

# CGS SST GRADE 1

© 2018, THE REPUBLIC OF SOUTH SUDAN, MINISTRY OF GENERAL EDUCATION AND INSTRUCTION.  
All rights reserved. No part of this book may be reproduced by any means graphic, electronic, echanical, photocopying, taping, storage and retrieval system without prior written permission of the Copyright Holder. Pictures, illustrations and links to third party websites are provided in good faith, for information and education purposes only.



This book is the property of the Ministry of  
General Education and Instruction.

Funded by:



**THIS BOOK IS NOT FOR SALE**

## 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) textbooks 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**

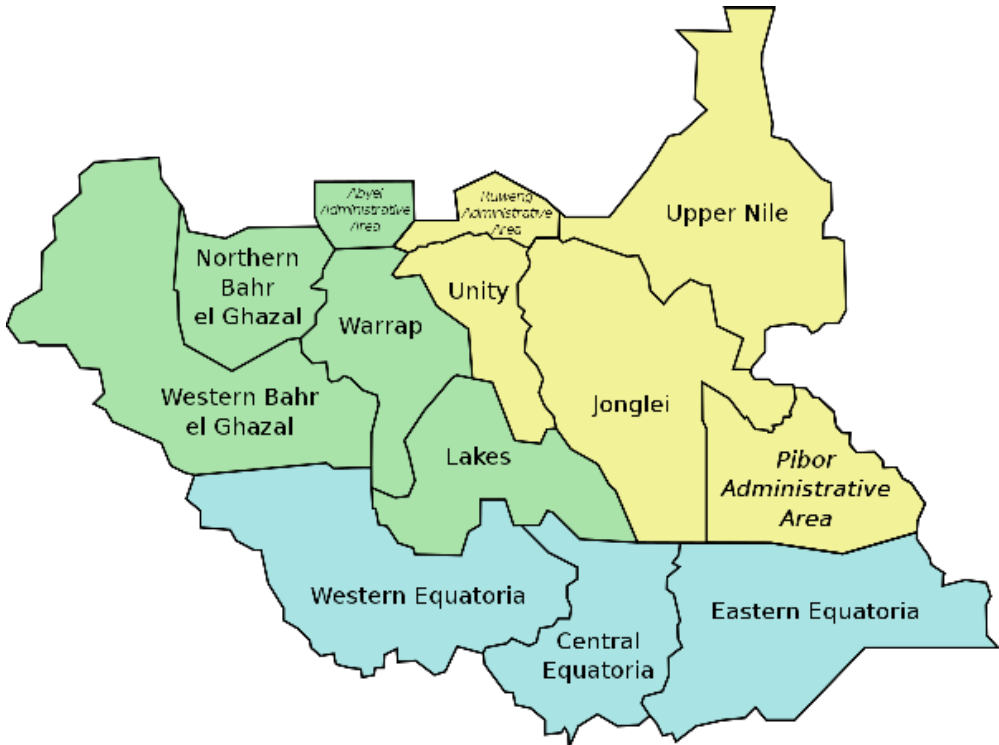
## Table Of Contents

<b>UNIT 1: Our country</b> .....	<b>1</b>
<b>UNIT 2: Living together in peace</b> .....	<b>4</b>
<b>UNIT 3: Now and then</b> .....	<b>7</b>
<b>UNIT 4: Where we live</b> .....	<b>30</b>
<b>UNIT 5: Working together</b> .....	<b>40</b>
<b>UNIT 6: Problem solving</b> .....	<b>53</b>
<b>UNIT 7: Jobs here and there</b> .....	<b>64</b>

## UNIT 1

# Our country

**Activity 1:** Individually learners tell name of their country



**Activity 2:**

In group learners sing national anthem of South Sudan

Oh God!

We praise and glorify you

For your grace on South Sudan

Land of great abundance

Uphold us united in peace and harmony.

Oh motherland!

We rise raising flag with the guiding star  
And sing songs of freedom with joy  
For justice, liberty and prosperity  
Shall forevermore reign.

Oh great patriots!  
Let us stand up in silence and respect  
Saluting our martyrs whose blood  
Cemented our national foundation  
We vow to protect our nation  
Oh God, bless South Sudan!

### Activity 3

In group learners name different colour of the national flag of South Sudan.



## Activity 4:

Individually learners tell name of their Head teacher



## Activity 5:

In pairs learners tell the work of head teacher and the class monitor

## Activity 6:

In pairs learners tell about the activities in their neighborhood



# UNIT 2

## Living together in peace

### Activity 1:

: In small group learners dramatize living together in peace by eating together



### Activity 2:

In pairs learners role-play polite way of asking for thing or permission



Please, Can I borrow your Pencil?

1



Please, Can I borrow your Pencil?

2

### Activity 3:

Individually learners tell different causes of conflicts



### Activity 4:

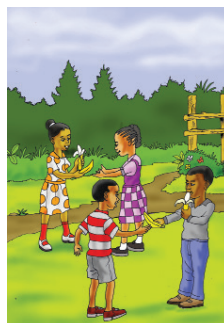
Individually learners tell the effects of conflicts

### Activity 5:

In pairs learners tell ways of preventing conflicts

### Activity 6:

In pairs tell the importance of sharing





### Activity 7

Individually learners tell  
Importance of forgiveness

### Activity 8

In small groups learners tell Individually  
Importance of making peace

### Activity 9

Individually learners tell Importance  
of respect

## UNIT 3

# Now and then

### Keywords

My name - a word you are known by.

Boy - a young male.

Girl - a young female.

Parent - your mother or father.

Sibling - your brother or sister.

Grandmother - the mother of your mother or father.

Grandfather - the father of your mother or father.

Grandparents - the father of your father or mother.

Aunt - the sister of your mother or father.

Uncle - the brother of your mother or father.

### Activity 1

### Members of our family

### Keywords

My name, boy, girl

My name is Okot.

I am a boy.



## Pair work

Tell your friend your name.

Are you a boy or a girl?

### Keywords

Mother, father, parents

My mother is called Alea.

My father is called Andiek.



## Group work

Tell each other the names of your parents or guardians.

### Keywords

Brother, sister, sibling

I have a sister.

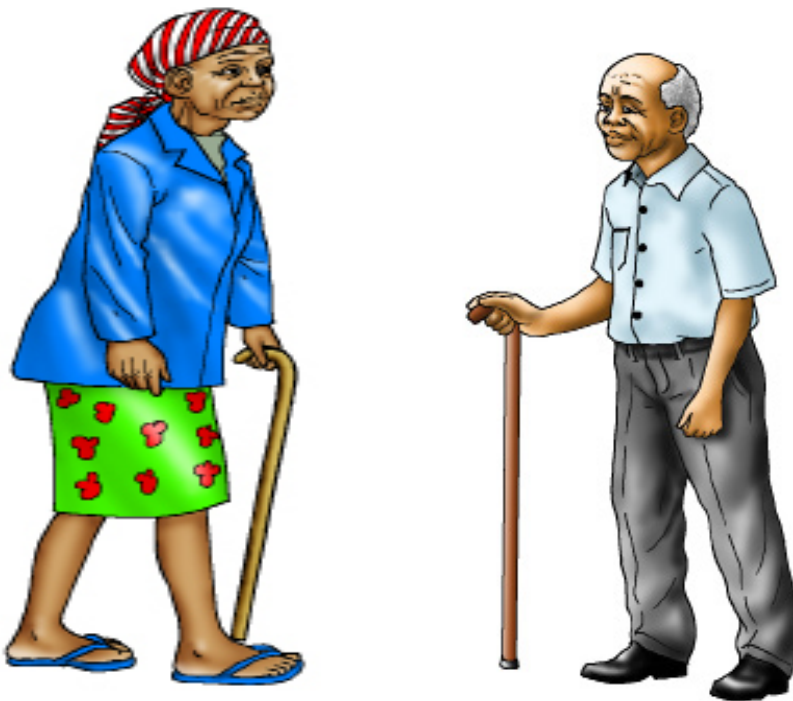
My sister is called Lisa.

My sister is my sibling.

Keywords

Grandmother, Grandfather,  
Grandparents

Here are my grandparents.  
My grandmother is called Cucu.  
My grandfather is called Ladu.



Write down the names of your cousins.

What do you do with your cousins?

Keywords

Aunt, Uncle

This is my uncle and aunt.

They watch us play.



