discussion (Refer to the Learner's Book, page 94)**

#### **In groups**

1. Ask the learners to discuss the story they have read and identify the beginning and the middle of it.
2. Ask the learners to tell how they think the story ended and give a reason for the answer.
3. Let them come up with an ending and one group member to narrate it to the class.
4. Ask the learners to clap for the group that had a creative ending.

## Assessment opportunities

### Observation

Listen as the learners discuss the questions in the Learner's Book and gauge the amount of knowledge they have acquired so far.

### Conversation

Talk to different learners in different groups as they discuss the ending of the story and assess whether there is flow of ideas in the groups.

### Activity 5: New words and phrases (Refer to the Learner's Book, page 94)

#### In groups

1. Guide the learners in picking out words that seem unfamiliar to them.
2. Explain the meaning of the words to the learners in your own words and then guide them in inferring the meaning of the words from the passage.
3. Ask them to add all the new words in their word bank books and share lists with the class.

## Assessment opportunities

### Product

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

### Activity 6: Identifying the elements of a short story (Refer to the Learner's Book, pages 94-96)

#### As a class

1. Randomly, ask the learners to read the story in this activity.
2. Take note of the pronunciations and audibility. Let the learners take turns in reading. Pay close attention to the slow and less able readers.

### **In groups**

Ask the learners to discuss the questions in the Learner's Book. Allow them to express themselves and correct where wrong.

### **Individually**

1. Ask the learners to say who a character is in a story.
2. Let the learners do the exercise in the Learner's Book.

#### **Answers**

1. Achol
2. Owl
3. Dog and Cat
4. Mother
5. Maria and Salim

### **Assesment opportunities**

#### **Observation**

Observe as the learners read the story and make them pause as they read to pick up on different elements o the story.

#### **Activity 7: Re-telling a story (Refer to the Learner's Book, page 97)**

#### **As a class**

1. Introduce the activity by reading the story in activity 6. Open a discussion on the story told.
2. Ask questions on comprehension, vocabulary, elements of a story.
3. Select a few learners to re-tell the story after you.
4. Learners to talk about the story.

#### **Presentation**

1. Appoint learners to re-tell stories they have heard or read to the class.
2. Check flow, atmosphere and grammar used.

3. Allow learners to talk about the stories told in class.
4. Pay attention to relevance, flow, development of the story and all other elements of a story. Encourage the learners to use simple and complex sentences as they tell the story.
5. Learners award story tellers to the scale of 1-10.

### **Assessment opportunities**

#### **Conversation**

Ask learners questions about the story that you have read and assess whether they were keen and attentive as you read.

#### **Observation**

Listen as the learners re-tell the story in their own words and assess their choice of vocabulary. The vocabulary has to be relevant.

### **Activity 8: Answering comprehension questions (Refer to the Learner's Book, page 97)**

#### **In pairs**

1. Pair up the learners.
2. Let them talk about the story they read in activity 6.
3. If possible, let them re-read the story before answering the questions.
4. Let them discuss the answers to the questions.

### **Assessment opportunities:**

#### **Product**

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

### **Activity 9: Summarising a story (Refer to the Learner's Book, pages 98 - 99)**

#### **In groups**

Ask the learners to read the story in activity 9.

#### **In pairs**

1. Let them answer the following questions in Learner'S Book.
2. Let them talk about the qualities of Giraffe, Lion and Man as leaders.

#### **Individually**

1. Write down five main points about the story as guided with the pointers on the Learner's Book.
2. Let the learner read the points they have written.
3. Let them read their summary to the class.

#### **Assessment opportunities**

##### **Conversation**

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

### **Activity 10: Conflict in a short story (Refer to the Learner's Book, page 100)**

#### **In groups**

1. Ask the learners what a conflict is. Guide them in aligning their thoughts with the short story topic.
2. Explain to them what a conflict is and its relation to a resolution.
3. Guide the learners in answering the questions in the learner's book.

#### **Assessment opportunities**

##### **Observation**

Observe as the learners discuss the questions and gauge the relevance of the answers they are giving.



## Conversation

Talk to groups of learners concerning the conflicts that they face at home. Empathise with them and advise them on the importance of conflict resolution.

### Activity 11: Writing a story (Refer to the Learner's Book, pages 100 - 101)

#### In pairs

1. Ask the learners to read the story about the Animal Kingdom.
2. Ask them to underline the connecting words (conjunctions) in the sentences.
3. Let them write their own sentences using the connecting words.

#### Individually

1. Ask them to write their own story.
2. Arrange the learners into groups and ask them to read their stories.
3. Let the learners present their stories to the class and vote for the best.
4. Correct and print out the best story.

## Assessment opportunities

### Observation

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

### Activity 12: Further learning (Refer to the Learner's Book, page 101)

#### In groups

1. Learners will carry out a research either through the internet, books, oral literature or media about other communities.
2. These stories to be written by learners in their own words and told in class.

3. These stories will improve their story telling skills, creativity vocabulary and writing skills

### **Assessment opportunities**

#### **Conversation**

Initiating discussions by using open-ended questions will aid in assessing different learner's critical and creative skills. Practicing presentations is another effective way you can monitor your learner's strengths and weaknesses.

**Activity 13: In summary (Refer to the Learner's Book, page 101)**

#### **Individually**

Introduce the activity by talking about the short stories the learners have been exposed to through out the unit.

Guide the learners in drawing a content tree of the elements of the stories that they have described.

### **Assessment opportunities**

#### **Product**

Assess the relevance of the content in the content tree before hanging it at the back of the class.

