

# English

## GADE 1

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## FOREWORD

I am delighted to write the foreword for this book. The Ministry of General Education and Instruction (MoGE&I) has developed the Community Girls School (CGS) text-books based on the National Curriculum of South Sudan.

The textbook was written to help learners develop the background knowledge and understanding in the subject. It is intended largely to serve as a source of knowledge and understanding of the subject concerned, but not to be considered as a summary of what learners ought to study.

The National Curriculum is a competency based and learner-centered that aims to meet the educational needs and aspirations of the people of South Sudan. Its aims are manifold: (a) Good citizenship (b) successful lifelong learners, (c) creative, active and productive individuals; and (d) Environmentally responsible members of our society.

This textbook was designed by subject panelists to promote the learners' attainment of the following competencies; critical and creative thinking, communication, cooperation, culture and identity.

No one can write a book of this kind without support from colleagues, friends and family. Therefore, I am pleased to register my thanks to Dr Kuyok Abol Kuyok, the Undersecretary of the Ministry, who emphasized the importance of Alternative Education System (AES) and approved the development of its textbooks.

I also want to record my thanks to Ustaz Omot Okony Olok, the Director General for Curriculum Development Centre (CDC) and Ustaz Shadrack Chol Stephen, the Director General for Alternative Education Systems (AES) who worked tirelessly with the subject panelists to develop the textbooks.

Lastly, but not least, my greatest thanks and appreciation must go to the Global Partnership for Education (GPE) and UNICEF-South Sudan for without their support and partnership this textbook would not have seen light.



**Hon. Awut Deng Acuil, MP**  
**Minister,**  
**Ministry of General Education and Instruction Republic of South Sudan, Juba**

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**ACTIVITY 1:** Learners sing a song of welcoming their teacher



**Activity:** Individually learners recite a rhyme (I love my school)

I love my School (Rhyme)

My school is beautiful, I love my school

The teachers are kind, I love my school

We play in the school, I love my school

We are provided with breakfast, I love my school

**Activity 2:** Individually learner tell story about sports day they had in the school play ground last week.

**Activity3:** Individually learner tell story about sports day they had in the school play ground last week.





## B Goodbye

**Activity 4:** In group learners Say good bye to their teacher while waving.

Goodbye, children.



Goodbye, teacher.

**Activity 5: Say Goodbye**

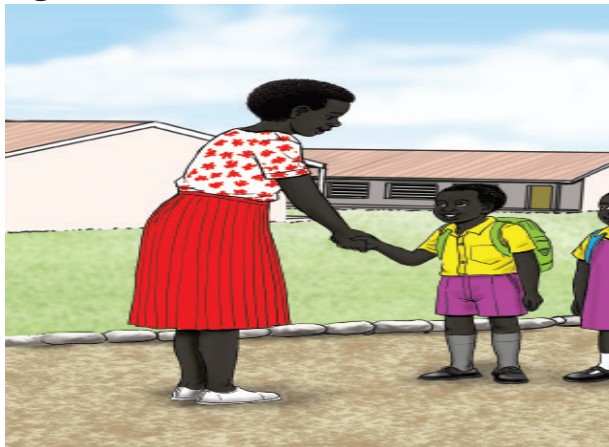
Individually learners say good bye to their friends



## Good Evening

### Activity 6: Say God Evening

Individually learners say good evening to their parents while shaking their hands



### Activity 7: Telling names

In group learners are tell their names in a song

My name is-----(song)

1.My name is sarafino, Sarafino, Sarafino,

My name is Sarafino, what's your name?

2.My name is Lube, Lube,Lube,

My name is Lube what's your name? (Continue to other learners)

**Activity 8:** In pair learners ask each other of the name of the particular body part while touching.

## Activity 8: Ask each other the names of body parts

In pair learners ask each other of the name of the particular body part while touching.



## Activity 10: Recite Poem

In group learners recite a poem about a duck swimming in the water.

It is raining (poem)

It is raining, it is raining,

My little duck is swimming,

Pap, pap, pap (act as a duck is swimming in the water when it is raining)

## Activity 11: Saying a Poem

In group learners saying poem of a hen laying egg

A hen laying egg (poem)

I heard a sound over there, koko, kulo, kulo, kulo,

Is the white hen laying egg koko,kulo,kulo,kok

I heard a sound over there, koko, kulo, kulo, kulo,

Is the white hen laying egg koko,kulo,kulo,kok





### Activity 12: Tell news

Individually learners tell news of what they have seen on their way to school.



### Activity 13: Tell what happened

Individually learners tell their parents what happen in their school.

A

## Draw patterns and pictures

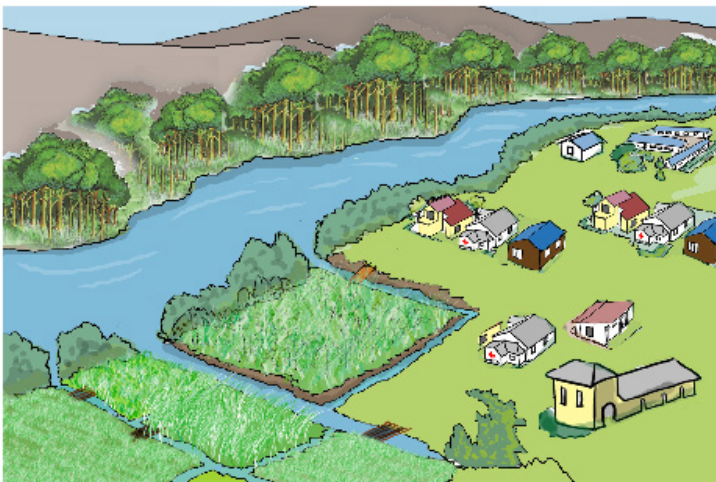
### Activity 1: Draw any pattern and picture.

Individually learners draw any pattern and picture they like on the Ground by using sticks, charcoals and stones.



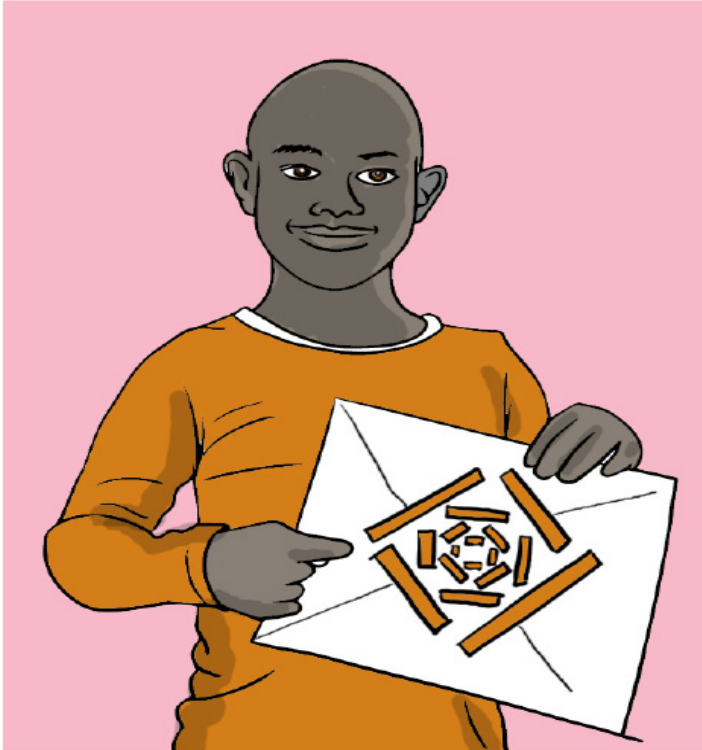
### Activity 2: Draw objects

Individually learners draw objects found in their environment on the ground , in the air and their books



**Activity 3: Print different patterns.**

Individually learners print different patterns by using strings, finger, feet, bottle tops, stones, seeds, leaves, flowers and many other objects by using paints.

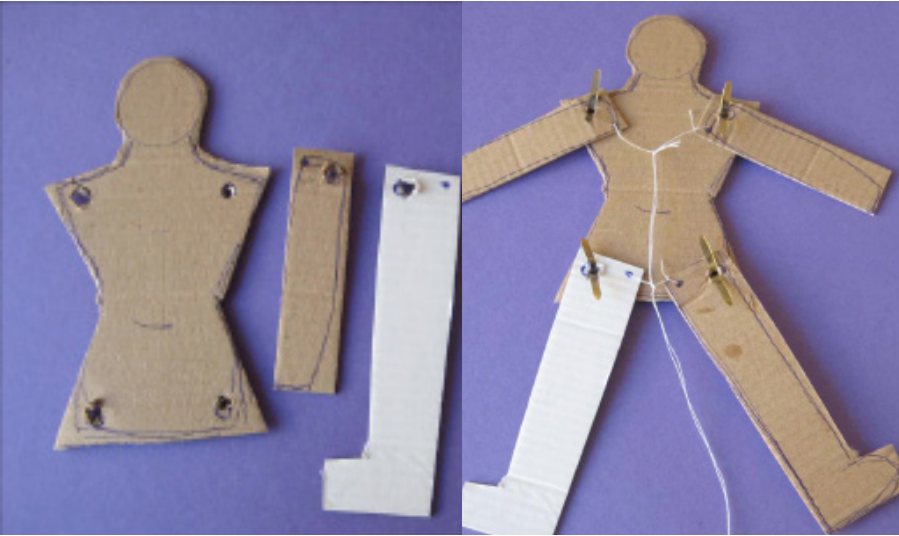
**Activity 4 Paint the given letters:**

Individually, learners paint given letters, shape, objects and numbers.