Group work

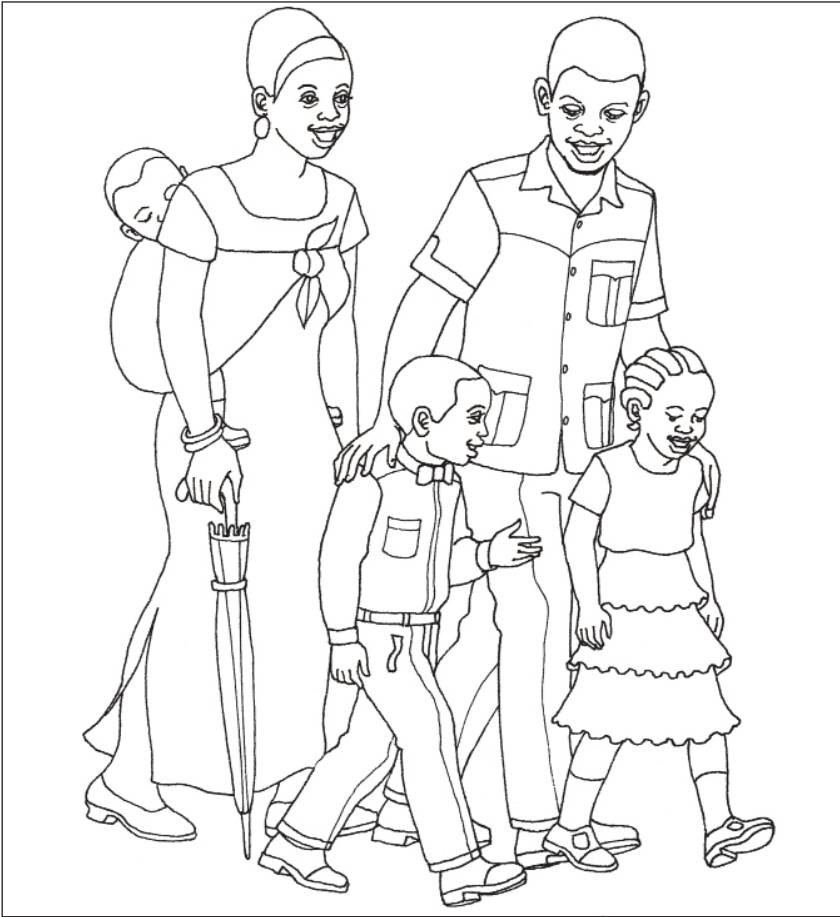
Tell your friends the names of your uncles and aunts.

## Time to sing

Sing a song about your family in your mother tongue.

## Time to colour

Colour the picture below.



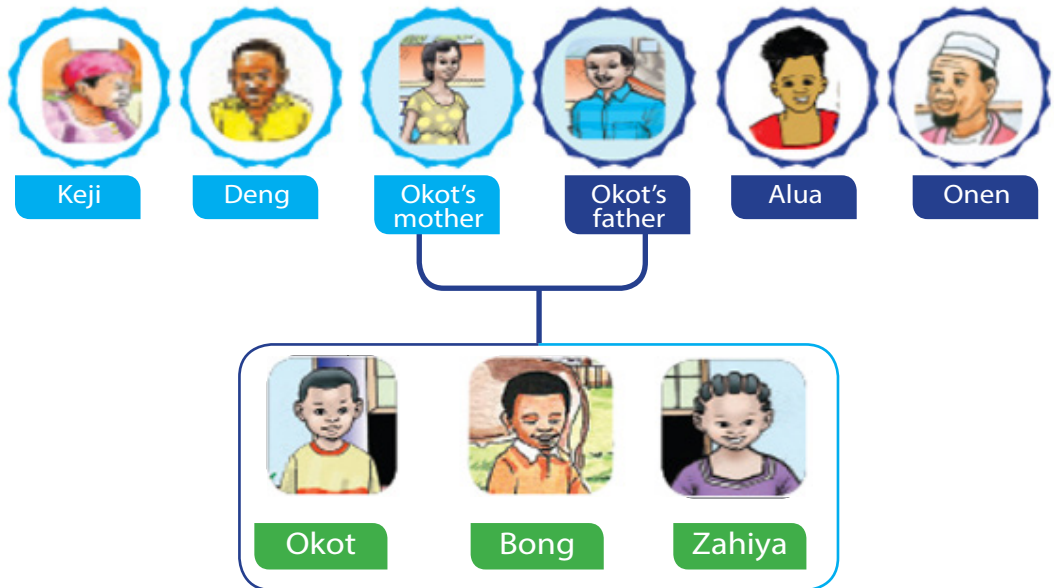
Tell your friend the people in the picture above.

## Homework

1. Ask your parents or guardians to tell you how your family has changed over time.

2. Do you live together with your extended family?
3. Tell your teacher why some of your extended family members live far away.

Look at the family tree below.





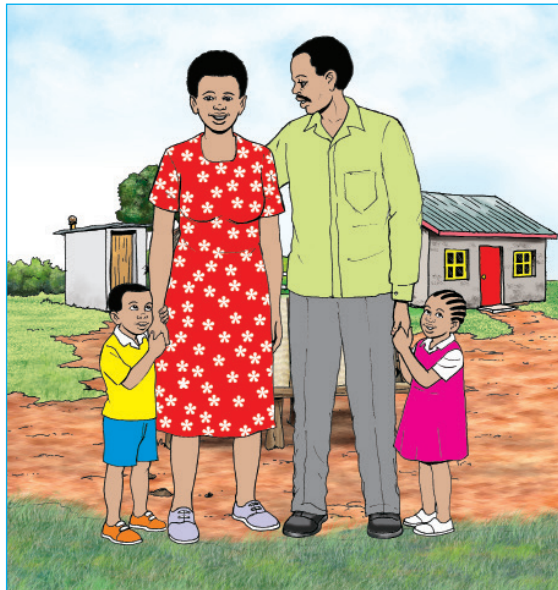
Keywords

History, ancestors

Pair work

Look at these pictures with your friend.

1.



2.



Tell your teacher the difference between picture 1 and 2.

Identify the people who are not in picture 1.

Draw arrows to join the people in the picture according to the way they are related.



## Activity 4

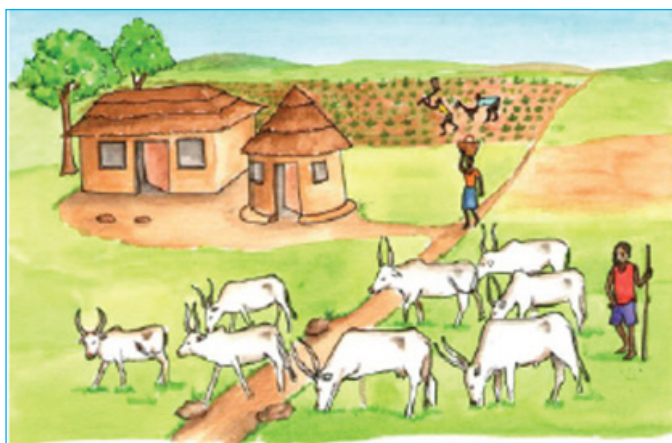
other things that can be used to tell family history

Other things that can be used to tell family history

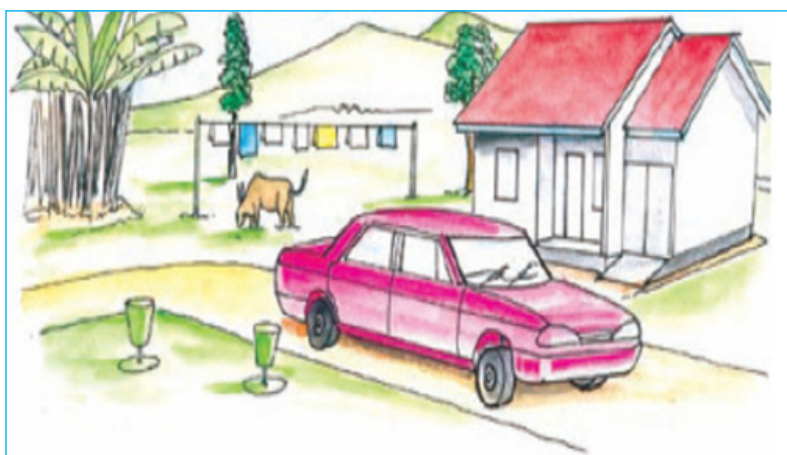
Look at the following pictures.