## Unit 8

# Peaceful Co-existence

*Refer to Learner's Book, pages 101 - 112*

Learn about	Key inquiry questions
<p>Learners should read some key texts about human rights. They should work in small groups to discuss the importance of promoting human rights in their states, and identify problems.</p> <p>Learners should read a range of fiction and non-fiction about conflicts and conflict resolutions, and discuss incidents of conflicts within their own experience and suggest the causes and how they could be resolved. They should develop some role-play of how conflicts can be started and resolved.</p> <p>Building on their reading and discussions, they should write about conflicts and how they can be avoided and resolved, and offer advice to others. They should correct their work in the light of others' comments.</p> <p>They should sing songs, act dialogues, listen to and read poems, write compositions on peace and co-existence, reach out to communities around the schools through field visits.</p> <p>Learners should read some simple informational texts about HIV and AIDS and STIs, and talk about the need for prevention.</p>	<ul style="list-style-type: none"><li>• Why is it important to promote human rights in our states?</li><li>• How do conflicts arise, and how can they be resolved?</li><li>• What are the causes and effects of HIV and AIDS and STIs? How can they be prevented?</li></ul>

Learning Outcomes		
Knowledge and understandings	Skills	Attitudes
<ul style="list-style-type: none"> <li>Understand the main points of an authentic conversation about peace and co-existence involving one or more speakers.</li> <li>Understand authentic written texts of moderate length and complexity.</li> <li>Understand and use abstract nouns, adverbs, adjectives, pronouns, prepositions and conjunctions appropriately.</li> <li>Use grammatical structures correctly (tense, agreement, plurals).</li> <li>Use a range of strategies to correct their own work.</li> </ul>	<ul style="list-style-type: none"> <li>Make a presentation effectively and confidently on a chosen theme about peace and co-existence.</li> <li>Respond readily to questions.</li> <li>Produce a summary covering a majority of points about peace and co-existence.</li> <li>Structure writing to produce a coherent text in an appropriate register.</li> <li>Apply a range of strategies to spell difficult and unfamiliar words.</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate the plot and structure of simple stories.</li> </ul>

### Contribution to the competencies

<b>Communication and Co-operation</b>	Working in groups
<b>Critical thinking</b>	When debating and making field visits

### Links to other subjects:

Social Studies

**Peace Education:** avoiding conflict

**Life Skills:** STDs

## **Assessment opportunities**

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

- Observation
- Conversation
- Product

## **An outline of the learning**

This unit will help the learners develop their vocabulary in relation to peaceful co-existence. The activities will help learners to understand the different types of ways to promote and maintain peace.

There are many opportunities within this unit for learners to practice and improve their speaking and listening skills. There are many discussions to be held about the different structures and phrases used when promoting and maintaining peace and learners should be encouraged to communicate clearly and effectively as they share their ideas.

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

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

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

Learners could develop this collection as they progress through the unit.

## The learner competencies

This unit presents many opportunities for communication and opportunities to think critically and creatively about different aspects of peaceful co-existence. Learners are asked to work in pairs and groups, so there are continuous opportunities for co-operation and teamwork also. This unit provides good opportunities to create roles in groups so that for example if there is a writer, questioner, presenter and group leader. It is important in primary 6 that the teacher continues to model good communication skills describing where appropriate features of good communication such as the use of open questions, active listening, correct grammar use and good body language.

## Links to other subjects

**Social studies:** By studying about peace the learners gain insight on how to co-exist with their neighbours, family members and the school community.

## Cross-cutting issues

**Peace education:** Learners will learn ways on how to avoid conflict with the people around them. Lack of conflict equals to peaceful co-existence.

### Activity 1: Identifying cases of peaceful co-existence (Refer to the Learner's Book, page 103)

#### In pairs

1. Talk about places where people of different backgrounds meet, e. g school, church, market.
2. Define this as co-existence.
3. Learners to observe the pictures and say what they see. 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.
4. Allows learners to talk about the effect of each situation in the picture above. Learners be given a chance to express their emotions from the activities in the pictures. Let the learners say the activities they do together as a class.

5. Prompt the learner to explore causes of conflict, how to resolve, them and how they carry themselves to co-exist in class and at school.
6. In presenting this to class, they exchange ideas and knowledge.

### **Assessment opportunities**

#### **Conversation**

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

#### **Activity 2: Learning vocabulary on peaceful co-existence (Refer to the Learner's Book, page 104)**

#### ***Learning activities***

This activity is aimed at learning vocabulary related to this unit.

Review the previous activity by asking oral questions.

This will help in accessing the learners' understanding of what peaceful co-existence involves.

#### **In groups**

1. Let the learners read the words in the Learner's Book.
2. Let them try and say the meaning of the words in their own own words.
3. Allow them to use a dictionary for the words that are a little hard.

#### **In pairs**

Ask the learners to match the words given with the meanings in the Learner's Book.

#### ***Expected Answers***

**Mediator** – A person who tries to bring together people or groups that have disagreement.

**Solution** – The answer to a problem or difficult situation

**Agreement** – An arrangement to share some opinion

**Violence** – A behaviour that is likely to break peace.

**Opinion** – A feeling of a view rather than a fact.

**Conflict** - When there is no peace.

**Peace** - A situation of no violence or war.

Learners to share their answers with the class.

### **Individually**

1. Guide the learners to write sentences using the following words; anger, hatred, peace, acceptance, bravery, harmony.
2. Accept any reasonable answers.

### **Assessment opportunities**

#### **Product**

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

### **Activity 3: Listening to a passage about Human Rights (Refer to the Learner's Book, page 105)**

#### **As a class**

1. Introduce the activity by talking about things that one has freedom of doing e.g. to school, worshipping, carrying out business, working, building a house of one's choice etc. Explain that these are rights and not privileges.
2. Read this extract about human rights as the learners listen.

The government of South Sudan has made efforts to eliminate child labor and promote children's rights, but their attempts have been largely ineffective. Despite launching the Children, Not Soldiers' campaign, a Ministry of Defense program that raised awareness about the issue of child soldiers in South Sudan, the government's Sudan People's Liberation Army (SPLA) continues to recruit child soldiers and station them in conflict-ridden areas or use them as bodyguards. The government deployed child soldiers on the front lines in opposition attacks from the Sudan People's Liberation Army – In Opposition (SPLA-IO). The SPLA-IO also recruits child soldiers to fight for them in areas like Bentiu and other parts of Unity state.