## Activity 5: Print different patterns using objects

In pairs learners' print different patterns using objects, cut out of shapes, letters, numbers



## Trace patterns

### Activity 6: Trace pattern.

Individually learners trace patterns, letter of alphabet, objects, cut out of pictures, shapes, letters, numbers





### Activity 7: Paint different items

Individually learners paint the written letters, numbers, pictures, patterns, Block of wood, stones, sticks and bottle tops.



### Activity 8: Model animals and other object.

Individually copy as they are.



### Activity 9: Sing a song of letter names.

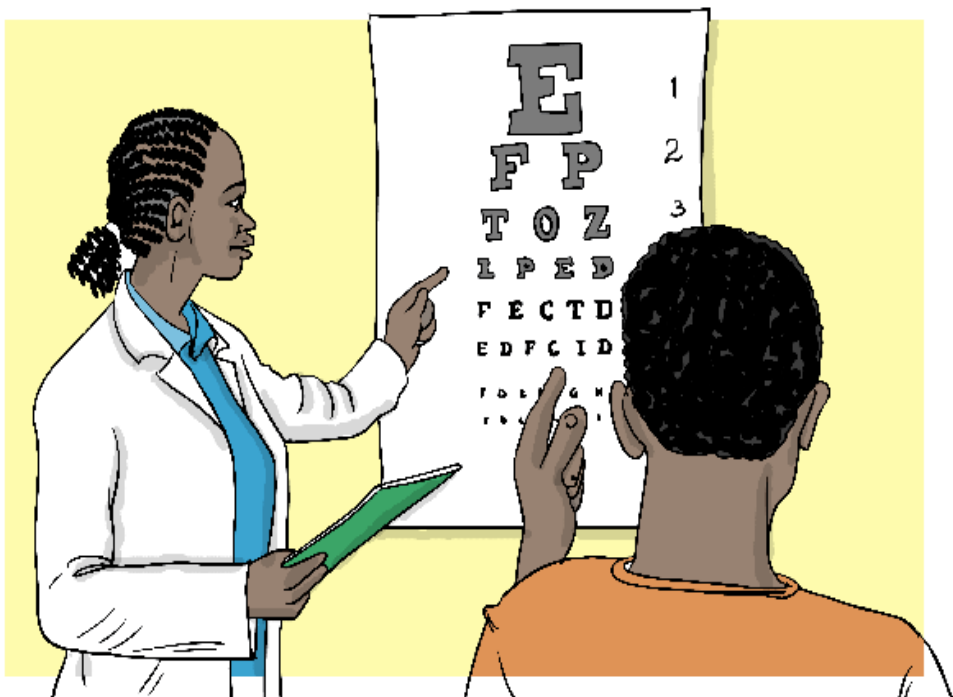
Individually copy as they are

In groups learners sing a song of Letter names.



### Activity 10: Fishing game

Individually Learners identify different letter through fishing game.



## Activity 11: Say letter sound

In small group I copy as they are.

a) Letter sound (A-H)

A

B

C

D

E

F

G

H

b) letter sound (I-O)

I

J

K

L

M

N

O

c) Letter sound (P-Z)  
(Insert letter from P-Z)

P

Q

R

S

T

U

V

W

X

Y

Z

d) Learners say letter sound associating with objects  
(Insert letters associating with objects)

A - Apple, E - Egg, I - Ink,

O - Office, U - Umbrella

A

## Good morning

### Activity 1: Look and say

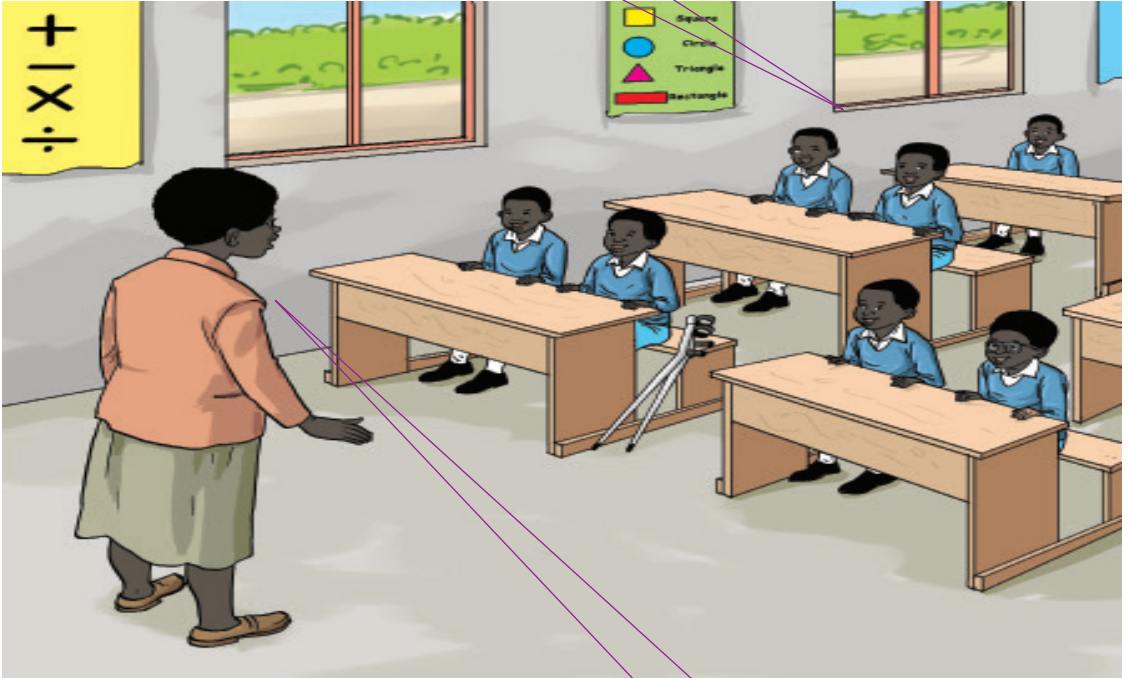
Good morning, Kenyi.



Good morning, mother.

## Activity 2 Practice

Good morning, teacher.



Good morning, children.

### Sing and act



Good morning, teacher.

Good morning, Keji.

Good morning, Kenyi.

Good morning all.



## Activity 3: Role play

### a) Sing and do



Stand up. I like it

Sit down. I like it

Stand up. I like it.

Come here. I like it.

Go back. I like it.

Sit down. I like it.



### b) Do and match

Stand up.

Run.

Fold paper.

Put ink in the middle.

Open paper.

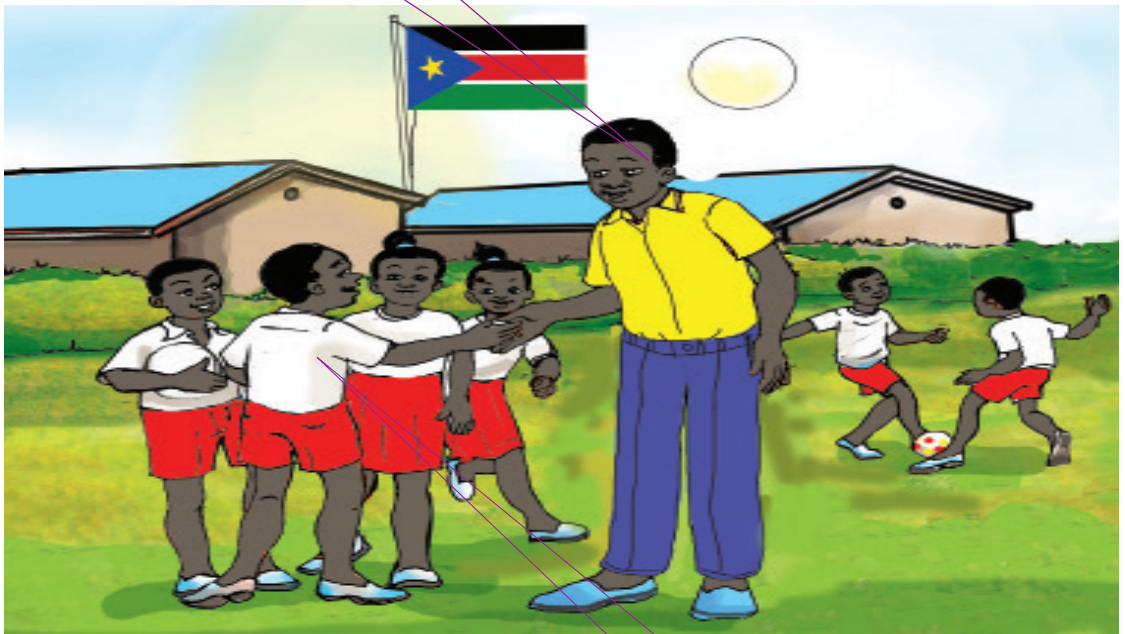
Show your pattern.

instructions

commands

**Activity 4: (i) Say and act.**

Good afternoon, Kenyi.



Good afternoon, teacher.



Good afternoon, John.

Good afternoon, Mary.



