



Republic of Zambia

Ministry of Education

ORAL ENGLISH LANGUAGE

TEACHING MODULE

GRADE 1-TERM ONE



Published by Curriculum Development Centre

Lusaka

2025



Republic of Zambia

Ministry of Education

Directorate of Curriculum Development

The Curriculum Development Centre

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GRADE 1

TERM ONE (1)

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PREFACE

The advent of the Competence-Based Curriculum (CBC) heralds a new era of dynamic and practical learning experiences designed to equip learners with the 21st century skills. It marks a transformative step in improving education quality and relevance.

The Listening and Speaking (Oral) Module for Grade 1 has been designed in line with the Competence Based Education principles which seek to link education to real life experiences. The General Competences provided in the 2023 Zambia Curriculum Framework are linked to the content of this module.

The Module aims to support Grade 1 teachers in the implementation of the CBC in the absence of approved text books. It therefore reflects the Ministry's unwavering commitment to making this journey as smooth as possible for teachers. However, teachers are encouraged to supplement this module with their own research and innovations in order to address any gaps that may arise during implementation.

I hope teachers will make good use of this resource.

Joel Kamoko (Mr.)

Permanent Secretary- Educational Services

MINISTRY OF EDUCATION

ACKNOWLEDGEMENT

The Listening and Speaking (Oral) Module for Grade 1 has been developed with wide consultation involving several stakeholders within and outside the Education system. Many individuals, institutions and organizations were consulted to gather their views on the existing English Language practices to accord an opportunity to make suggestions for the Competence Based Curriculum. The Ministry of Education wishes to express heartfelt gratitude to all those who participated for their valuable contributions which culminated in the development of this Module.

Finally, I acknowledge the dedication and hard work of the staff at the Curriculum Development Centre, whose efforts were instrumental in ensuring the successful completion of the syllabus development process.

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Ministry of Education

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INTRODUCTION

The Listening and Speaking (Oral) Module for Grade 1 has been developed to support teachers in the effective delivery of English Literacy and Language lessons under the reformed curriculum. The module is developed based on the approved 2024 Competence-based English language Syllabus. It aims to bridge the gap created by the absence of approved textbooks and to equip educators with practical tools, activities, and assessments tailored to the learners' level and needs.

The Ministry understands the challenges that come with transitioning to a new curriculum that is Competence-Based. The choice of the Competence-Based Curriculum (CBC) marks a transformative step in improving education quality and relevance. This module reflects the Ministry's unwavering commitment to making this journey as smooth as possible for teachers, by providing structured guidance, suggested activities, and formative assessments that align with the CBC's objectives. However, teachers are encouraged to supplement this module with their own research and innovations in order to address any gaps that may arise during implementation.

The suggested activities and assessments provided in this module are designed to foster practical and critical thinking skills in learners while ensuring relevance and adaptability to different school contexts. Teachers are encouraged to tailor these pedagogical skills to their unique classroom dynamics and to explore alternative, acceptable approaches which are learner centred and translanguaging practices that support the multilingual teaching environment necessary in the Zambian classrooms. This flexibility is key to ensuring that all learners, regardless of their environment, benefit from meaningful and impactful Curriculum.

It is envisaged that this module will serve as a valuable resource for teachers as they navigate the new Competence-Based Curriculum, enhancing their ability to inspire and equip learners with essential Language and Literacy knowledge, skills and positive attitudes desired to create a vibrant and responsive education system.

HOW THE MODULE SHOULD BE USED

This module is designed to support teachers in planning and delivering listening and speaking lessons in English for Term 1. It is organized into topics and sub-topics covering various thematic areas. The module offers a variety of activities that can be translated into lessons. Teachers are encouraged to design their own lessons using the suggested activities and supplementary resources.

SUGGESTED TEACHING METHODOLOGY

The teaching method in this syllabus follows the three Ps' strategy-Present, Practice, and Produce, tailored for listening and speaking skills. The approach includes various methods such

as pair work, group activities, role play, language games, songs, stories, rhymes, dialogue, conversation, and interactive games. Teachers are encouraged to use a variety of teaching methods and approaches to enhance the development of listening and speaking skills. Teachers are also encouraged to trans-language by using accommodation strategies such as code-switching, particularly in instances where learners are not exposed to English as their first language.