[28] Even though the minimum age for voluntary military recruitment is 18, as determined by the Child Act, many child soldiers are much younger.[29]

According to the United States Department of Labour, despite the Constitution and Child Act's provisions of free primary education, parents usually end up having to pay the salaries of their children's teachers, which is often a prohibitive cost for families.[29] The cost of uniforms, high levels of food insecurity, high costs of living, and lack of access to schools due to poor infrastructure all contribute to the low levels of primary education completion in South Sudan.[29] Only 32 percent of children ages 5 to 14 attend school, and the primary education completion rate is 37 percent.[29] 46 percent of children ages 10 to 14 are working, and 11 percent combine work and school.[29]

Under current laws, children are only required to attend school until age 13. However, children are not legally allowed to work until they are 14, which leaves them the most vulnerable to child labour violations during the ages of 13 and 14.[29]

Law agencies in South Sudan have taken steps to combat child labour in creating government committees to establish referral mechanisms to report and address violations, but these agencies have been largely inactive.[29]

### **Child marriage**

Nearly half of girls ages 15 to 19 are married, with some girls forced into marriage as early as age 12. Because of child marriage, only 37 percent of girls attend primary school, while 51 percent of boys do. Despite a 2008 law that protects girls from early marriage, child marriage is still extremely prevalent.[30] This is due to widespread cultural views that marrying early is in the best interest of girls, since it allows families to access resources that are traditionally paid in form of dowry.[30]

1. Ask oral questions to test their understanding.
2. Appoint learners under the headings given learners mention some rights e.g.

**Social rights** – Choose friends, choose a school, choose work etc.

**Religious** – Choose religion of one choice, choose work etc.

**Cultural** – Follow any acceptable Sudanese culture e.g. intermarriage, circumcision or not for boys, use one mother language, observe cultural festival etc.

## Individually

1. Ask the learners to use the points they have written to make a summary about Human Rights.
2. Let them present their summary to the class and the class to give comments.
3. Ask the learners to re-write their work with the given comments and present the final work to the class.

## Assessment opportunities

### Conversation

Talk to the learners about what they have understood from what you have read and assess their choice of vocabulary to see if it is effective.

### Activity 4: Reading a passage about conflict (Refer to the Learner's Book, pages 105 - 106)

#### *Learning activities*

##### Before reading

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

#### **As a class**

1. The aim of this activity is to introduce the learners to some types of causes of conflict.
2. Start the activity by developing a discussion on why the learners may disagree with their classmates, school mates, friends and siblings.
3. Allow the learners to read, discuss and analyse the passage.
4. Learners identify conflicts and their causes in this passage, conflicts in the world and how to avoid/prevent and resolve them.
5. Categorise each conflict under religion, Cultural, Social etc.
6. Learners to share their different answers with the class.

## Assessment opportunities

### Conversation

Talk to groups of learners about the picture in the story and check that they are able to relate the picture to the story.

### Observation

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

### Activity 5: New words and phrases (Refer to the Learner's Book, page 106)

#### *Learning activities*

Introduce the lesson by reminding the learners what inferring is.

Let the learners identify other unfamiliar words and infer their meaning.

### As a class

1. Ask learners to identify any new words that they have read in the passage.
2. Tell them to infer and write down their meanings in the word bank books.

## Assessment opportunities

### Product

Read answers from learners that describe their understanding of the new words. Check the progress in the learner's word bank books.

### Activity 6: Oral discussion (Refer to the Learner's Book, page 107)

#### *Learning activities*

1. This activity can be used to reinforce the importance of conflict resolution.
2. When they share their experiences, they sensitise each other on the importance of conflict resolution.

### **In pairs**

1. Ask learners to identify conflicts and their causes in this passage. Ask them how they can be resolved.
2. Let the learners talk about conflicts they have encountered like the ones in the passage.
3. Let the learners discuss some of the causes of conflicts found in families.
4. Ask the learners to share their work with the class.

### **Assessment opportunities**

#### **Observation**

Listen as the learners discuss the points and insist on relevance.

**Activity 7: Discussing conflict resolution (Refer to the Learner's Book, pages 107 - 108)**

#### ***Learning activities***

Let the learners read the passage in activity 4, again.

### **In groups**

1. In groups, let them discuss the questions in the Learner's Book.
2. Listen as the learners read out their answers. Offer guidance where necessary.

### **As a class**

Ask the learners to study the conflicts presented in the Learner's Book and ask them to suggest the best ways that these conflicts can be resolved peacefully without any violence.

### **Individually**

1. This exercise is meant to have the learners practice how to go about resolving a conflict when they are wronged. This can be done by communication and one expressing their own feelings.

## **Assessment opportunities**

### **Conversation**

Talk to different learners about the different ways in which they can resolve conflicts. Ensure the learners can identify the major contributing factors of conflicts and come up with ways to avoid conflicts.

### **Product**

Check for the notable development in the language level from individuals.

### **Activity 8: Role-play (Refer to the Learner's Book, page 108)**

#### **In groups**

1. Introduce the activity by talking about how our courts and institutions of conflict resolution work.
2. In pairs, let the learners act a court session, listen, argue and deliver judgement.
3. Conclude by talking about how the case was determined.
4. Explain the importance of this way of solving a conflict.

## **Assessment opportunities**

### **Observation**

Listen as the learners present their points. Consider whether they are able to articulate their ideas clearly.

### **Activity 9: Reciting a poem on peaceful co-existence (Refer to the Learner's Book, pages 109 - 110)**

#### ***Learning activities***

The aim of this poem is to show that each citizen has a role to play for harmonious living.

### **As a class**

1. Introduce the activity by talking about the importance of different organs of the body and a car.
2. Guide the learners in seeing how the malfunction of one part of the body of the body or a car can cause the malfunction to the whole body
3. Let learners read the poem and discuss it.

### **In groups**

Learners recite the poem in groups and to the whole class. This is aimed at emphasising the need to appreciate everyone's role in the society. Ask the learners to recite the poem again incorporating the appropriate gestures.

### **Individually**

1. Individually, ask the learners to re-read the poem and write down the feelings that the poem has evoked in them.
2. Let them talk or give their opinion about the writer's message.
3. Ask the learners to say if the poem has influenced their views on conflict in any way positively or negatively.