(ii)



**Mr Wani:** Please help me carry my sack.

**Lam:** I will help you, Sir.

**Mr Wani:** You are so kind.

**Lam:** Thank you, Sir.

We are sorry.



**Activity 5: Say and do**

**Goodbye, children.**



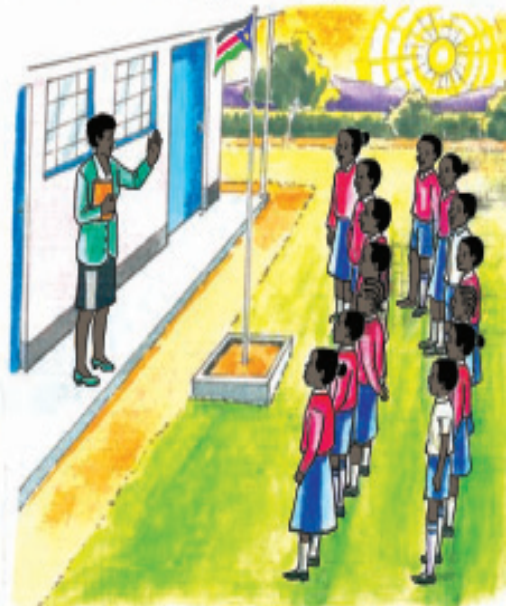
**Goodbye, teacher.**



**Goodbye friends.**

**Goodbye teachers.**

## Activity 6: Recite and Do



**Activity 7: Say and role-play**

Good evening, children.



Good evening, father.

Good evening, mother.

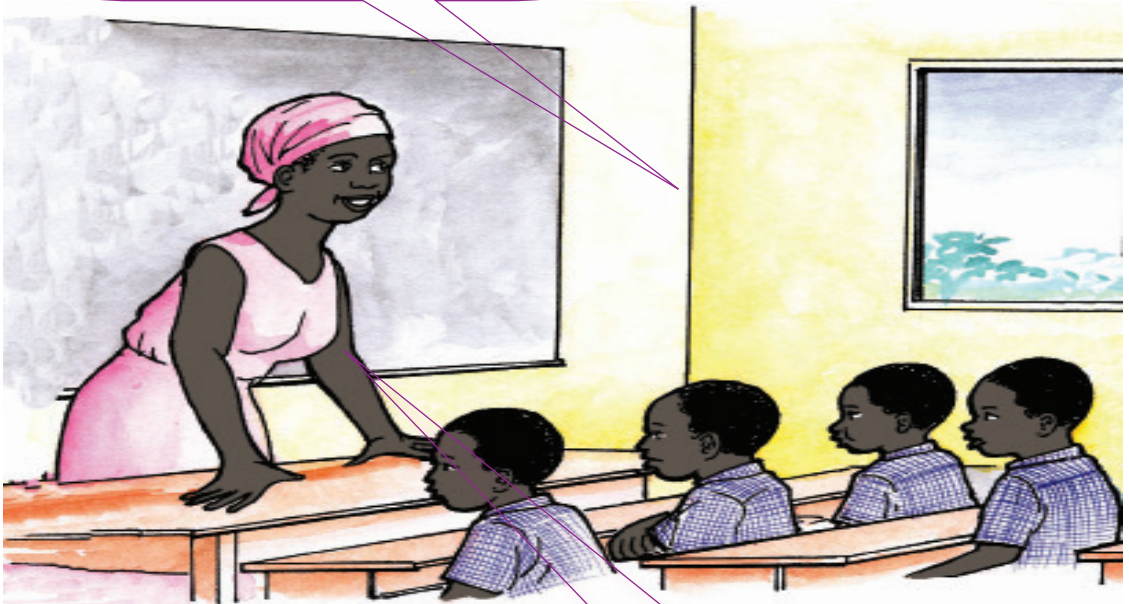




A My name

Activity 1: (i) Listen and answer

Good morning, teacher.



Good morning, children.  
My name is Miss Alam.

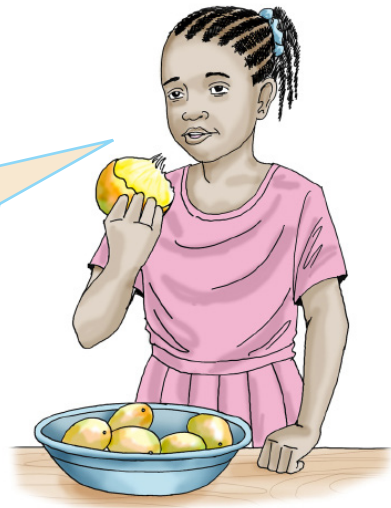


Good morning.

My name is \_\_\_\_\_.

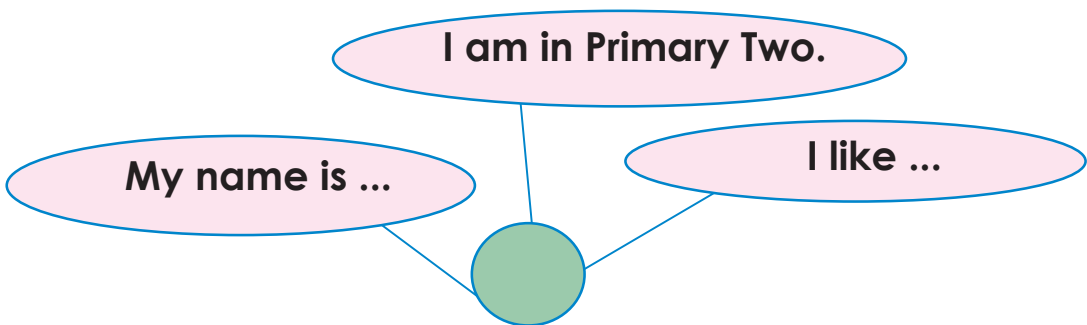
## Activity 1(ii): Listen and act:

My name is Buwa.  
I am in Primary Two.  
I like mangoes.



My name is Opi.  
I am in Primary Two.  
I like bananas.

## Activity 2: Practise



## **B** What is your name?

### Activity 3: Listen and act



**Pupil 1:** I am Kenyi. What is your name?

**Pupil 2:** My name is Keji.

### (i) Say in turns

**Teacher:** What is your name?

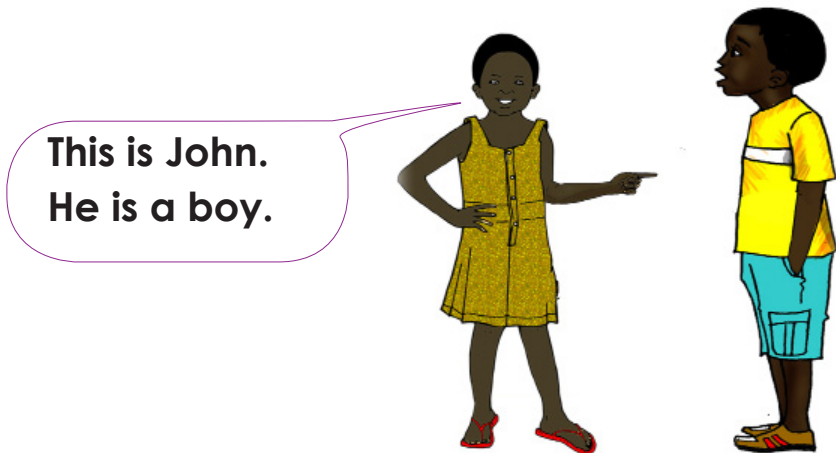
**Pupil 1:** My name is \_\_\_\_\_.

# C She is ... and He is ...

## Activity 3: Point and say



## Activity 2: Play a naming game





## D My friends

### Activity 1: Recite and do



My name is Alice.

I have many friends.

This one is John. He is a boy.

This one is Mary. She is a girl.

### Tell us

a) Who are your friends?

b) What do you like in your friends?