Topic: 1.1 Conversations

1. Introduction

In Term 1, the listening and speaking lessons will focus on the topic of conversation, which encompasses several subtopics. These include greetings, family, simple commands, classroom rules, home chores and responsibilities, time, and food and meals. Through these lessons, learners will be exposed to a variety of speaking and listening situations that encourage active participation and engagement. This topic is important as it provides learners with opportunities to explore, build, and apply appropriate vocabulary in different contexts, enhancing their communication skills and confidence in using the English language effectively.

General Competence(s)

The general competences that learners will acquire, through the learning experience, include; effective communication, collaboration, creativity and innovation, as well as critical thinking.



Key Terms /Words/Vocabulary

The key terms to be introduced in this topic include: *greeting, family, responsibilities, chores, rules, commands, time and food and meals.*

Sub-Topic:

1.1.1. Greetings

Introduction

This sub-topic focuses on equipping learners with the ability to use appropriate and respond to greetings for different times of the day. Learners will explore and practice greetings commonly used in the morning, afternoon, and evening and how to respond appropriately. Understanding and applying proper greetings is an essential communication skill that fosters respect, builds relationships, and promotes social harmony.

Specific Competence(s) - Learners to: Use appropriate greetings at different times of the day.

Learning Activities:

Activity 1: Demonstrating greetings at different times of the day (*Good morning, Good afternoon and Good evening*)

Break the activity into three sub activities

Activity 1a: Good Morning Greeting

Activity 1b: Good Afternoon Greeting

Activity 1c: Good Evening Greeting



Activity 1a: Good Morning Greeting

PROCEDURE

a) STEP 1: Present

- Introduce the phrase “*Good morning.*”
- Explain the *Good morning greeting* is used before noon (*12 hours*)
- Demonstrate greeting each other in the morning. *For example:*
- *Teacher:* Good morning, Mapalo (Learner)!
- *Mapalo (Learner):* Good morning, Teacher!
- *Learner 1 (Grace):* Good morning, John!
- *Learner 2 (John):* Good morning, Grace!

b) STEP 2: Practice

- Conduct a whole-class choral repetition of “Good morning.”
- Pair learners to practice the greeting in a dialogue format:
- *Learner 1 (Jane):* Good morning, Peter.
- *Learner 2 (Peter):* Good morning, Jane.
- Rotate pairs to ensure everyone practices with different partners.

c) STEP 3: Produce

- Put learners into small groups. Ask learners to role-play a scenario where they are meeting in the morning.
- Ask each group to perform their dialogue in front of the class.
- Provide feedback

d) STEP 4: Closure

- Ask learners to sing the ‘*Good Morning song*’.

e) **Suggested Teaching and Learning Materials:** *Puppets, Conversation Posters illustrating different times of the day.*

f) Expected Standard:

- Appropriate greetings at different times of the day used correctly.



Assessment Activities

Oral language Assessment (*Demonstrations, Presentations, Question and Answer*)



Summary

Remind learners that the *Good morning greeting* is used before noon (*12 hours*)



Activity 1b: Good Afternoon Greeting

PROCEDURE

a) STEP 1: Present

- Introduce the phrase “*Good afternoon.*”
- Explain the *Good afternoon greeting* is used after noon (12 hours)
- Demonstrate greeting each other in the afternoon. *For example:*
- *Teacher:* Good afternoon, Mutinta (Learner)!
- *Mutinta (Learner):* Good afternoon, Teacher!
- *Learner 1 (Mercy):* Good afternoon, Chimuka!
- *Learner 2 (Chimuka):* Good afternoon, Mercy!

b) STEP 2: Practice

- Conduct a whole-class choral repetition of “Good afternoon.”
- Pair learners to practice the greeting in a dialogue format:
- *Learner 1 (Florence):* Good afternoon, Moses.
- *Learner 2 (Moses):* Good afternoon, Florence.
- Rotate pairs to ensure everyone practices with different partners.

c) STEP 3: Produce

- Put learners in small groups. Ask learners to role-play a scenario where they are meeting in the afternoon.
- Ask each group to perform their dialogue in front of the class.
- Provide feedback

d) STEP 4: Closure

Ask learners to sing the ‘*Good afternoon song*’.

e) Suggested Teaching and Learning Materials: *Puppets, Conversation Posters illustrating different times of the day.*

f) Expected Standard:

- Appropriate greetings at different times of the day used correctly.