### **Assessment opportunities**

#### **Conversation**

Assess whether learners understand the beauty of diversity and importance of peaceful co-existence.

#### **Product**

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

### **Activity 10: Creating a poem on peace (Refer to the Learner's Book, page 110)**

### **As a class**

1. Guide the learners as they discuss the conflicts that they have come across in their country.
2. Let them write the points down.

3. Guide them in writing a poem with each line mentioning one way of conflict resolution.

### **In groups**

1. Ask the learners to create some short poem to their own on how to resolve the conflicts they have discussed as a class.
2. Ask the learners to recite the poem to the class using gestures where appropriate.
3. Ask the learners to choose the group with the best poem and clap for them. They should give reasons why.

### **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 the learners about how they are composing their own poem. What features of poetry they have already explored they are using for their own poems here.

### **Activity 11: Discussing peaceful co-existence (Refer to the Learner's Book, pages 110 - 111)**

### **In pairs**

1. Guide the learners to apply what they have learnt about peaceful co-existence.
2. Let them mention different ways to solve conflicts amicably.
3. Let them fill in the table in the Learner's Book correctly.

### **Assessment opportunity**

#### **Conversation**

Talk to different learners on ways of promoting peace and ensure that learners can identify the major causes of conflict from the texts that they have read.

### **Activity 12: Writing about peaceful co-existence (Refer to the Learner's Book, page 111)**

#### **Individually**

1. Let learners think critically to imagine situation. This activity is aimed at prompting learners to acquire conflict resolution skills.
2. Learners will list down common causes of dispute and ways of preventing/solving them.
3. Learners will realise the need to live harmoniously.
4. They talk about effect of conflicts e.g. mistrust, holding each other suspicion, time wastage, enmity etc.
5. Learners think critically of ways and importance of peaceful co-existence.
6. Read the letters the learners have written to leaders of the two communities in disagreement.

#### **As a class**

Ask the learners to correct each other's work with your help and re-write the letters as per the comments.

#### **Assessment opportunities**

##### **Product**

Read the letters written by the learners and check for spelling mistakes. Assess if they have used the correct format for an official letter.

### **Activity 13: Presenting a song (Refer to the Learner's Book, page 112)**

#### **Learning activities**

Introduce the activity by singing or playing some patriotic songs.

#### **In groups**

1. Leads a discussion on content and theme of the song.
2. Learners come up with short songs that show/promote importance of each



community to the other in building a solid South Sudan Nation.

3. Listen to the learners sing and give your views.

### **As a class**

Ask learners to come up with a song that can be sang during a national holiday event. Let the practise and sing it to the school during the assemble.

### **Assessment opportunity**

#### **Conversation**

Talk to the learners to get an idea of how they feel about their country. Encourage them to be patriotic.

#### **Observation**

Observe the learners as they present their song to the class and look out for relevance in the song, coordination among the group members and confidence during presentation.

**Activity 14: In summary (Refer to the Learner's Book, page 112)**

### **Individually**

1. Guide the learners in creating a chart on conflict resolution.
2. Award the best chart.

### **Assessment opportunity**

#### **Product**

Assess the relevance of the points written on the charts and check on the presentation of the chart. Make sure it is eye catching.

### **Activity 15: Further learning (Refer to the Learner's Book, pages 112-113)**

#### **In groups**

Introduce this activity by talking about HIV/AIDS and STI's.

- a. Guide the learners in using a digital device.
- b. Research on how HIV/AIDS can cause conflict in a family and how the conflicts can be resolved.
- c. Listen to the learners read their findings.
- d. Learners carry out the activity given and then present their work before the class.
- e. Comment on the learners' presentation skills.

#### **Assessment opportunity**

##### **Observation**

Observe the learners as they discuss about HIV and make sure they only get facts.

## Unit 9

## The News

*Refer to Learner's Book, pages 114 - 125*

Learn about	Key inquiry questions
<p>Learners should listen carefully to some recorded radio local news and work in groups to discuss and write down the main points. They should talk about the vocabulary and style of the reports and work together to write a report of their own in the same style. Where possible, they should record these reports and play them to the class.</p> <p>Where possible learners should watch some TV news presentations and talk about the differences from radio news.</p> <p>Learners should read a range of news items from a local newspaper and summarise the main points. They should talk about the vocabulary and style of the newspaper reports and work together to write a report of their own in the same style.</p> <p>They could write a school or class newspaper as an ongoing activity.</p>	<ul style="list-style-type: none"><li>• What is the difference in style between news reported on TV and radio and in the newspapers?</li><li>• How can we write our own news reports?</li></ul>

Learning Outcomes		
Knowledge and understandings	Skills	Attitudes
<ul style="list-style-type: none"> <li>• Know the specialist vocabulary used in news reports.</li> <li>• Understand the main points of a news report.</li> <li>• Recognise the particular styles of news reports.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to news items to get information.</li> <li>• Read a news from a newspaper to get information.</li> <li>• Structure writing to produce coherent texts in appropriate register.</li> <li>• Develop the use of complex sentences using connectives and subordinate clauses effectively in their stories.</li> <li>• Use grammatical structures correctly (tense, agreement, plural).</li> </ul>	<ul style="list-style-type: none"> <li>• Be confident to listen, read and write news reports.</li> </ul>

### Contribution to the competencies

<b>Communication</b>	using media.
<b>Critical thinking</b>	about how to write a news item.

### Assessment opportunities

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

- Observation
- Conversation
- Product

### An outline of the learning

This unit will help the learners develop their vocabulary in relation to news. The activities will help learners to understand the different types of medium used to convey news. The activities will enable the learners to be able to convey news using certain vocabularies and style.

There are many opportunities within this unit for learners to practice and improve their speaking and listening skills. There are many discussions to be held about how to write and summarise news reports and also how to gather main points from news.

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

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

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

Learners could develop this collection as they progress through the unit.