They show some of the changes in a family.

1.



2.



### Group work

Write down the things you can see in **picture 1**.

What things are in **picture 2** that are not in **picture 1**?

## Homework

1. Ask your parents or guardians to tell you some of the things they used to have in the past.
2. Tell your friends in class what your parents or guardians told you.

## Work to do

Choose the correct answer from the brackets to answer the following questions.

1. I am the father of your father. How should you call me? (Uncle, Grandfather)



2. I am the sister to your mother. How should you call me? (Aunt, Uncle)



3. The people who are related to us are called \_\_\_\_.  
(relatives, neighbours)
4. My great grandparents died before I was born. What is the name given to those people who died before we were born? (Ancestors, Siblings)

Keywords

Role, traditional, help

Pair work

Look at the following pictures.

A



B

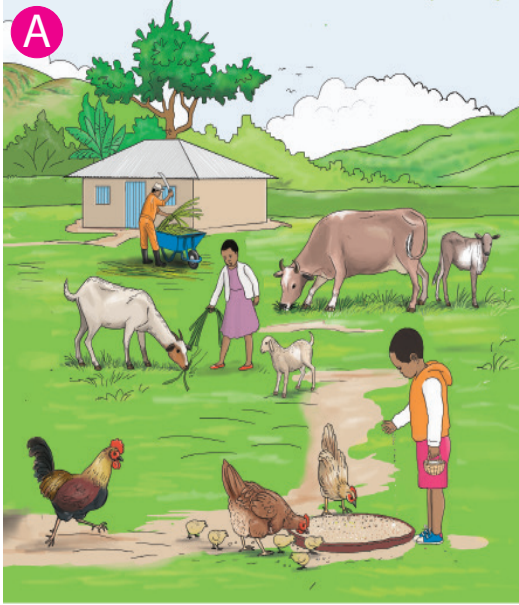


C



D





## Pair work

Identify the family members in the pictures above.

Tell your friend the role that each family member is doing in the pictures above.

## Time to draw

Draw your parents or guardians doing one of his or her role.

Exchange your picture with your friend.

Ask your friend to tell you what your parent or guardian is doing.

Keywords

Object, modern, share

Look at the following pictures.






Pair work

1. Name the objects you see in the pictures on

page 20.

2. What are the names of the traditional objects in your mother tongue?
3. Tick under the objects you share at home.
4. Tell your friend the things you see at home.
5. Tick all the traditional objects.

Write down the names of the objects below.

<p><b>A</b></p>  <p>_____</p>
<p><b>B</b></p>  <p>_____</p>
<p><b>C</b></p>  <p>_____</p>

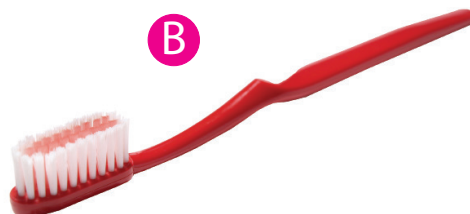


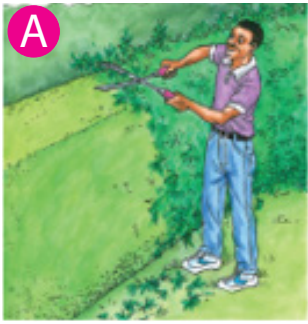
## Learning point

There are different things found in our homes.  
These things are modern and also traditional.  
We should share what we have at home.

## Group work

Look at these pictures.

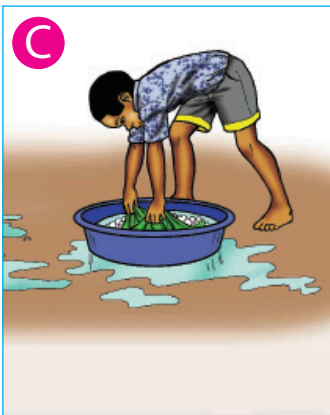




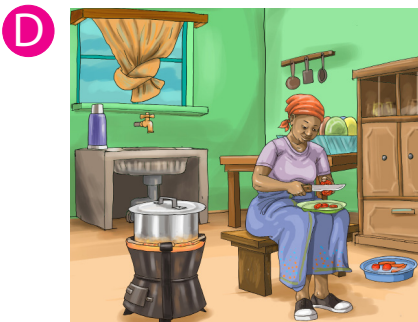
Mopping the house



Cooking

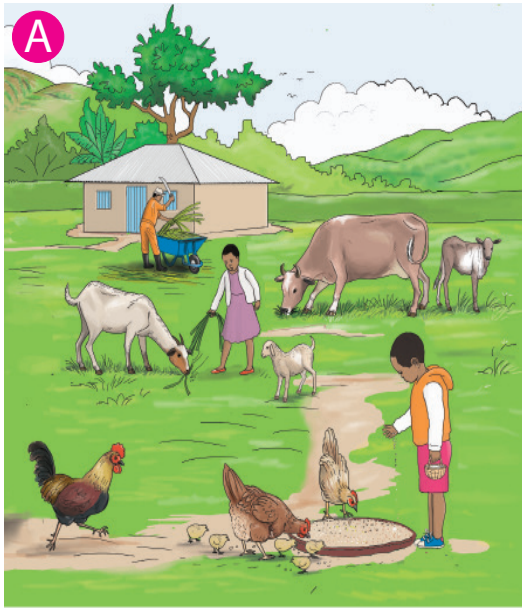


Trimming the fence



Washing clothes

Look at the following pictures.



## Pair work

Identify the family members in the pictures above.

Tell your friend the role that each family member is doing in the pictures above.

## Time to draw

Draw your parents or guardians doing one of his or her role.

Exchange your picture with your friend.

Ask your friend to tell you what your parent or guardian is doing.

Keywords

Object, modern, share

Look at the following pictures.



## Pair work

1. Name the objects you see in the pictures on page 18.
2. What are the names of the traditional objects in your mother tongue?
3. Tick under the objects you share at home.
4. Tell your friend the things you see at home.
5. Tick all the traditional objects.

Write down the names of the objects below.

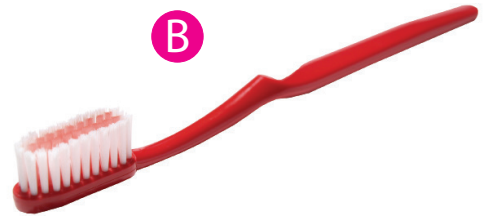
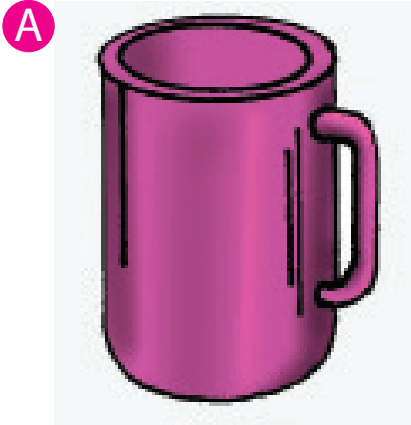


## Learning point

There are different things found in our homes.  
These things are modern and also traditional.  
We should share what we have at home.

## Group work

Look at these pictures.



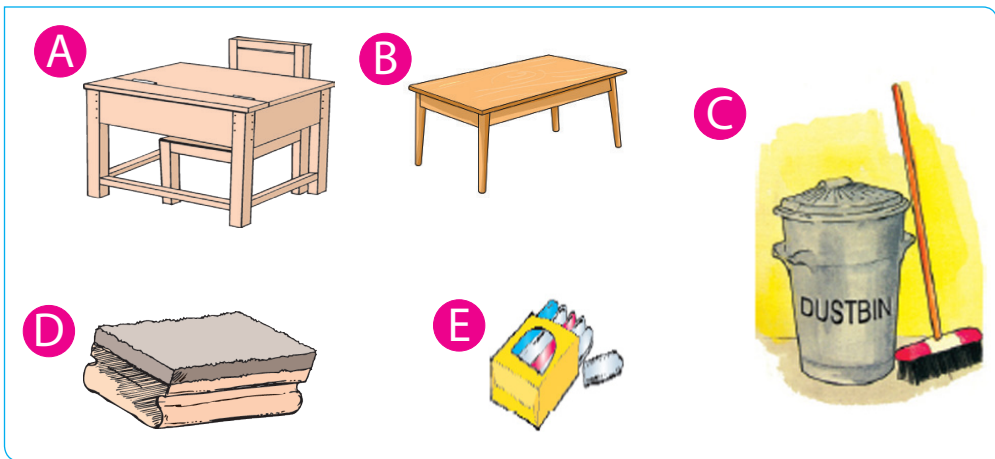
Tell your friends the names of the objects in the pictures above.