## **E** What is your name?

### Activity 5 : Listen and act



**Pupil 1:** I am Kenyi. What is your name?

**Pupil 2:** My name is Keji.

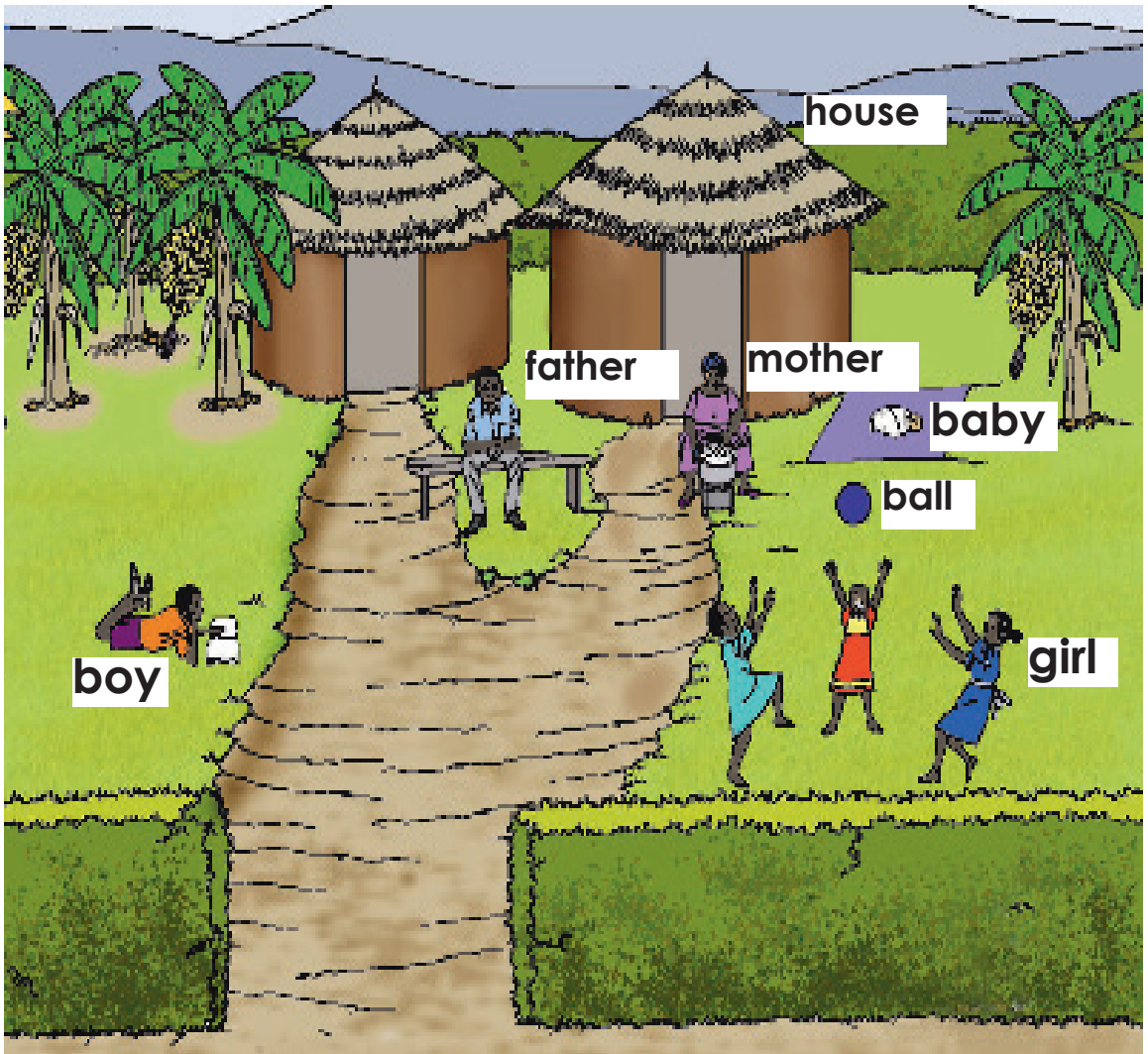
### Activity 2: Say in turns

**Teacher:** What is your name?

**Pupil 1:** My name is \_\_\_\_\_.

A A home

Activity 1: Look and talk



Draw your home

Draw and talk about your home.

## Activity 2: Look and name



## Activity : Recite



We have one dog.

We have two houses.

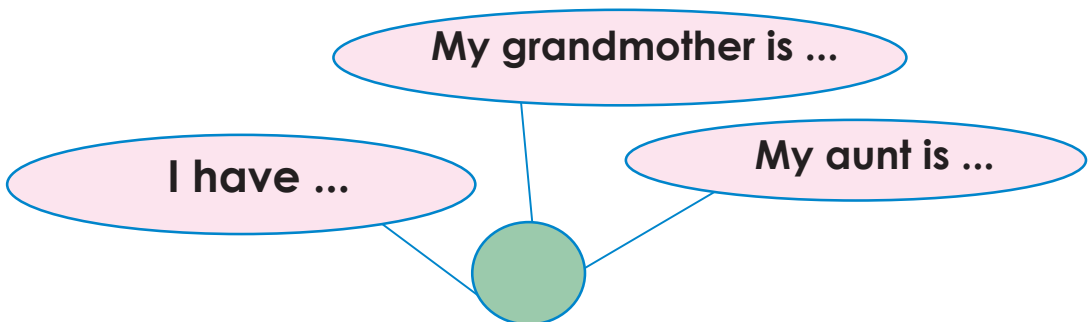
We have three cows.

## Activity 3: Point and name

Name Okello's family.



## Activity 4: Talk about your family



## B Roles at home

### Activity 4: Look and talk

COWS



### Activity : Rhyme

Say the rhyme with your teacher.



In the morning, the goats graze.

I see the maize.

In the afternoon, the cows graze.

I see the maize.

### Activity : Mime

Choose an action to mime.



# C Story

## Activity 5: Listen and mime

### Kenyi's home

My name is Kenyi.

We share roles at home.

Mother is cooking food.



maize

cutting

cup

washing

plate

cooking

Father is cutting grass.

I am washing cups and plates.

## Activity 2: Tell us

- Who do you live with?
- What do your family members do?

A A School

Activity 1: Look and talk



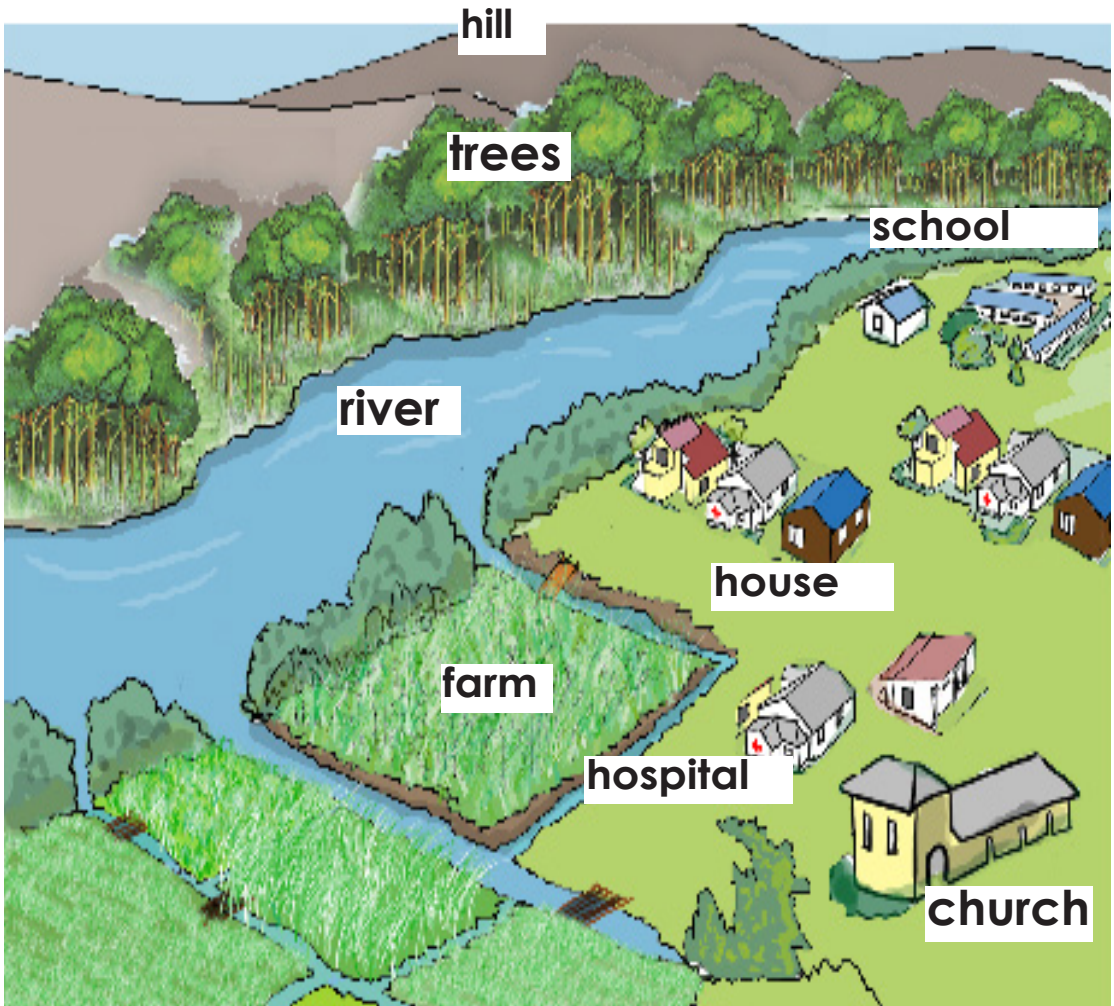
Activity 2 : Draw and show

Draw and talk about your school.(Learners draw their schools and talk about it in small group)