### **The learner competencies**

This unit presents many opportunities for communication and opportunities to think critically and creatively about different aspects of news. Learners are asked to work in pairs and groups, so there are continuous opportunities for co-operation and teamwork also. This unit provides good opportunities to create roles in groups so that for example if there's a write, questioner, presenter and group leader. It is important in primary 6 that the teacher continues to model good communication skills, describing where appropriate features of good communication such as the use of open questions, active listening, correct grammar use and good body language.

## Links to other subjects

This unit provides a good opportunity to link into ICT. The learners will learn how to use digital devices to watch and read news.

## Cross-cutting issues

Life skills: The learners will learn communication skills as they will get skills on how to convey news to other people.

### Activity 1: Identifying news sources (Refer to the Learner's Book, page 115)

#### In pairs

1. Introduce the activity by prompting learners to talk about the latest news in the country. Let as many learners as possible contribute to this question. Allow them to expound on their answers by asking questions.
2. Ask them how they get the news. Probable answers include: from people around them, through the radio, television, newspaper, the internet etc. Let them talk about the pictures. Guide them to a discussion of each as a source of news.
3. In each set up in class, give learners an opportunity to report the result of the activity as the activity progresses.
4. Individual learner's written work should be keenly assessed to ensure learning took place.

#### Answers

- a. People watching TV.
- b. A person listening to a radio.
- c. A person reading a newspaper.

Suitability of each mode of news transmission.

- a. **Television:** The viewer sees the reader, events happening being reported are shown. Listener/viewer sees clothes, hair, fashions of people in the news. The listener/viewer is shown people he/she has not met before. It is enjoyable to watch. The listener/viewer uses both senses of sight and hearing.

- b. **Radio:** Some radios are portable and one can listen to news anywhere so long as it is carried. As it is only the hearing sense required, one can listen as he/she is carrying out other activities e.g. cooking or washing.
- c. **Newspaper:** Cheaper than a radio or television hence more affordable. Newspapers have more details. A newspaper is storable for reference. Once done with, a newspaper can be used to cover books, light fires, wrap items or used in art/craft work. They carry pictures and captions.
- d. **Word of mouth:** It is first-hand information. Questions can be asked for clarity.
- Listeners encounter with the source of information face to face.

### As a class

1. Allow learners to discuss the sources of news they can identify in their country.
2. Let them mention the most reliable sources.

### Assessment opportunities

#### Conversation

Talk to the learners to see whether they have insight on what news is and are knowledgeable about the medium used to convey news.

#### Product

Read the answers from the pairs of learners and assess whether there is enough variety of content in the way that they have described the pictures.

### Activity 2: Learning vocabulary (Refer to the Learner's Book, page 116 - 117)

#### In pairs

1. Ask the learners to look at the pictures in activity 2 and tell their partners what they can see.
2. Let them identify the media shown in each pictures.

### **Answers**

- a. News reporter
- b. Headlines
- c. Caption
- d. Newspaper

### **As a class**

1. Let learners read the words in Activity 2.
2. Ensure they pronounce the words correctly.
3. Guide the learners on how to search for the words in the dictionary.

### **Individually**

#### **Answers**

1. Media - Television, radio and newspapers
2. Headlines - The title of a newspaper news item.
3. Recap - To give a summary of news already read
4. Newscaster - A person who reads news on radio or television
5. Editor - A person who receives news and decides on what should be reported.
6. Newsroom - A room where news is received and prepared for reporting.
7. Newsroom - A room where news is received and prepared for reporting.
8. Caption - Printed words underneath a picture
9. Journalist - A person who collects and writes news stories
10. Breaking news - News arriving about an important event that has just happened.
11. Reporter - A person who collects and reports news for radio, Television or newspapers



## Assessment opportunities

### Conversation

Talk to pairs of learners to see 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 3: Listening to radio local news (Refer to the Learner's Book, pages 117 - 118)

#### As a class

1. Introduce the activity by prompting learners to talk about current news on the radio.
2. Play a recorded radio bulleting to the class.

#### In groups

1. Allow learners to talk about the news in general.
2. Allow learners to write down the main items/points in the news.
3. Play the tape one or more times. Guide the learners as they progress.
4. Guide the learners on qualities of a good journalist in terms of personality, confidence, audibility, fluency, pronunciation, venue, of occurrences and events took place.

#### Individually

1. Give learners a chance to talk about what they have heard. They will be able to catch the headlines, details of the news. This will promote **co-operation** and **self-expression**. As they imitate the reader, encourage them to be themselves and not necessary mine.

## Assessment opportunities

### Product

Listen as the learners imitate the newscaster and assess whether the vocabulary used is correct and appropriate.

**Activity 4: Writing radio news reports (Refer to the Learner's Book, page 118)**

**In groups**

1. Review the previous activity in introduction to link this activity.
2. Prompt learners to imagine an important visitor to the school. Allow them a chance to talk about his/her purpose of visit and what he did. They will discuss this as they write down the points. Allow them to come up with a secretary and as a class compose news items. One learner will move to the front and read the news as it would occur on radio. As the reading goes on, tape them and play to them later. Allow them to critique the reading.
3. Give the learners the following guidelines:
  - (a) An education officer, a health officer, an administrative officer etc.
  - (b) Purpose of visit
  - (c) Launch a school project, talk about good hygiene, immunisation, environmentalist.
  - (d) Activities/events that took place
  - (e) Talked to the school, planted a tree, signed visitors book, visited classes, tour round the school, awarded pupils, donated books etc.

**Assessment opportunities**

**Product**

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

### **Activity 5: Watching TV news presentations (Refer to the Learner's Book, page 118)**

#### **As a class**

1. Introduce the activity by reviewing the previous activity.
2. Remind them of the qualities of a good news reader. (It is important that a news bulletin will have been taped as the activity may not necessarily occur during news time).
3. Learners will watch the news bulletin.
4. Allow learners to talk about the news bulletin watched.
5. They should also talk about the emphasise put in each item of news, the time taken, pictures shown in relation to each item of news.
6. Learners should also tell how long the whole bulletin took.