Tick under the things that you share at home.

## Keywords

Class, duster, desk, chalk

The following pictures show some of the things found at school.



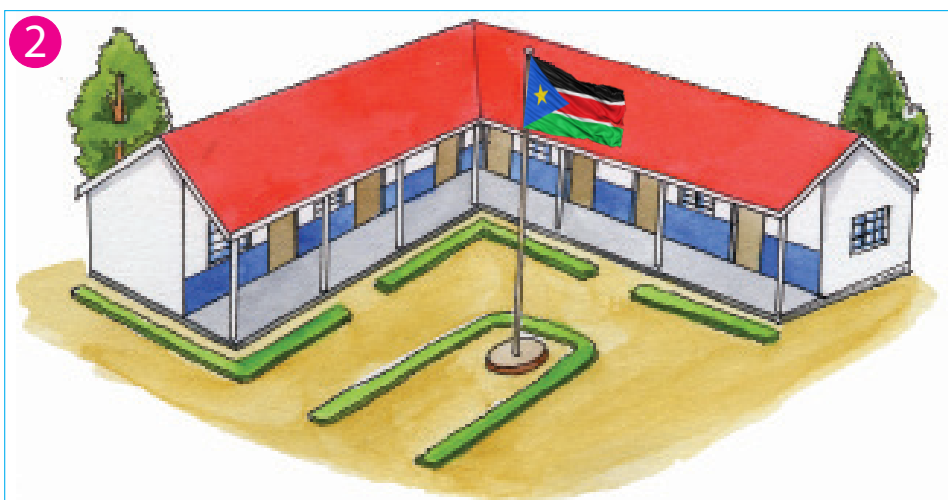
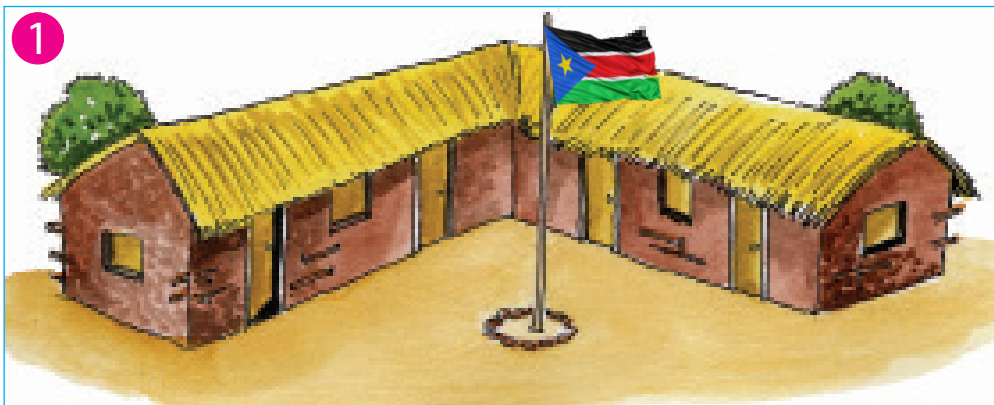
## Pair work

1. Identify the things in the pictures above.
2. Look around your class.

Tell your friend the things that are found in your class.

## Group work

Look at these pictures.





## UNIT 4

# Where we live

Look at the following picture.



Pair work

Tell your friend what you see in the picture above.

### Class activity

Go outside the classroom.

Observe the things around your school.

Tell your teacher what you can see around your school.

### Learning point

The things that are around us are called physical features.

They can be stones, trees, buildings, farms or posts.

### Time to draw

Draw one feature that is near your class and colour it.  
Write its name below it.

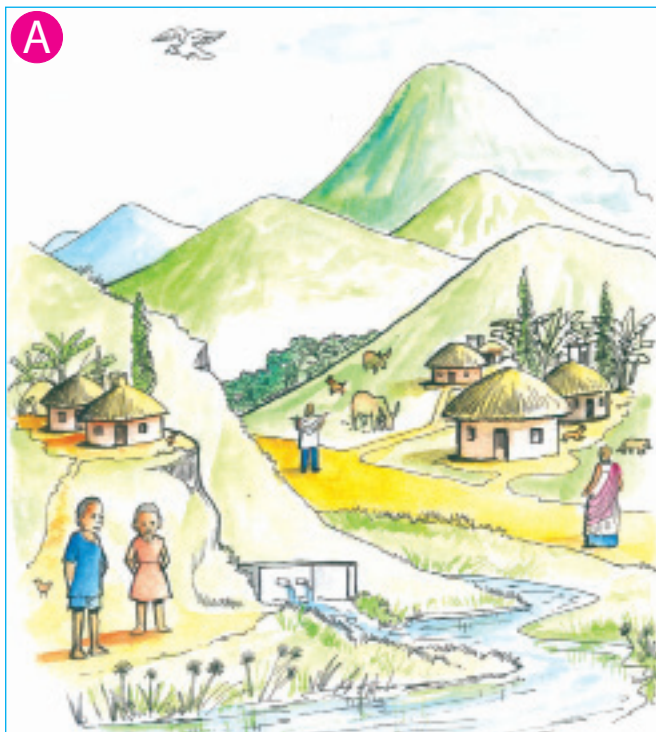
### Activity 2

### Features in the neighbourhood

Keyword

Neighbourhood

Look at the picture below.



Tell your friend what you see in the picture above.  
Name the features that you see in the picture above.

Look at the picture below.



## Group work

Tell your group the features you see in the picture above.

Do you like what you see in the picture? Tell your friends why.

Tell your group members what you can do to make **picture B** beautiful.

Where would you like to live? In **picture A** or in **Picture B**?

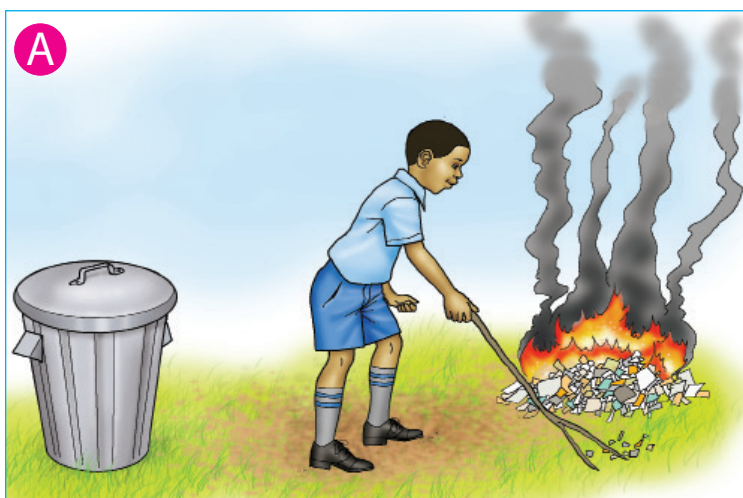
## Activity 3

## Protecting where we live

Keyword

Protect

Look at the pictures below.