## A What is around us

### Activity 1: Look and talk



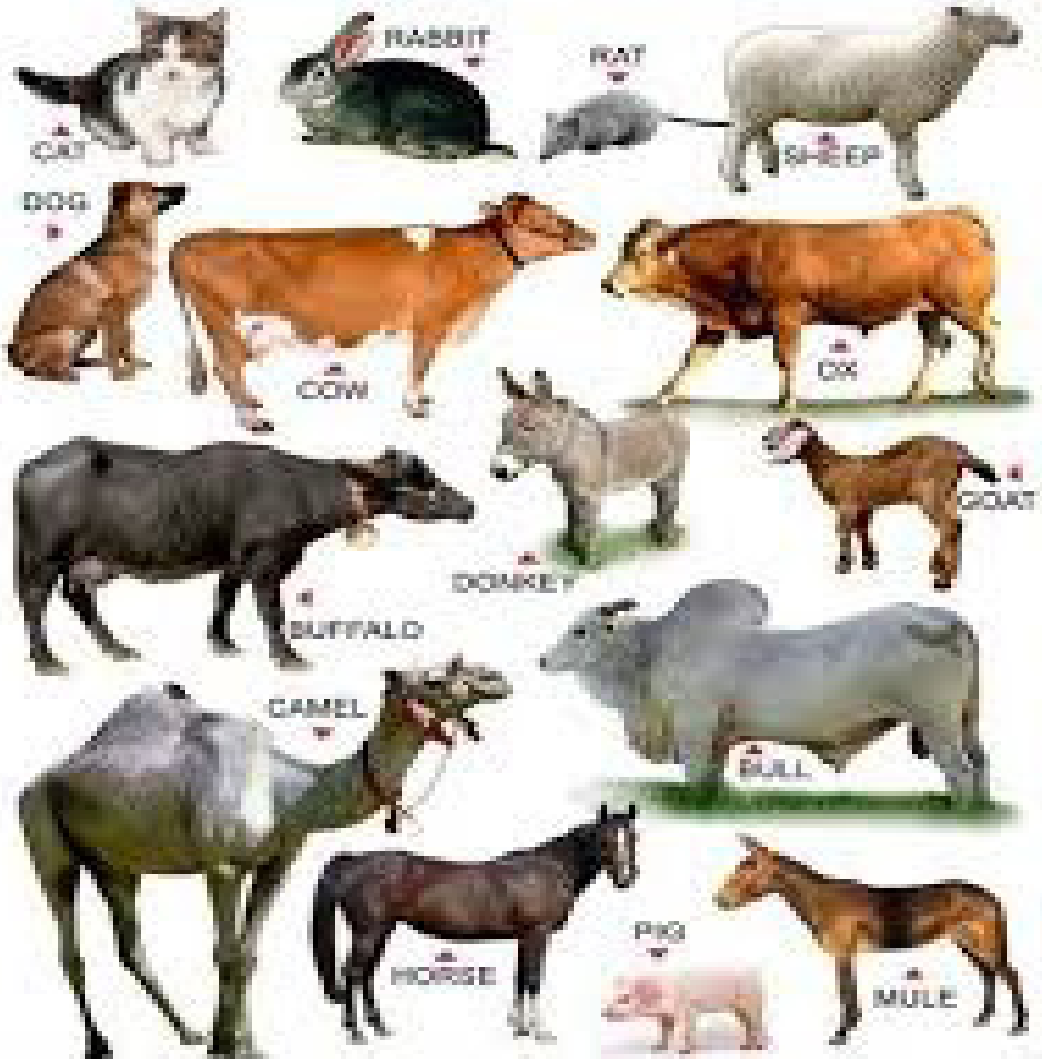
### Activity 2: Draw and colour

Draw and name one thing around you. In pairs or group learners draw the picture of their home stead

### Activity 3: Draw and name

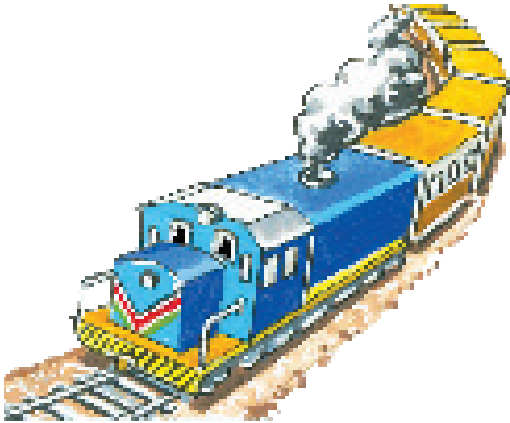
In pairs or group learners draw and colour the domestic animals found in their home stead

## DOMESTIC ANIMALS



## A Types of transport

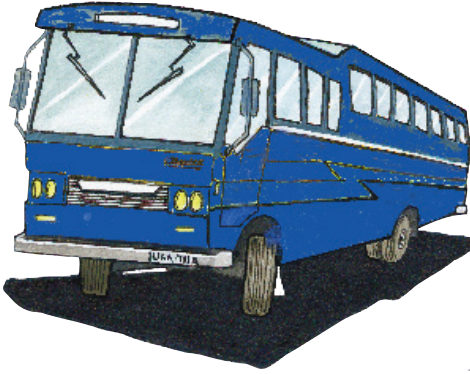
### Activity 1: Point and name



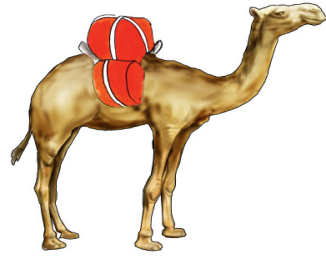
### Activity 2: Draw

Draw one type of transport and Name it.

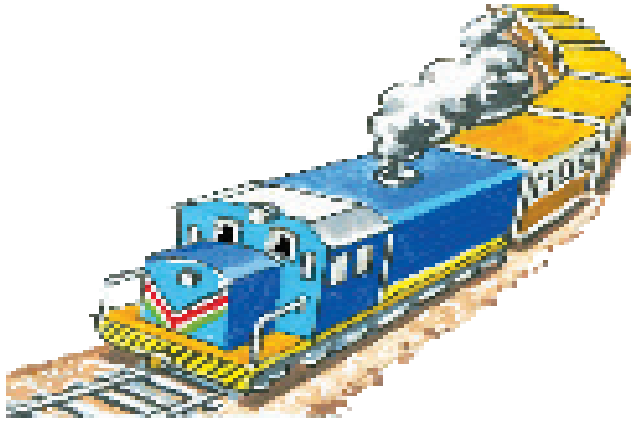
### Activity 3: Look and say



**This is a bus.**



**This is a camel.**



**This is a train.**



**This is a bicycle.**



**This is a motorcycle.**

### Activity 3: Recite and act

I am bicycle I run very fast (insert picture of bicycle)





**Unit**  
**9**

**ACCIDENTS AND SAFETY**

**A Accidents**

**Activity 1 (i): Look and talk**

(a)



**fire**

(b)



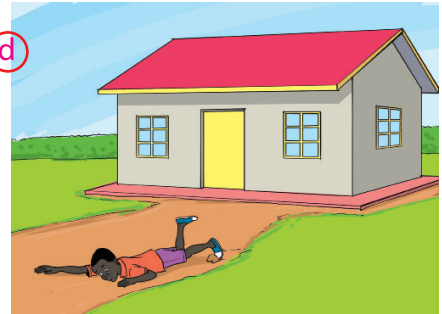
**road accident**

(c)



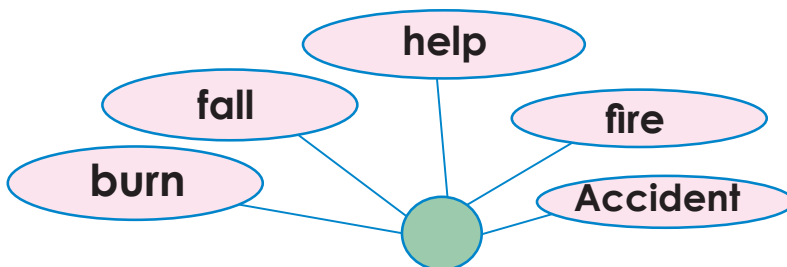
**medicine**

(d)



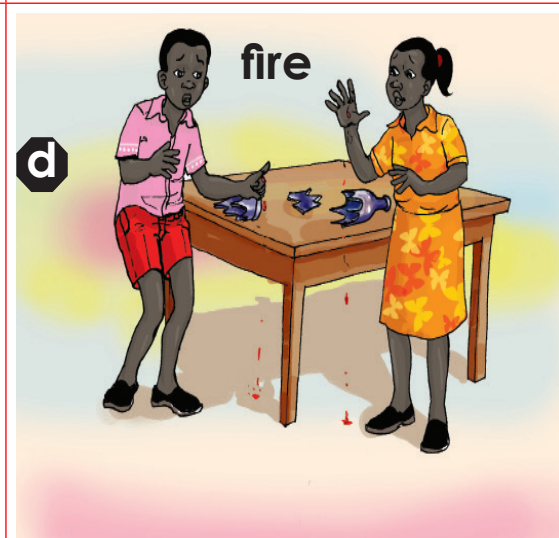
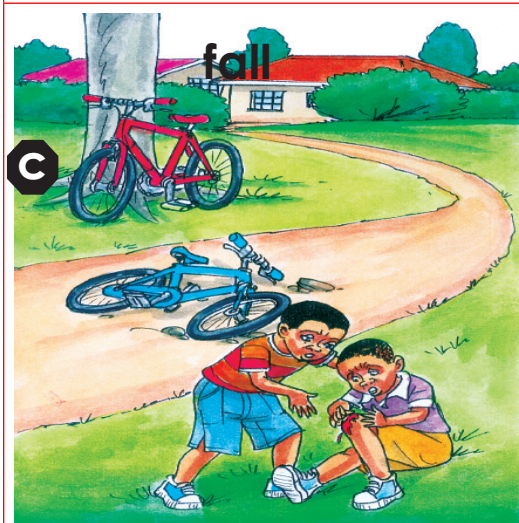
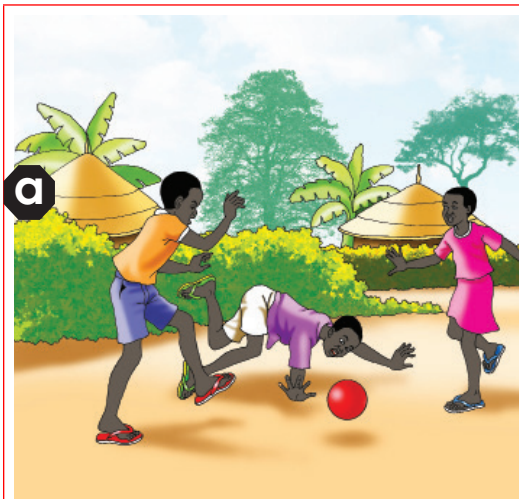
**fall down**