#### **Assessment opportunities**

##### **Conversation**

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

### **Activity 6: Comparing radio and television news (Refer to the Learner's Book, page 119)**

#### **In groups**

1. Learners should be allowed to compare radio and television news in their own view.
2. Guide them to compare in terms of clarity, duration, number of reporters involved and mode of reporting.

#### **Assessment opportunities**

##### **Conversation**

Talk to learners in different groups through asking them questions. Move around the classroom and listen to various discussions. It allows learners to gain valuable insight into levels of understanding.

## Product

Check on vocabularies noted down and whether they are a reflection of improved accuracy of writing them down and defining them.

### Activity 7: Writing news items (Refer to the Learner's Book, pages 119 - 120)

#### In pairs

1. Learners will have open ended sentences to complete.
2. Any sentences written should be awarded on its own merit as in relevance, accuracy, correct tense, sensible.
3. Learners to develop one headline into a full item of news.

#### Answers

1. a. Today at State House Juba, President Salva Kiir received Kenyan Ambassador to Sudan.  
b. The Southern Sudanese soccer teams takes on Uganda Cranes at the finals of this years CECAFA tournament.  
c. Four heavily armed gangsters were shot dead by police.  
d. President Salva Kiir signs a 2 billion dollar pact toward Upper Nile Power project.  
e. Four people perish in a horrendous road accident.

#### Individually

1. Ask the learners to pick one of the items they discussed above.
2. Let them use the news items you picked to wrote a news article.

#### Read them the example below.

President Salva Kiir has signed a 2 billion dollar agreement with the Chinese Government. The money will be pumped into the Upper Nile Hydro-electricity power station. On completion, the station will supply power to the nearby industries at a cheaper cost. The project is scheduled to be completed in 2022. In signing

the agreement, the Chinese Ambassador to Southern Sudan hailed the mutual cooperation between the two states.

### **As a class**

Ask the learners to choose the best two articles that are captivating, re-write them and send them to the journalism club.

### **Individually**

1. Ask the learners to read the article to each other.
2. Ask the learners to tape the best voice.

### **Assessment opportunities**

#### **Product**

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

**Activity 8: Reading a newspaper item (Refer to the Learner's Book, pages 120 - 121)**

### **In pairs**

1. Listen as the learners read the passage in the Learner's Book.
2. Give them time to discuss the contents of the passage and the questions that follow.
3. Guide them where necessary.

### **Assessment opportunities**

#### **Conversation**

Talk to groups of learners checking that they can identify the type of vocabularies used when delivering news.

#### **Product**

Encourage the learners to be audible and tell them the importance of correct pronunciation when delivering news.

### **Activity 9: New words and phrases (Refer to the Learner's Book, page 122)**

#### **As a class**

Let the learners read out aloud the new words that they came across in the Learner's Book.

Guide the learners in inferring the meaning of the words by doing one example for them.

Ask learners to add the new words to their word bank books.

#### **Assessment opportunities**

##### **Product**

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

### **Activity 10: Oral Discussion (Refer to the Learner's Book, page 122)**

#### **In groups**

This activity is used to reinforce the importance of news reports. When they discuss the contents of the report, they understand the functions of news reports.

1. Ask the learners to state the problems facing South Sudan according to the passage.
2. Let them write the solutions given to the problems in the passage.
3. Ask the learners to discuss their own recommendations.

#### **Assessment opportunities**

##### **Observation**

Listen as the learners discuss the news report and guide them on how to pick up important points from a news report.

**Activity 11: Evaluating a news report (Refer to the Learner's Book, pages 122 - 124)**

**As a class**

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

**In pairs**

1. Guide the learners to identify the headline, sub-headline and introduction.
2. This is done in thickness and boldness of the letters. This is to capture the readers' attention. Let learners discuss the questions given.
3. Allow learners to report their answers to the class.
4. Ask the learners to discuss the reporter of the news item.

**In groups**

1. Ask the learners to discuss what the article is all about.
2. Let them talk about the tense used to write the article.
3. Let the learners identify the direct speech used.
4. Guide the learners to discuss the length of the sentences used in the article.

**Assessment opportunities**

**Conversation**

Talking to different pairs about the structure of a news report and ensuring that they can identify the major structures in the text they have read.

**Activity 12: Reporting news about school events (Refer to the Learner's Book, page 124)**

**In groups**

1. Introduce the activity by reviewing the previous activity.
2. Allow learners to mention news items they have read.
3. They will probably talk about events taking place in Southern Sudan or other parts of the world. Bring them closer to school.

## Individually

1. Guide them to talk about events taking part in the school. These may include sports day, prize giving day, parents day, drama, a new teacher, etc.
2. Accept any noteworthy event mentioned. Learners, from their past experience should list down flow of the programme eg. National Anthem, inspecting a guard of honour, flow of events, speeches, planting trees/a tree, prayers, end of programme.

## Assessment opportunities

### Product:

Check for notable development in the language level from individuals since they are now familiar with report writing skills.

## Activity 13 : Role-play (Refer to the Learner's Book, pages 124 - 125)

## In groups

1. Introduce the activity by discussing what forms news. It is the events and happenings in every day.
2. Guide them to compile the news items they have learnt in this unit.
3. Ask them to write captivating and relevant news.
4. The commercial breaks should include school based activities e.g. "Join the Drama Club, if you want to develop your talent and realise your dream as an actor". Membership fee 10 SSR only. Join, Now, come one come All. Nile school Drama Club! Naturing Young Actors"
5. In turns, allow the learners to act the news reading.
6. The learners themselves should be encouraged to genuinely award marks on merit.
7. Allow learners to read their answers to the class. Those with wrong answers to be corrected.



## **Assessment opportunities**

### **Observation**

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

### **Activity 14: Further learning (Refer to the Learner's Book, page 125)**

#### **As a class**

1. Guide the learners in coming up with ideas for a school newspaper.
2. Ask them to discuss the items that can make news.
3. Come up with the duration or how regular they can write the newspaper and the officials.
4. Organise how the articles can be read during the school assemblies.

## **Assessment opportunities**

### **Observation**

Observe how the learners brainstorm and come up with eligible ideas for the school newspaper. Do they portray any new knowledge or an understanding of the unit they have just read?