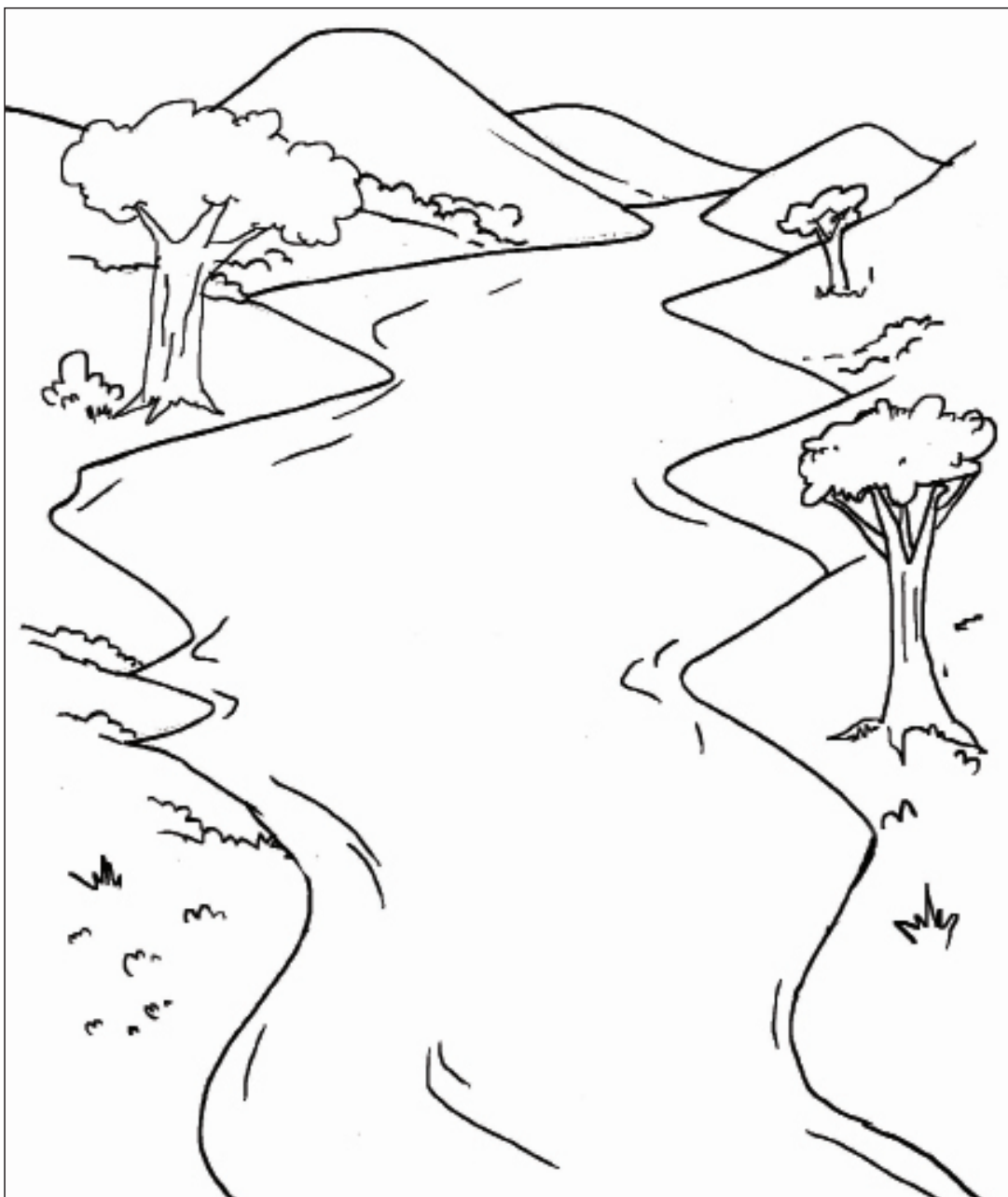




Tell your friend what the children are doing.  
Have you ever done any of the activities shown above?  
Tell your friend which one.

Time to colour

Colour the picture below.

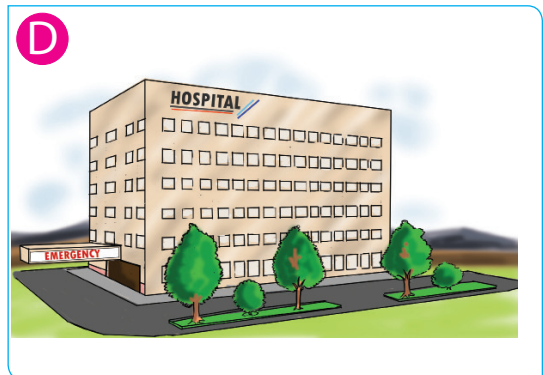
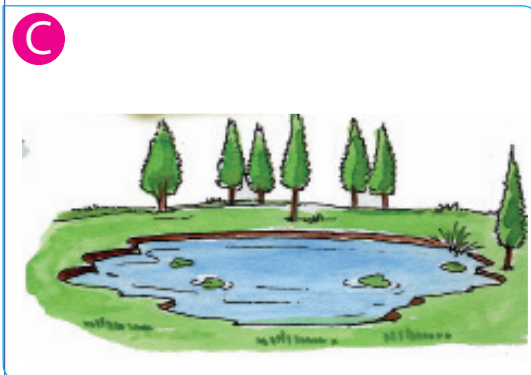
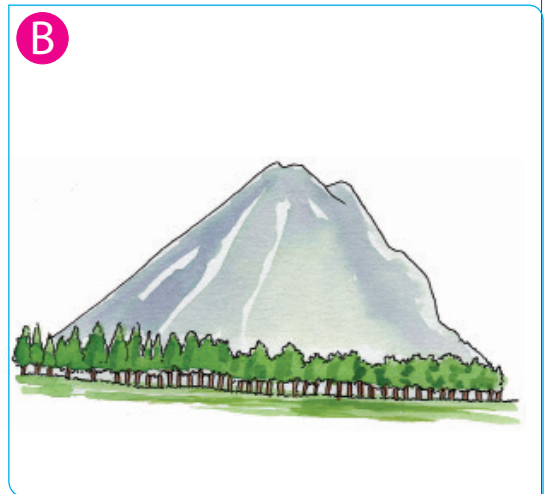
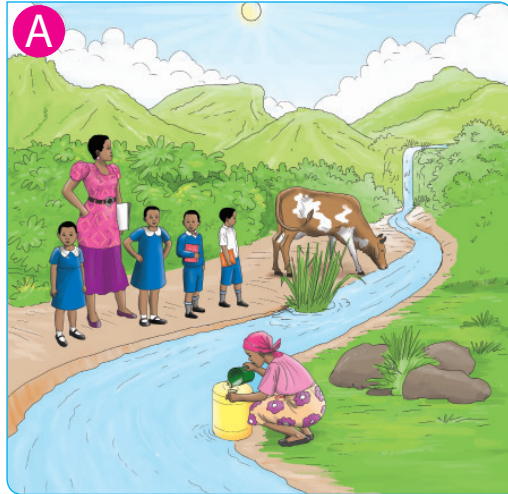


Use green, brown and blue colours to colour.

## Learning Activity

Look at the following pictures.

They show types of physical features.

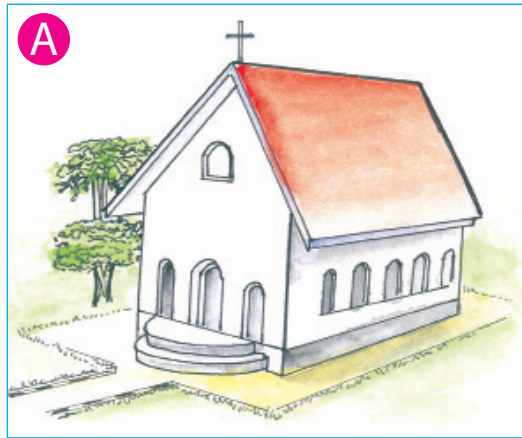


### Pair work

Tell your friend the names of the features above.

Write their names if you can.

Look at the pictures below.



### Group work

Tell your friends the features you see in the pictures above.

Are the features the same?

Have you ever seen any of these features? Which one?

Tell your teacher where you see these features.



Use a tick (✓) to show the activities that keep the environment clean and (✗) to show those that do not.

Collecting litter	
Throwing papers everywhere	
Sweeping leaves from the compound	
Sleeping in a dirty house	
Cutting trees	
Treating water	
Planting trees	

### Time to plant

With the help of your teacher, plant a tree in your school garden.

Take care of your tree until it grows big!

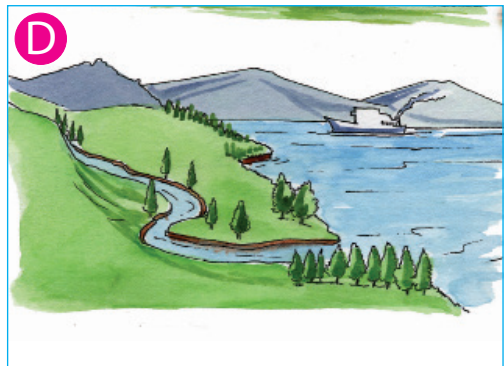
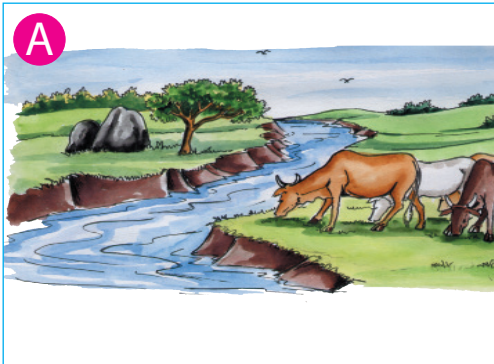
### Activity 4

### Natural features

#### Keywords

Natural, manmade

Look at the following pictures.