**Activity 1 (ii): Practise saying**



## B Common accidents at home

### Activity 1 (iii): Look and say



**injury**

**cut**

## **C** Warning others about accidents

### **Activity 2: Recite and role-play**

**Do not play with hot water.  
It can burn you.**



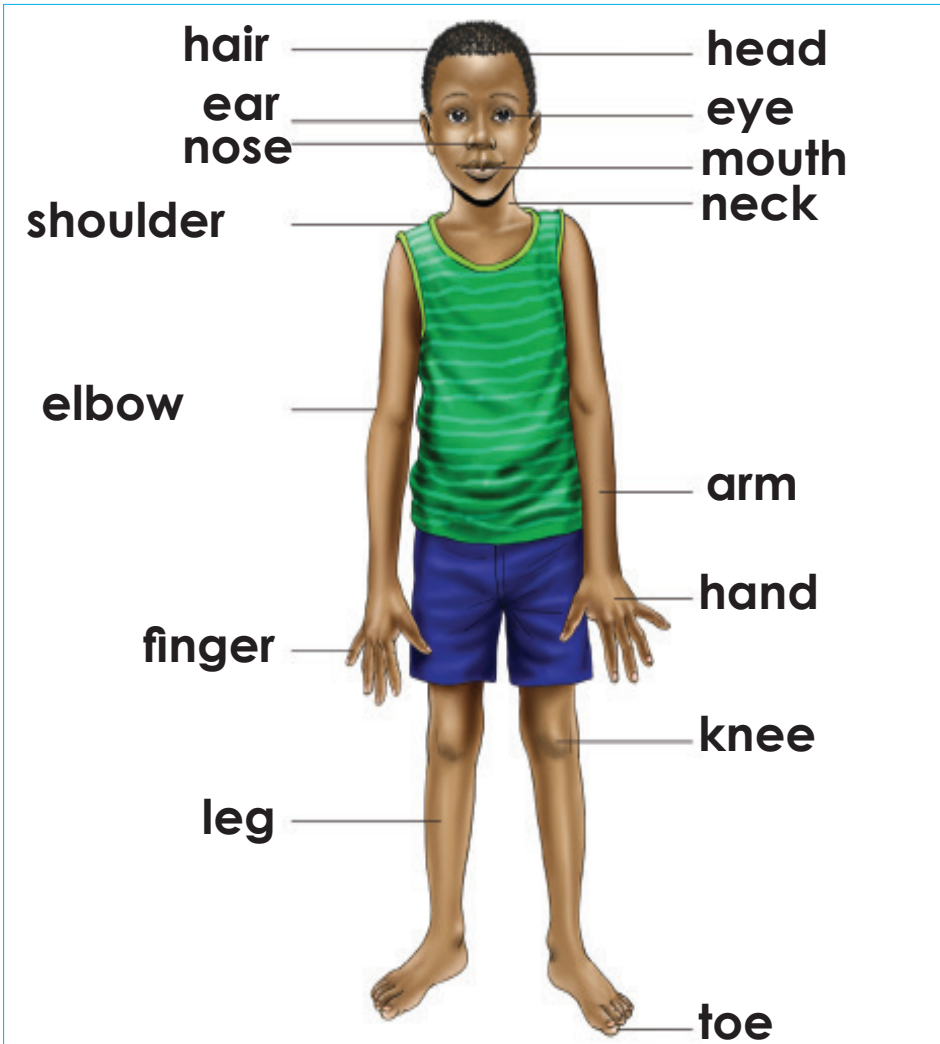
**Do not play with medicine.  
It can make you very sick.**



**Do not play on the road.  
You can get hurt.**

A Parts of the body

Activity 1: Point and name

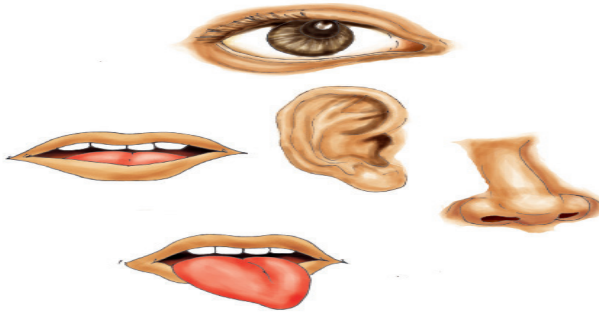


Activity 2: Draw yourself

Name the parts of your body. individually learners draw and name parts of their body.

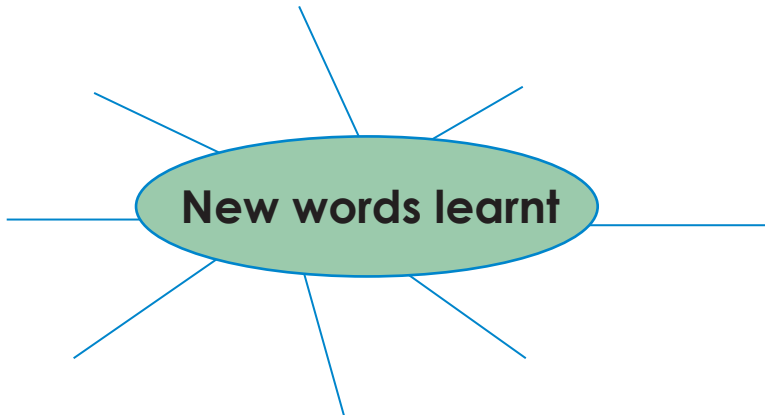
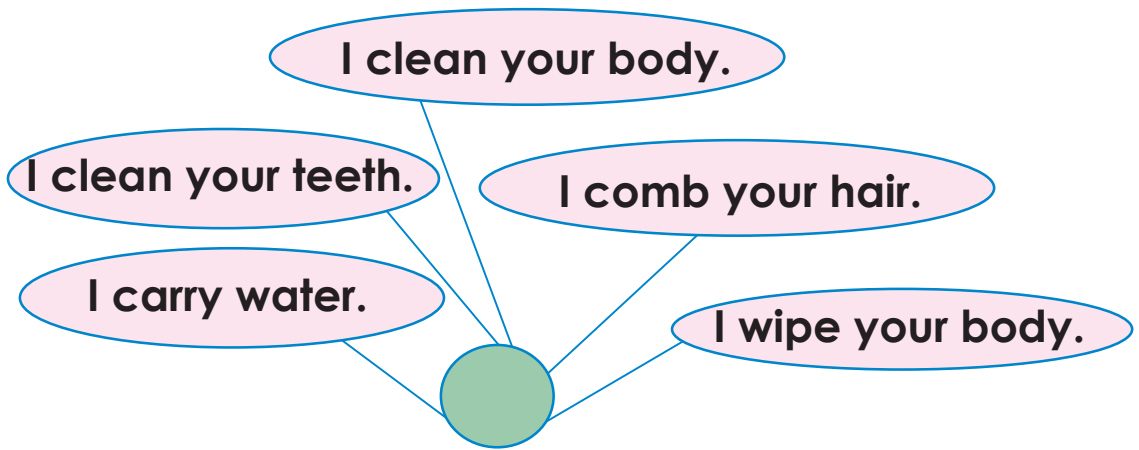
Activity 3:

Touch and name body parts





## Activity 4: Whom am I?



**A** Foods we eat

**Activity 1: Look and talk**



**Activity 2: Talk about**

Tell your partner what you ate last night.

### Activity 3: Look and name



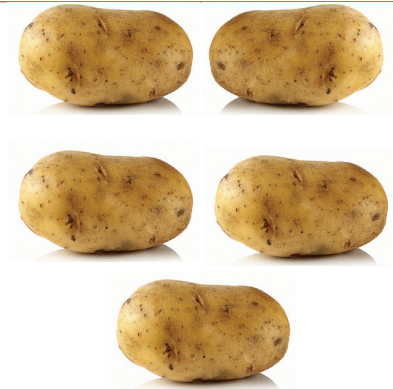
**kisra**



**cassava**



**beans**



**Irish potatoes**



**vegetables**



**rice**

# B How to keep food safe

## Activity 4: Look and talk



We cover our food.  
We keep it safe.