## Unit 10

## Debates

*Refer to Learner's Book, pages 126 - 136*

Learn about	Key inquiry questions
<p>Learners should be enabled to take part in a series of classroom debates on topics relevant to them (for example: human rights, gender roles, pollution, conflicts, whether school should be compulsory, whether there should be homework, etc.). They should learn about the formats, styles and key vocabulary of debates. They should play the role of proposer, oppose and seconder, and also ask questions from the floor. Where possible they should read or listen to debating speeches by politicians, lawyers or others.</p> <p>They should work in small groups to prepare speeches for debate making sure to write them persuasively. They should discuss the probably counter-arguments that might be used by the opposition and consider how they could counter them.</p>	<ul style="list-style-type: none"><li>• How can we express ourselves clearly and persuasively in a debate?</li><li>• How can we take account of other people's points of view and respond persuasively and politely?</li></ul>

Learning Outcomes		
Knowledge and understandings	Skills	Attitudes
<ul style="list-style-type: none"> <li>Understand the main parts of authentic spoken passages or conversations in a range of different context about debates.</li> <li>Understand authentic texts of some degree of complexity and abstraction in a range of different contexts about debates.</li> </ul>	<ul style="list-style-type: none"> <li>Give a fluently on a chosen debate theme and argue viewpoint with some degree of success.</li> <li>Write a coherent text in an appropriate register for debate.</li> <li>Apply complex language elements in all ways of life to make oneself well understood in an efficient manner (drawing a full range of punctuations to clarify meaning and cohesion and create a variety of effects when debating.</li> </ul>	<ul style="list-style-type: none"> <li>Be confident to take part in a debate.</li> <li>Be willing to listen with respect to other people's views.</li> </ul>

### Contribution to the competencies

<b>Critical thinking</b>	About arguments to use
<b>Communication</b>	Debate
<b>Co-operation</b>	with team

### Assessment opportunities

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

- Observation
- Conversation
- Product

## **An outline of the learning**

This unit will help the learners develop their vocabulary in relation to debates. The activities will help learners to understand the different types of motions that can be discussed in a debate.

There are many opportunities within this unit for learners to practice and improve their speaking and listening skills. There are many discussions to be held about the debating process and the rules involved.

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

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

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

Learners could develop this collection as they progress through the unit.

## **The learner competencies**

This unit presents many opportunities for communication and opportunities to think critically and creatively about different aspects of debates. Learners are asked to work in pairs and groups, so there are continuous opportunities for co-operation and teamwork also. This unit provides good opportunities to create roles in groups so that for example if there is a writer, questioner, presenter and group leader. It is important in primary 6 that the teacher continues to model good communication skills, describing where appropriate features of good communication such as the use

of open questions, active listening, correct grammar use and good body language.

### Links to other subjects

This unit provides a good opportunity to link into social studies as it discusses the process involved in discussing issues that affect the society amicably as is done by the government leaders.

### Cross-cutting issues

**Peace education:** This is achieved through teaching the learners the importance of giving everyone a chance to air their opinions on issues before coming to a conclusive decision. This will give the learners the satisfaction of knowing that their opinions matter.

### Activity 1: Learning vocabulary used in debates (Refer to the Learner's Book, pages 127 - 128)

#### In pairs

Give learners time to observe keenly the picture in the Learner's Book. They say what is going on. They discuss the picture, who they see, what they are doing.

#### In groups

1. Listen to the learners read the given words.
2. Guide the learners to look up the words in the dictionary.
3. Guide learners in their groups to match words with their meanings.

#### Answers

1. **Speaker** – a person who controls a debate
2. **Floor** – the space between the opposers and the proposers
3. **Mace** – the symbol of authority in a debate room
4. **Main speaker** – those debaters on both sides who deliberate more on either for or against the motion
5. **Secretary** – a person who writes down points spoken during a debate

6. **Arguments** – points spoken during a debate
7. **Time keeper** – the person who keeps the time given to each speaker
8. **Sergeant-at-arms** – an official who maintains discipline and order during a debate
9. **Debate** – the whole exercise of deliberating on a given motion
10. **Opposers** – those talking against the motion
11. **Proposers** – those supporting the motion
12. **Counter-argument** – an argument trying to discredit another argument
13. **Speech** – a talk about a certain issue

Explain to the learners what a debate entails. Give examples of areas where debates are held e.g. parliament, county assemblies, meetings. NB: A court of law proceedings is an example of a debate where lawyers argue out their cases.

### **Individually**

Ask learners to list all the words they have learnt about debates.

Let them write the words with their meanings in the word bank books and share their lists with their friends.

### **Assessment Opportunities**

#### **Conversation**

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

#### **Product**

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

### **Activity 2: Listening to a debate (Refer to the Learner's Book, page 129)**

#### **As a class**

1. This activity is aimed at improving learners listening skills and critical thinking.

2. As the recorded debate is run, the learners will listen, analyse and pick out the main points.
3. After the tape is played, the learner should be able to read out to the class the main points debated.

### **In groups**

1. The learners should draw a table with two sides; write points for and on the other side write points against.
2. Ask the learners to note down the points from proposers and opposers.
3. Let the learners add more points that they think were left out for the two sides but they present a strong argument.

### **Assessment opportunities**

#### **Conversation**

Talk to the learners to assess whether they were attentive when listening to the debate by asking questions about the debate.

### **Activity 3: Reading a debate (Refer to the Learner's Book, pages 129-130)**

### **In pairs**

1. Start the activity by reviewing the previous activity on debates.
2. This activity is aimed at exposing learners to:
  - a. Language and style in a debate.
  - b. Presentation of arguments in a debate.
  - c. Guide learners to read the debate.
3. Listen to the learners read the arguments in the debate.
4. Pay attention to their pronunciation.
5. Ask the learners to role-play the debate.

## Assessment opportunities

### Conversation:

Talk to groups about the debate, checking that they can describe what the debate is about.