### Group work

Tell each other the features shown in the pictures above.

Who made these features?

Tell your teacher why we need these features.

### Learning point

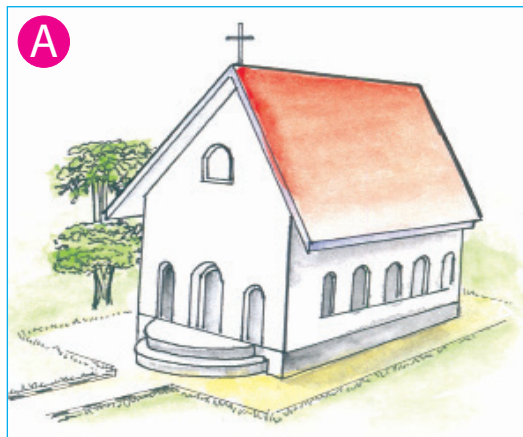
There are two types of physical features.

We have natural features and man-made features.

Natural features are all the features made by God.

They include rivers, lakes, mountains, hills, forests and swamps.

Look at the pictures below.



### Pair work

Name the features you see in the pictures above.

Tell you friend the importance of each feature shown above.

Who made the features shown above?

## Learning point

Features that are made by people are called man-made features.

They include buildings, roads and some forests.

## Time to draw

Draw one feature and colour it.  
Show your friend what you drew.

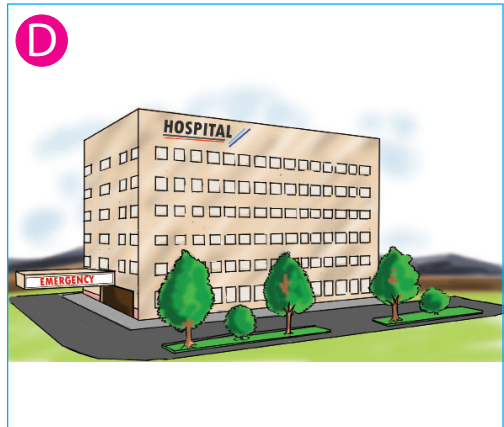
## Activity 6

## Economic features

Keywords

Economic, activity

Look at the pictures below.



## Group work

Tell your friend the names of economic features shown in the pictures above.

Identify the economic activity that takes place in the pictures shown above.

Who made the features shown in the pictures above?

Tell your teacher why we need these features.

## UNIT 5

# Working together

### Keywords

**Job** – a piece of work.

**Community** – a group of people living in the same place.

**Help** – give assistance.

**Duties** – tasks that one is expected to do.

**Pretend** – to behave like something is true when it is not.

### Activity 1

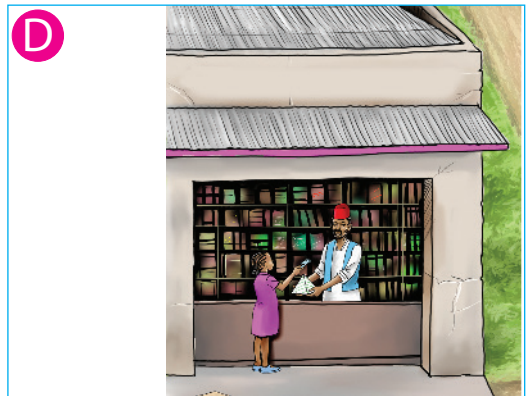
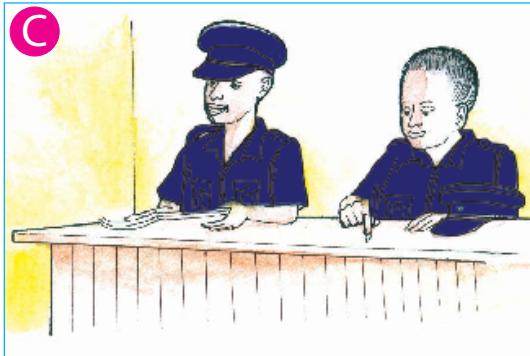
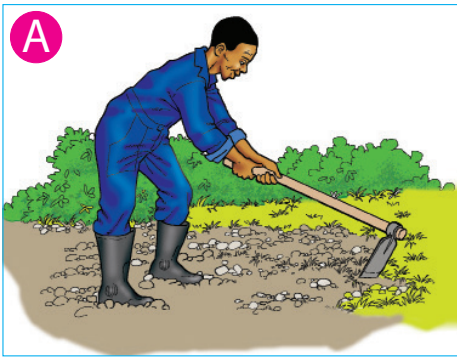
### People in our community

#### Keywords

Jobs, community, help, duties

What jobs do people do in our community?

Here are some pictures to help you.



### Pair work

Tell your friend the jobs that the people in the pictures above are doing.

Are there other jobs that you know about?

Tell your friend about them.

## Time to draw

Draw two pictures of different jobs that you like.  
Write and label for your pictures if you can.  
Tell your friend why you like the jobs you have drawn.

## Group work

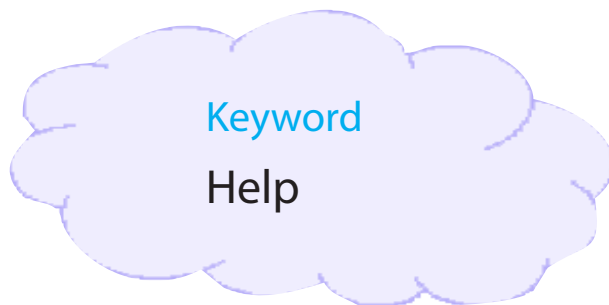
Take turns to show your pictures to your group.  
Tell them why you like the jobs you have drawn.

## Homework

Talk to your parents or guardians about the jobs that people do.  
Tell your group when you come back to school.

## Activity 2

## People who help us





Who are the people who help us?

Look at the pictures below.

A



B



### Pair work

Tell your friend who the people in the pictures are.

What are they doing?

Tell your teacher all the other people that help us.

### Time to draw

Draw three pictures of some people who help us.

Write a label for your pictures if you can.

### Group work

Take turns in showing one of your pictures to the group.

Let your friends tell you how the people in your pictures help us.

### Homework

Ask your parents or guardians about the people who help you in your area.

Tell your group when you come back to school.



Keyword

Pretend

Did you find out more about the people who help us?  
Tell your group about what you out found.

### Pair work

What job do you want to do when you grow up? Take turns to tell your friend.

Tell your friend why you would like to do that job.

### Time to sing

Can you think of some songs about the jobs people do?

Your teacher will help you.

Sing the songs in class.

## Pair work

Talk about people who helps us at school and those who helps us when we are not at school.

Sort your drawings into two sets.

Tell your group what you have done.



## Group work

Who are the people in the pictures above?

Take turns to tell each other where people help us. Is it at school or is it at home?

Choose one person who helps us.

Explain to your group how they help us.

## Activity 5

## Role play

Pretend that you are one of the people who help us.  
What will you do and say?

See if the rest of your group can guess who you are  
pretending to be.

## Group work

Take turns to pretend to be doing a job.

See if your group can guess what job you are doing.

Can you guess what they are doing?



What are the children in the pictures above pretending  
to be?

Keyword

Duties

How do you help at home and at school?

Do you have duties?



Pair work

What is the boy doing in the picture above?

What duties do you have at home?



Tell your friend what the children in the picture above are doing.

What duties do you have at school?

Time to draw

Draw pictures of two duties that you enjoy doing at home.

Draw a picture of one duty that you do at school.