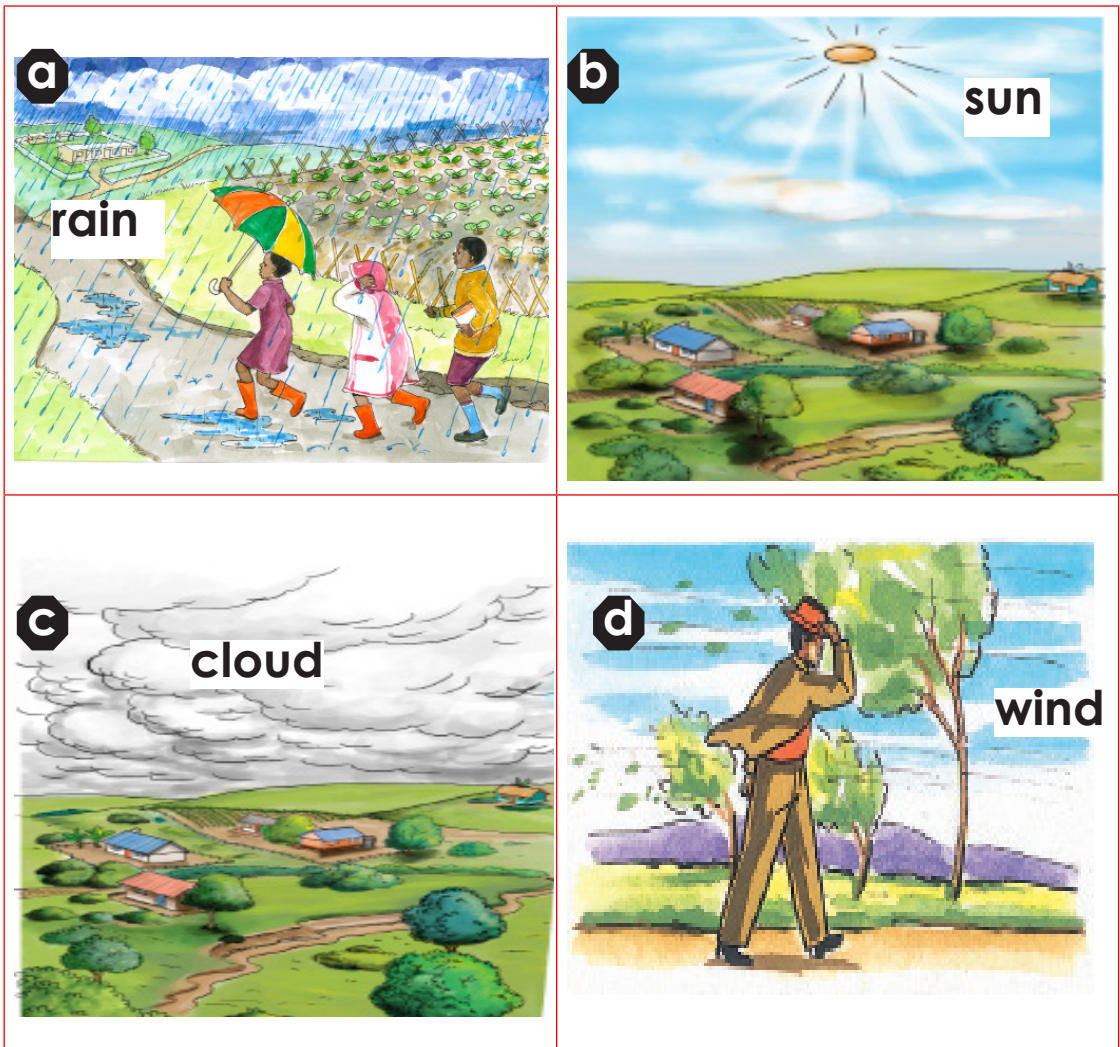
We dry our maize in the sun.  
We keep it safe.



We put milk in the fridge.  
We keep it safe.

## A Elements of weather

### Activity 1: Look and talk



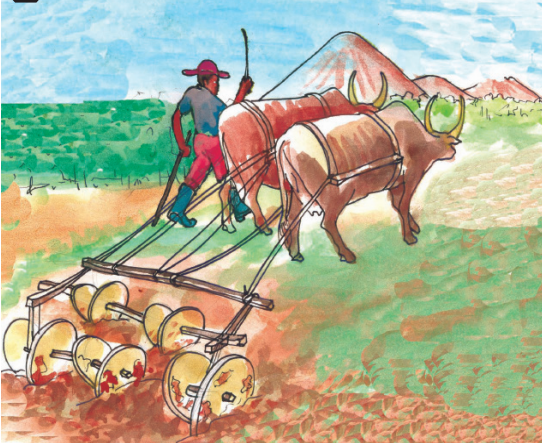
**Activity 2: (i) Draw the weather today. (individually learner draw weather condition for the day)**



## B Activities of the year

### Activity 1: Look and talk

a



plough

b



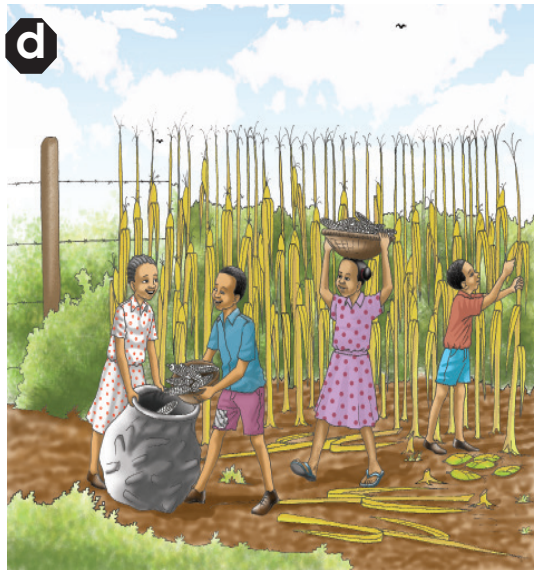
plant

c



weed

d



harvest

**Activity 2: Mime the activities. In a group Learners recite poem about activities of the year.**

## A Different occupations

### Activity 1: Look and name



doctor



teacher



farmer



pilot

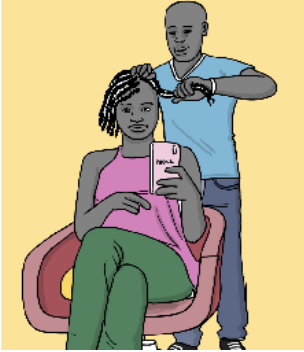
### Activity 2: Role-play in groups

- (a) Choose one occupation.
- (b) Role-play in your group.
- (c) Group to guess your occupation.

# B Occupations in our community

## Activity 1: Point and name

a



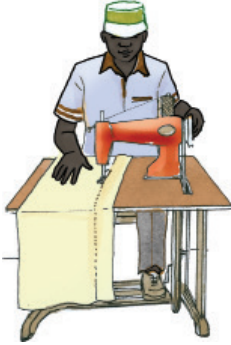
hair dresser

b



grocer

c



tailor

d



carpenter

e



fish monger

f



teacher

## **Activity 2: Guess my occupation**

Play the occupation game as the teacher guides.

1. I build road, I make cars  
Who am I?
2. I teach in class room, I mark exercise  
Who am I?
3. I dig in the garden, I plant seeds  
Who am I?



## A Different games

### Activity 1: Role-play



**Activity 2:** Individually learners tell the children's games they play in their community



# B Common play materials

## Activity 1: Look and name

<p><b>a</b></p>  <p>toys</p>	<p><b>b</b></p>  <p>balls</p>
<p><b>c</b></p>  <p>rope</p>	<p><b>d</b></p>  <p>rocks</p>
<p><b>e</b></p>  <p>doll</p>	<p><b>f</b></p>  <p>balloon</p>

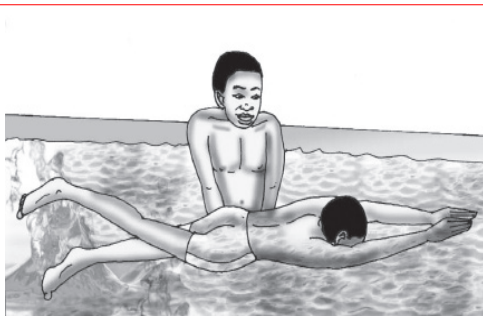
**Activity 2: Draw your toy,** Individually learners draw the toys of their choice.

# C The game I like

## Activity 1: Look and say



## Activity 2: Tell us



They like \_\_\_\_\_.



He likes \_\_\_\_\_.

- 1. Individually learners about their best game**
- 2. Individually learners teach their classmates their best game**

## D Story

### Activity 1: Listen and say

#### Playtime

Ochol and Riya are friends.

Riya and Ochol play with toys and dolls.

Sometimes they make balls using leaves and papers.

They also play football, hide and seek, and skipping.

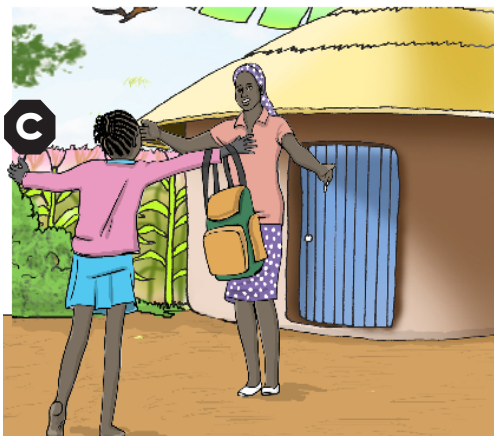
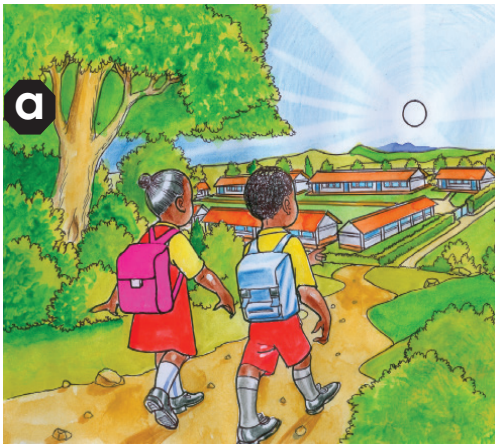


### Activity 2: Tell us

- a) Talk about your best game.
- b) Teach your classmates a game.