Assessment Activities

Oral language Assessment (*Demonstrations, Presentations, Question and Answer*)

Summary

Explain that the *Good afternoon greeting* is used after noon (12 hours)



Activity 1c: Good Evening Greeting

PROCEDURE

A) STEP 1: Present

- Introduce the phrase “*Good evening.*”
- Explain the *Good evening greetings* is used after afternoon (*starting from 18 hours*)
- Demonstrate greeting each other in the evening. *For example:*
- *Teacher:* Good evening Mubita (Learner)!
- *Mubita (Learner):* Good evening Teacher!
- *Learner 1 (Leo):* Good evening Musonda!
- *Learner 2 (Musonda):* Good evening Leo!

b) STEP 2: Practice

- Conduct a whole-class choral repetition of “Good evening.”
- Pair learners to practice the greeting in a dialogue format:
- *Learner 1 (Kelly):* Good evening, Catherine.
- *Learner 2 (Catherine):* Good evening, Kelly.
- Rotate pairs to ensure everyone practices with different partners.

c) STEP 3: Produce

- Put learners in small groups. Ask learners to role-play a scenario where they are meeting in the evening.
- Ask each group to perform their dialogue in front of the class.
- Provide feedback

d) STEP 4: Closure

- *Ask learners to sing the ‘Good evening song’.*

e) Suggested Teaching and Learning Materials: *Puppets, Conversation Posters illustrating different times of the day.*

f) Expected Standard:

- Appropriate greetings at different times of the day used correctly.



Assessment Activities

Oral language Assessment (*Demonstrations, Presentations, Question and Answer*)



Summary:

Explain that the *Good evening greetings* is used after afternoon (*starting from 18 hours*)

Sub-Topic:

1.1.1. Greetings (*continued*)

Introduction

This sub-topic focuses on equipping learners with the ability to use appropriate and respond to greetings for different times of the day. Learners will explore and practice greetings commonly used in the morning, afternoon, and evening and how to respond appropriately. Understanding and applying proper greetings is an essential communication skill that fosters respect, builds relationships, and promotes social harmony.

Specific Competence(s) - Learners to:

1.1.1.1 Use appropriate greetings at different times of the day.

Activity 2: Using and responding to common greetings (How are you? How is home...

Break the activity into three sub activities

Activity 2a: How are you? I'm fine/not fine. Good/I'm sorry

Activity 2b: How is home? Home is fine/not fine. Good/I'm sorry

Activity 2c: Consolidation of Greetings content.



Activity 2a: How are you? I'm fine/not fine. Good/I'm sorry

PROCEDURE

a) Step 1: Present

- Revise greeting at different times (good morning, afternoon, & evening)
- Introduce the phrase “*How are you? and the various responses (I am fine/ I am not fine.*”
- *Explore meaning of ‘fine’ and ‘not fine’. Tell learners to look happy or look sad as they respond.*
- *If the response “fine”, we say “Good”. If the response is “not fine”, we say “I’m sorry”.*
- Demonstrate common greetings. *For example:*

Teacher: Good morning/afternoon/evening Monica (Learner)!

Monica: Good morning/afternoon/evening Teacher!

Teacher: How are you?

Monica: I am fine (look happy) / I am not fine (look sad).

Teacher: Good / I’m sorry

Monica: How are you?

Teacher: I am fine (look happy)/ I am not fine (look sad).

Monica: Good / I’m sorry

b) Step 2: Practice

- Conduct a whole-class choral repetition of “Good evening.”
- Pair learners to practice the greeting in a dialogue format:

Learner 1 (Maria): Good morning/afternoon/evening, Mulenga!

Learner 2 (Mulenga): Good morning/afternoon/evening, Maria!

Learner 1: How are you?

Learner 2: I am fine (look happy)/ I am not fine (look sad).

Learner 1: Good / I’m sorry

Learner 2: How are you?

Learner 1: I am fine (look happy)/ I am not fine (look sad).