Group work

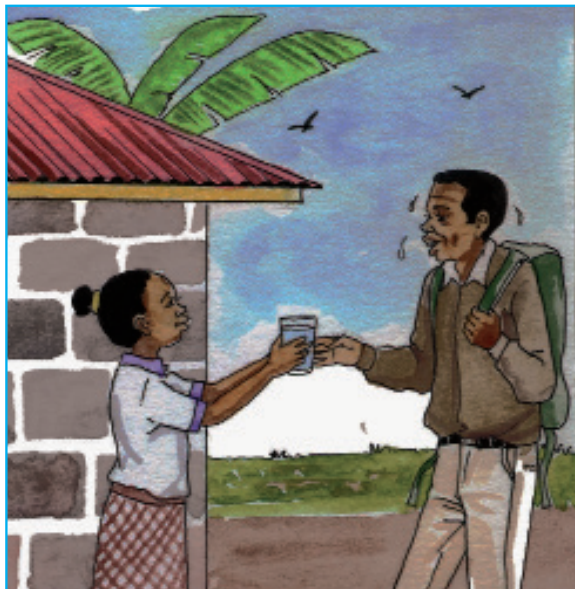
Take turns in showing your pictures to the group.

Can they guess what you are doing?

Keywords

Features, physical

Your teacher will ask a visitor to talk to you about their job.





## Pair work

What will you ask the visitor?

After the visit. What did the visitor tell you?

## Time to draw

Draw pictures of the visitor at work.

## The visitor's day.

## Pair work

What is happening in these pictures?





Time to draw

Now draw your own series of pictures to show the visitor's day.

## UNIT 6

# Problem solving

### Keywords

**Protect** – keep safe from harm.

**Safe** – free from harm.

**Thief** – a person who steal other people's things.

**Dangerous** – able to cause harm or injury.

**Hurt** – to feel pain or injure someone.

**Fight** – to use force to defeat another person.

### Activity 1

### Making the community safer

#### Keywords

Protect, safe, thief

Read the story below.

Our home is near the road. Thieves used to steal our chicken. My father fenced our home. I got a dog to help us chase the thieves. The dog is so harsh and always barks when someone breaks into our home. Since then, our chicken are safe.

## Pair work

1. Who used to steal chicken?
2. What did the father do to save the chicken?
3. Tell your teacher what you would do if you caught the thieves.

### Learning point

Thieves steal what does not belong to them.

We should always protect our things from thieves.

## Group work

With the help of your teacher, write the following sentences on flashcards.

1. We should write our names on our books.
2. We should report lost items to the teacher.
3. We should always protect our things.
4. We should always report thieves to the police.

Read the flashcards loudly in front of your class.

## Homework

Ask your parents or guardians how they protect their things at home.

Report what your parents told you when you come back to school.

## Activity 2

## Dangerous objects at home and at school

### Keywords

Dangerous, hurt, harm, safe

Look at these pictures.

A



B



C



D



## Pair work

1. Tell your friend what the children are doing in each picture above.
2. What will happen if the children are not stopped from doing what they are doing?
3. Take turns in telling your group ways of keeping safe at school.

## Group work

Look at the pictures below with your friends.



Tell your friends a story from the pictures above.

Listen to the story your teacher is going to read to you.

Who said the right story?

Tell your friends what could have made the child fall down.

### Fun point

Sing this song.

Sing one song about keeping safe.

You can compose your own song.

### Group work

Read the conversation below.

**Adek:** Good afternoon Maluach.

**Deng:** Good afternoon Adek.

**Adek:** Why do you look sad?

**Deng:** I have lost my new English book.

**Adek:** Had you written your name on it?

**Deng:** Yes my mother wrote my name on the first page.

**Adek:** Let us ask if anyone has seen it.

**Deng:** Ok you ask it for me.

**Adek:** Oh! It is then on the teacher's table.

**Deng:** Thank you Adek for finding my book.

**Adek:** We should create a lost and found desk.  
Where lost and found things shall be kept.

1. Tell each other why Deng was sad.
2. Do you get sad?
3. Write down the things that make you sad. Exchange your book with your friend and read loudly the things that make your friend sad.
4. Tell your group members other ways you can use to keep your books safe at school.

## Homework

1. Ask your parents or guardians the things that are dangerous at home.  
Tell your group members when you get back to school.
2. Find out from your parents or guardians other ways of keeping our compound clean and safe.



### Time to draw

Draw the things that make you happy. Colour them.

Show your friend your pictures.

Can your friend tell you what makes you happy from the pictures?

### Pair work

Name ways that people use to keep their homes safe.

Here is a picture to help you.



**Keywords**

Peace, report, fight

**Learning point**

It is good to share what we have with others.

When someone hurts us we should not beat him or her.

When someone hurts us, we should report them to our teachers or parents.

**Group work**

1. With the help of your teacher, make rules which are going to prevent you from fighting at school.
2. Write the rules on flashcards.
3. Read the rules loudly in front of your class.
4. Stick the flashcards around your class.

## Pair work

What happens when two communities fight?  
Take turns to tell each other why we need to have peace.

Look at the pictures below.

A



B



## Group work

Tell your friends what you see in each picture.

## Time to sing





Sing one song that promotes peace in your community.

### Revision Questions

Choose the correct answer from the brackets to fill in the dashes.

1. People who steal our things are called \_\_\_\_\_ . (doctors, thieves)
2. Communities should live in \_\_\_\_\_ with each other. (peace, fight)
3. \_\_\_\_\_ is a peaceful way of solving problems. (Talking, Fighting)

4. Match the following pictures with the action that is happening.

Picture	Action
<p data-bbox="243 319 292 371"><b>A</b></p> 	<p data-bbox="865 453 1067 504">Sweeping</p>
<p data-bbox="243 668 292 719"><b>B</b></p> 	<p data-bbox="857 744 1016 795">Dusting</p>
<p data-bbox="243 896 292 948"><b>C</b></p> 	<p data-bbox="857 1016 1026 1068">Slashing</p>
<p data-bbox="243 1201 292 1252"><b>D</b></p> 	<p data-bbox="857 1290 1042 1342">Mopping</p>

# UNIT 7

## Jobs here and there

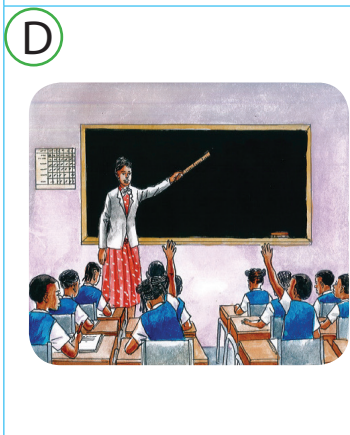
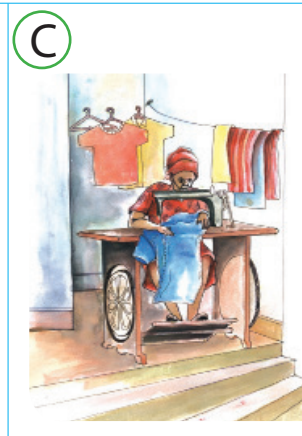
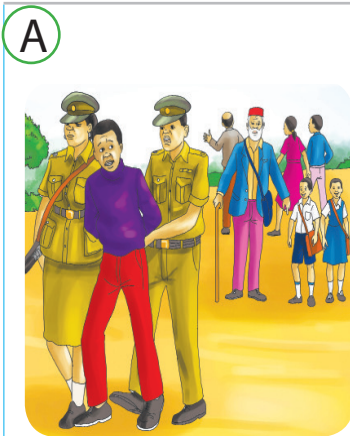
### Key words

Job

Cobbler

People in our village do different jobs.

Look at the pictures below.


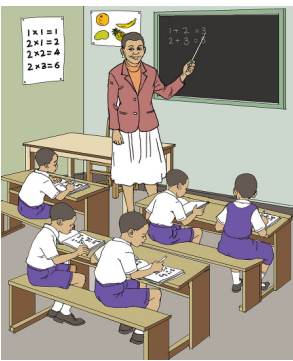
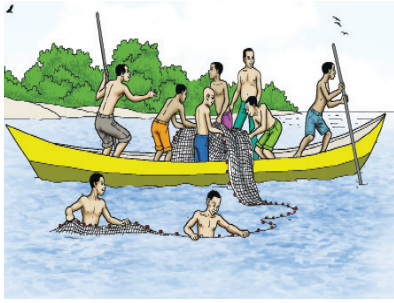


Write down the names of the jobs being done by the

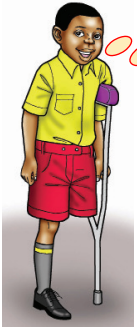
people in the pictures above.

## Matching

Match the picture of the people with the type of job they are doing.