## A Different times

### Activity 1: Guess the time



### Activity 2: Tell your partner

1. When they wake up.
2. When they go to school.
3. When they Come back from school.
4. When they go to sleep.



## B Different ways of telling time

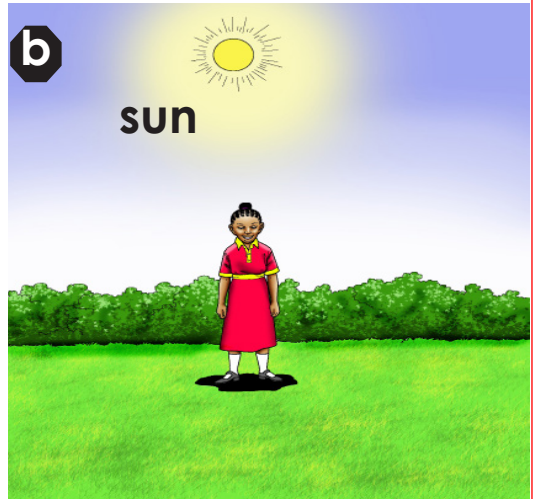
### Activity 1: Look and talk

a



clock

b



sun

c



sunset

d



Moon

### Activity 2: Draw a clock

Tell your partner the parts of a clock.

## C Units of time

### Activity 1: Point and say

a



It is eight o'clock.

b



It is noon.

c



It is 10.30 am.

d



It is 2.30 pm.

**Activity 2: Make a clock. Individually learner draw clock face showing different time.**

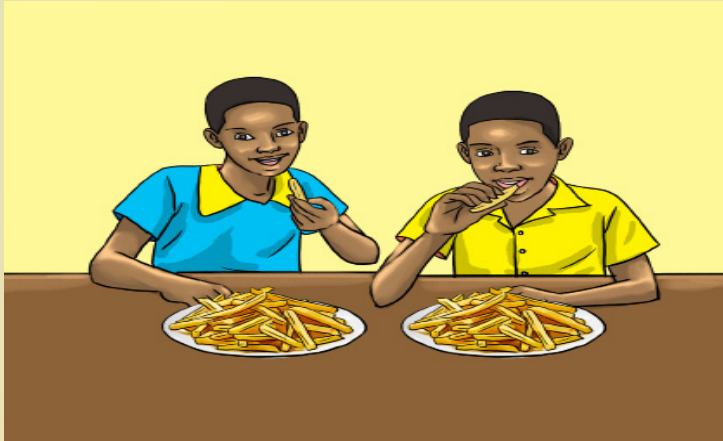
## Activity 3: Recite and act



Oh, I like my clock

I like it in the morning,  
When I wake up.

I like it in the afternoon,  
When I eat my lunch.



I like it in the evening,  
When I play.

I like it in the night,  
When I go to sleep.

# D Different watches and clocks

## Activity 1: Look and talk

a



b



c



d



e



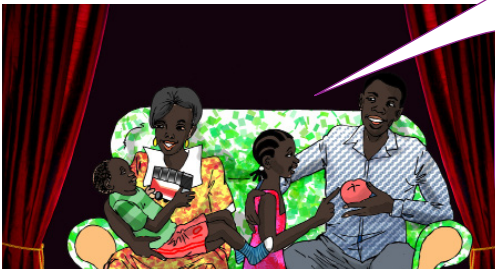
f



**A** Peace and security at home

**Activity 1: Listen and say**

**a**



My name is Judith.  
This is my family.  
They keep me safe  
and happy.

**b**



My name is Mark.  
I live with my uncle.  
Sometimes I am sad  
because I miss my  
father and mother.

**Activity 2: Talk about your family. In pairs learners tell about their families**



## B Peace and security in school

### Activity 1: Listen and mime



My name is Nancy.  
I love my school.  
We work together.  
We do not take each other's things.  
We play together.

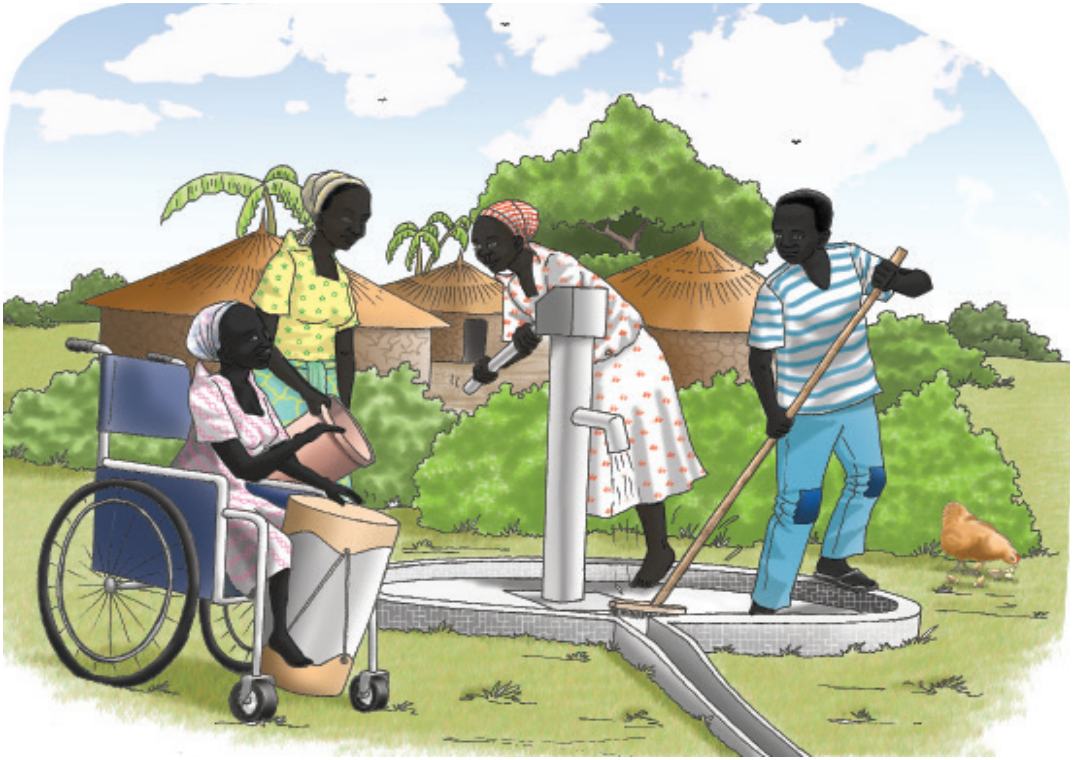


We learn together.  
We share our food.  
We are kind to each other.

### Activity 2: Draw your friends in school

# C Peace and security in our community

## Activity 1: Look and say

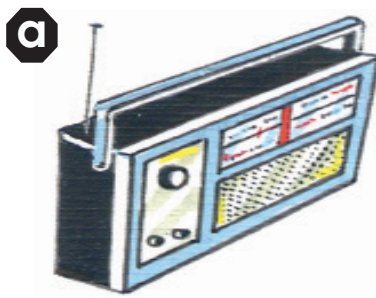


## Activity 2: Play a game of peace



## A Different communication devices

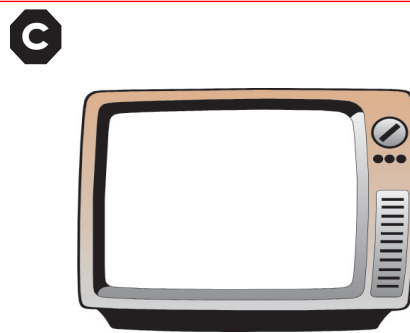
### Activity 1: Point and name



radio



mobile phone



television



computer



laptop

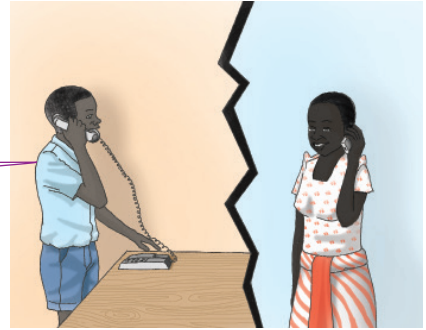
### Activity 2: Draw

Draw and name one item above.

## B Using communication devices

### Activity 1: Act and practise

Hello Mother.  
I miss you.



### Activity 2: Recite and mime



I type  
I read  
I watch  
All on my computer.

## C Story

### Activity 1: Listen and tell

#### The mobile phone

A mobile phone is a telephone.  
You can move around with it.  
It is used to make and receive calls.  
It can also write messages.  
It helps us talk to those who are far.



### Activity 2: Tell us

1. Talk about the mobile phone you have seen.
2. How do mobile phones help us?