### Observation

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

### Activity 4: Discussing a debate (Refer to the Learner's Book, page 130)

### In groups

1. Introduce the activity by referring to the debate in the Learner's Book.
2. Guide learners to list down main points argued upon.
3. Prompt learners to think of more relevant points that should have been raised.
4. Learner are allowed to use the points to oppose the other speaker (either the opposer or the proposer).
5. Ask the learners what they think about the motion and which points that were presented by Helen and Micheal they did not agree with.
6. Ask them to tell which side could have won and why?

## Assessment opportunities

### Observation

Observe how well the learners are coordinating their points in groups and assessment whether there is evidence of an understanding of what the debate was about.

### Product

Assess whether there was an understanding of the new words discussed earlier ,for example, proposers and opposers through the answers provided by the learners.



### **Activity 5: Oral discussion (Refer to the Learner's Book, page 131)**

#### **As a class**

This activity is used to show variety of motions that can be discussed in a debate.

Guide the learners in discussing the questions in the Learner's Book.

#### **Assessment opportunities**

##### **Observation**

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

### **Activity 6: New words (Refer to the Learner's Book, page 131)**

#### **In pairs**

Guide the learners in inferring the meaning of the new words from the debate.

Instruct them to add the new words to their word bank books.

#### **Assessment opportunities**

##### **Product**

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

Also check the progress in their word bank books.

### **Activity 7: Holding a debate (Refer to the Learner's Book, pages 131-133)**

#### **As a class**

1. This activity is aimed at encouraging learners to put into practice knowledge acquired in this unit so far.
2. Introduce this activity with a quick revision of vocabulary learnt and its function.
3. Set the class, and guide as debate goes on.

### **In groups**

**NB:** The motion and officials should be appointed a few days earlier for research and preparation of this activity.

1. It is advisable to video tape this activity for learners to have a clear view of the proceedings of the activity.

### **Assessment opportunities**

#### **Observation**

Observe how well the learners have mastered the art of the debating process. Check on the phrases and vocabularies being used by the learners when presenting their points. Insist on audibility and confidence during presentation.

### **Activity 8: Watching a debate (Refer to the Learner's Book, page 133)**

#### **As a class**

1. Introduce this activity by reviewing the previous activity.
2. Guide learners to list down qualities of a good debate/debater e.g. confident, convincing/persuasive points, bringing about examples, proper counter-arguing etc
3. Learners be allowed to listen/watch the video taped debate.
4. Guide them to discuss the development of the debate and critique for improvement.

#### **In pairs**

1. Ask the learners to think or come up with a motion.
2. Let them agree and counter argue between themselves and then report the motion to the class.

### **Assessment opportunities**

#### **Conversation**

Talk to the learners to gauge whether they have gotten the concept on debating by asking them to analyse the points in the debate.

## Product

Assess the topic chosen for debate and analyse its relevance, that is, whether it is debatable.

### Activity 9: Writing points for a debate (Refer to the Learner's Book, pages 133 - 134)

## In groups

1. This activity is aimed at:
  - (a) Guiding the learners to be able to select persuasive points in a debate.
  - (b) Developing the learner's ability to freely, eloquently and confidently build an argument from a point.
  - (c) Developing the learner's critical thinking in arguing, choosing points and judging a debate.
2. Ensure all learners get an opportunity to express themselves.
3. Listen to different groups present their points to the class.
4. Allow learners to comment on the presentations made

## Assessment opportunities

### Product

Assess the level of vocabulary used to present the points for the debate to see the relevance of the points.

### Activity 10: Role-play (Refer to the Learner's Book, page 134)

## As a class

1. Prepare in advance. Learners should be given this topic in advance so as to do enough research.
2. Court officials (lawyers, judge, prosecutors, court clerks to be appointed before the due date.

3. Introduce the activity by reviewing the previous activity.
4. Guide the learners to come with evidence e.g pictures of the accident, cans/ bottles of alcohol (empty) as exhibits.
5. The learners carry out the role play activity under the teacher's guidance. After the session, allow learners to i) comment ii) give more points to support either side.

### **In groups**

1. In summary, let learners discuss the court proceedings in relation to vocabulary using persuasive arguments, determination of the case etc.
2. Ask the learners to determine the case in their own judgement.
3. Let them say which lawyer had convincing points and why?

### **Assessment Opportunities**

#### **Observation**

Listen as the learners present their points in court and gauge whether the debating concept has been understood.

### **Activity 11: Creating a debate from an outcome (Refer to the Learner's Book, page 135)**

#### ***Learning activities***

This activity is aimed at creating a learner with critical thinking the learner should analyse a situation, argue for and against within him/herself and make a reasonable decision

### **In groups**

From the football matches they have watched learners should either accept or dispute the outcome.

Learners should analyse the whole game in relation to time taken, officiating, players and make a conclusion not out of emotions but facts on the outcome.

### **As a class**

Ask all the groups to combine into two groups as either opposers or proposers.

Ask them to read out their arguments to the class and summarise the points read.

Let them conclude who should have won the match with your guidance.

### **Assessment opportunities**

#### **Product**

Gauge what the learners have understood so far by assessing the language used, and the structure of the debate presented.

#### **Observation**

Observe how well learners are coordinating their points In groups and check on the relevance of the points.

### **Activity 12: Further learning (Refer to the Learner's Book, page 135)**

### **As a class**

Plan this visit beforehand to coincide with a debate session.

Where a visit is not possible, tape parliament proceeding in progress for learners to watch.

### **In groups**

The learners should be evaluated if they learnt, by writing a report of activity 10.

This activity is aimed at re-inforcing the concepts learnt in this unit.

The learners will be exposed to real-life debates and internalise activitys and activities learnt in this unit.

Ask the learners to write their report about the visit.

### **Assessment opportunities**

#### **Product**

Assess the reports written by the learners and see whether the debating concept has been internalised.

**Activity 13: In summary (Refer to the Learner's Book, page 136)**

**Individually**

The learners should carry this activity with an aim of displaying their understanding of this unit's contents.

The best drawing/paintings to be displayed in class.

**Assessment opportunities**

**Product**

Assess whether the learners understood the structures of a debate by checking on the relevance and clarity of the pictures drawn.



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# 6

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