Learner 2: Good / I’m sorry

- Rotate pairs to ensure everyone practices with different partners.

c) Step 3: Produce

- Put learners in small groups with flashcards showing happy face, sad faces, morning picture, afternoon picture, evening picture.
- Learners pick an ‘emotion’ flashcard and ‘time of day’ flashcard.
- Ask learners to role-play a scenario that reflects the cards picked e.g. happy/sad, morning/afternoon/evening.
- Ask groups to perform their dialogue in front of the class.
- Provide feedback on dialogues performed.

d) Step 4: Closure

- Ask learners to sing the ‘*How are you my partner?*’.

e) Suggested Teaching and Learning Materials:

‘Emotion’ Flashcards, ‘Time of Day’ Flashcards, Puppets, Conversation Posters illustrating different times of the day.

f) Expected Standard:

- Appropriate greetings at different times of the day used correctly.



Assessment Activities:

Oral language Assessment (Roleplay, *Demonstrations, Presentations, Question and Answer*)



Summary

Conduct a quick question and answer session on using and responding to common greetings



Activity 2b: *How is home? Home is fine/not fine. Good/I'm sorry*

PROCEDURE

a) Step 1: Present

- Revise greeting at different times (good morning, afternoon, & evening)
- Introduce the phrase; “*How is home?* and various suitable responses (*Home is fine/Home is not fine*)”
- Demonstrate common greetings. *For example:*

Teacher: Good morning/afternoon/evening Monica (Learner)!

Monica (Learner): Good morning/afternoon/evening Teacher!

Teacher: How is home?

Monica: Home is fine/is not fine.

Teacher: Good/I'm sorry.

Monica: How is home?

Teacher: Home is fine/ is not fine.

Monica: Good/I'm sorry.

b) Step 2: Practice

Pair learners to practice the greeting in a dialogue format:

Learner 1 (Maria): Good morning/afternoon/evening, Mulenga!

Learner 2 (Mulenga): Good morning/afternoon/evening, Maria!

Learner 1: How is home?

Learner 2: Home is/ is not fine.

Learner 1: Good/I'm sorry

Learner 2: How is home?

Learner 1: Home is / is not fine.

Learner 2: Good/I'm sorry

- Rotate pairs to ensure everyone practices with different partners.

c) Step 3: Produce

- Put learners in small groups with flashcards showing happy face, sad faces, morning picture, afternoon picture, evening picture.
- Learners pick an 'emotion' flashcard and 'time of day' flashcard.
- Ask learners to role-play a scenario that reflects the cards picked e.g. happy/sad, morning/afternoon/evening.
- Ask groups to perform their dialogue in front of the class.
- Provide feedback on dialogues performed.

d) Step 4: Closure

- Ask learners to sing the 'How is home partner?'

e) **Suggested Teaching and Learning Materials:** 'Emotion' Flashcards, 'Time of Day' Flashcards, Puppets, and Conversation Posters illustrating different times of the day.

f) Expected Standard:

- Appropriate greetings at different times of the day used correctly.



Assessment Activities:

Oral language Assessment (Roleplay, *Demonstrations*, *Presentations*, *Question and Answer*)



Summary:

- Emphasise using and responding to common greetings



Activity 2c: Consolidation of 'Greetings' content.

PROCEDURE

a) Step 1: Present

- Revise greeting at different times (good morning, afternoon, & evening) and phrases taught earlier in the week (How are you?..)
- Demonstrate how to use, and respond to, common greetings. *For example:*

Teacher: Good morning/afternoon/evening Monica (Learner)!

Monica (Learner): Good morning/afternoon/evening Teacher!

Teacher: How are you?

Monica: I am fine (*look happy*) / I am not fine (*look sad*). How are you?

Teacher: I am fine (*look happy*)/ I am not fine (*look sad*). How is home?

Monica: Home is fine (*look happy*) / Home is not fine (*look sad*). How is home?

Teacher: Home is fine (look happy) / Home is not fine (look sad).

b) Step 2: Practice

- Pair learners to practice the greeting in a dialogue format:

Learner 1 (Maria): Good morning/afternoon/evening, Mulenga!

Learner 2 (Mulenga): Good morning/afternoon/evening, Maria!

Learner 1: How are you?

Learner 2: I am fine (look happy)/ I am not fine (look sad).

Learner 1: I am fine (look happy)/ I am not fine (look sad).