Picture	Type of job
<p data-bbox="161 476 215 533">A</p> 	Fishing
<p data-bbox="161 875 215 932">B</p> 	Treating
<p data-bbox="161 1323 215 1380">C</p> 	Teaching

Read aloud.



My name is Ajak.  
My mother is a teacher.



My name is Aluel.  
My sister is a  
policewoman.



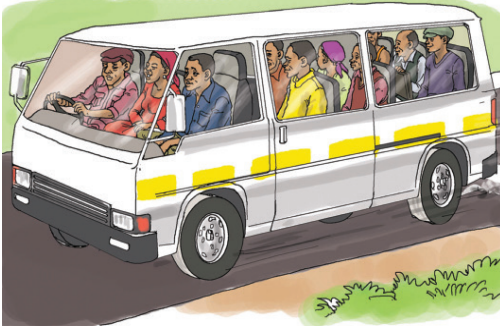
My name is Kur.  
My father is a doctor.



My name is Aya.

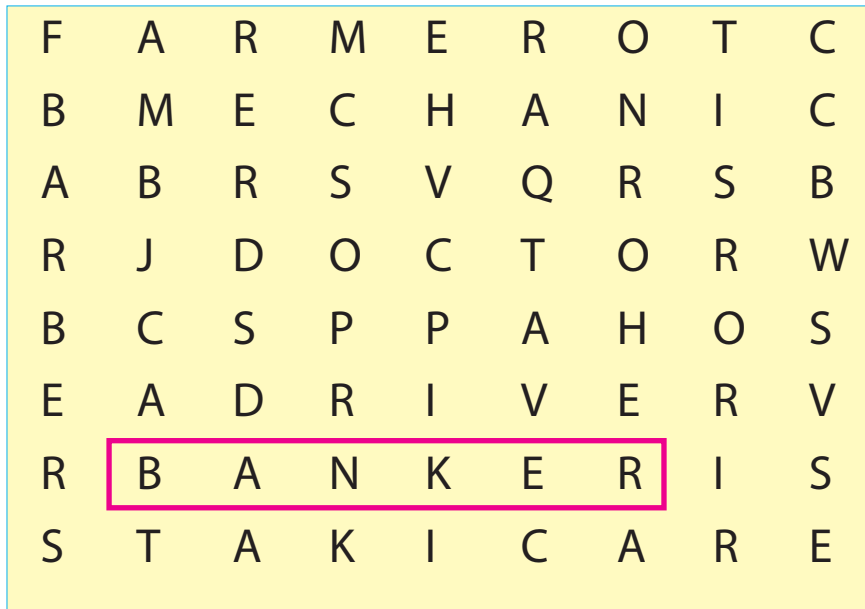


Look at the pictures below.



## Word game








Find and circle the names of the people in the pictures on page 45. One has been done for you.



(BANKER, FARMER,  
BARBER, DRIVER,  
MECHANIC, DOCTOR)

## Pair work

Match the following pictures with the correct name of the job.  
One has been done for you.

Picture	Type of job
<p>(A) </p>	Guards
<p>(B) </p>	Welds or unites pieces of iron by welding
<p>(C) </p>	Grows crops
<p>(D) </p>	Shaves hair
<p>(E) </p>	Takes care of patients
<p>(F) </p>	Repairs vehicles
<p>(G) </p>	Builds houses

## Activity 2

# Effects of jobs done by people to the community

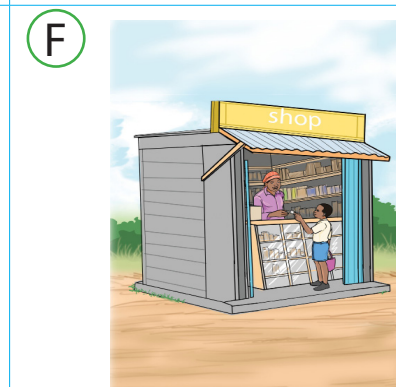
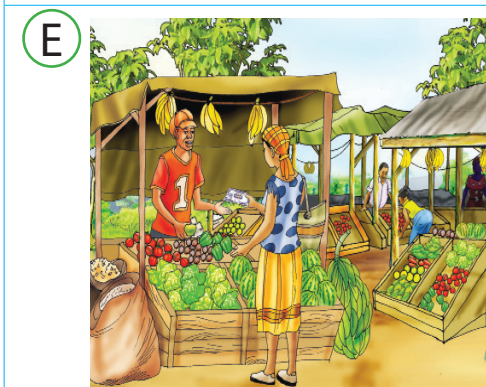
### Key words

Effects

Community

The jobs people do are important. They help us live well.

Look at the following pictures.



## Group work

Use the pictures on page 48 to complete the following sentences.

1. In a, the person is \_\_\_\_\_.
2. In b, people are \_\_\_\_\_.
3. In c, people are \_\_\_\_\_.
4. In d, people are \_\_\_\_\_.
5. In e, people are \_\_\_\_\_.
6. In f, the boy is \_\_\_\_\_.

Effects of jobs done by people to the community

Look at the following pictures.



## Word game

Find and circle main activities done by people in your village. One has been done for you.

T	E	A	C	H	I	N	G
Y	B	Y	T	D	S	Q	W
I	D	R	I	V	I	N	G
P	V	I	N	Z	X	T	S
G	B	A	G	B	X	D	E

(TEACHING, DRIVING, TYPING)

Circle the names of jobs given in the box below. One has been done for you.

Teaching

Sleeping

Typing

Eating

Driving

Walking

Selling in a shop

Reading

## Pair work

Listen to your teacher reading a story about the pictures below.



## Homework

Find out from your parents or guardians other jobs done by people in the country. Share your findings in class.

## Activity 3

## Jobs and products in your locality

## Key words

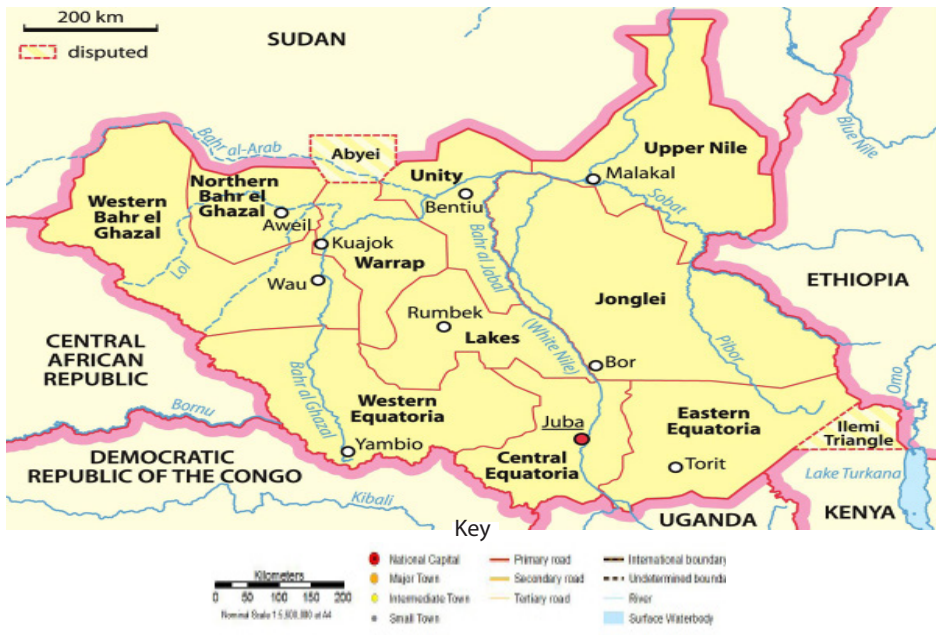
Product

Locality

Look at the following pictures.



Look at the map below.



<b>Product:</b>	Anything that can be taken to a market that is needed by people.
<b>Masonry:</b>	Is the act of building using stones or bricks.
<b>Cobbler:</b>	A person who makes shoes that are torn.
<b>Skill:</b>	Qualities that enable you to be successful in a place of work.
<b>Plumber:</b>	A person who makes broken water pipes.
<b>Green Grocer:</b>	A person who sells fruits and vegetables.
<b>Location:</b>	A place or point.
<b>Community:</b>	People or a group sharing a common language, tradition and interests.
<b>Typing:</b>	The act of putting information in a computer using a keyboard.
<b>Observe:</b>	To see or look at something with attention.