- Rotate pairs to ensure everyone practices with different partners.

c) Step 3: Produce

- Put learners in small groups with flashcards showing a happy face, a sad face, morning picture, afternoon picture, evening picture, a house or a person.
- Learners pick an 'emotion' flashcard and 'time of day' flashcard and a home/person flashcard.
- Ask learners to role-play a scenario that reflects the cards picked e.g. morning/afternoon/evening, happy/sad, home/you
- Ask groups to perform their dialogue in front of the class.
- Provide feedback on dialogues performed.

d) Step 4: Closure

- Ask learners to sing the '*How are you/How is home my partner?*'.

e) Suggested Teaching and Learning Materials: '*Emotion*' Flashcards, '*Time of Day*' Flashcards, '*home/you*' flashcards, Puppets, Conversation Posters illustrating different times of the day.

f) Expected Standard:

- Appropriate greetings at different times of the day used correctly.



Assessment Activities

Oral language Assessment (Roleplay, Demonstrations, Presentations, Question and Answer



Summary:

- Emphasise to learners on '*using and responding to common greetings*'

1.1.4. Sub-topic Classroom Rules

Introduction

This sub-topic focuses on equipping learners with the ability to own and follow classroom rules. Learners will use simple language to talk about classroom rules. Understanding and following classroom rules is an essential communication skill that helps in creating a good learning environment.

Specific Competence(s) - Learners to:

1.1.4.1. Use language to talk about classroom rules.

Learning Activities:

Activity 1: Talking about classroom rules (*use good language, keep the classroom clean, be friendly, asking for things.*)

Break the activity into three sub activities

Activity 1a: How do rules help us?

Activity 1b: Form classroom rules with learners

Activity 1c: Asking permission – “*May I.....?*”



Activity 1a: How do rules help us?

PROCEDURE

a) Step 1: Present

- Discuss rules that the learners have at home. “Are you allowed to play with fire in the house? Do you bring dirt into the house?”
- Allow learners to respond and explore other things they are not allowed to do, or ways they have to behave.
- “Why do we have those rules? How do they help us to live in order and peace?”
- Explain that rules are designed to help us live in order and peace at home and in the classroom.
- Emphasise the need for quiet time, whilst listening to teacher/other learners talking
- Teacher demonstrates talking about rules at home and in the classroom.

Teacher: What rules do you have at home?

Bupe: We should not play with fire.

Chimwemwe: We should wash our hands before eating.

b) Step 2: Practice

- Practice a whole class talking about home rules.
- In pairs learners talk about rules that they have at home.

Learner 1: What rules do you have at home?

Learner 2: We should not fight.

Learner 1: What rules do you have at home?

Learner 2: We should clean our rooms.

- Rotate pairs to ensure everyone practices with different partners.

c) Step 3: Produce

- Learners look at posters depicting rules being broken.
- Learners discuss small groups.

Learner 1: What rules are being broken?

Learner 2: They are fighting.

Learner 3: We should not fight.

Learner 4: They have dirty hands.

Learner 5: We should wash our hands.

- Provide feedback

d) Step 4: Closure

- Ask learners to sing a song on home rules.

e) **Suggested Teaching and Learning Materials:** *songs, poem, posters, charts*

f) **Expected Standard:** *Appropriate language to talk about classroom rules used correctly.*



Assessment Activities:

Oral language Assessment : Roleplay, Demonstrations, Presentations, Question and Answer



Summary:

- Engage learners to reflect and use language to talk about home rules



Activity 1b: Talking about classroom rules

PROCEDURE

a) Step 1: Present

- Prepare the classroom with some dirt/rubbish in a corner, have the desks arranged in a mess and some teaching and learning aids scattered around.
- *Look at our classroom – what is wrong? What things should we change or put in order?*
- Learners help the teacher put things in order.
- Thank the class for their help.

- “How do we make sure that we keep our classroom in order? Yesterday we talked about rules at home, what rules should we have for the classroom?”
- Introduce the phrase “*classroom rules*”.
- Explain the importance of classroom rules.
- Emphasise the need for quiet time, whilst listening to teacher/other learners talking
- Talk about classroom rules. *For example:*

Teacher: What rules should we have for our classroom?

Bupe: We should not fight.

Chimwemwe: We should be kind to one another.

Mercy: We should not run in class.

Dalitso: We should walk in class.

b) Step 2: Practice

- Practice talking about classroom rules as a class.
- Pair learners to talk about classroom rules.
- Refer to illustrated chart depicting classroom rules being broken.

Learner 1: We should not fight.

Learner 2: We should be kind to one another.

- Rotate pairs to ensure everyone practices with different partners.

c) Step 3: Produce

- Put learners in small groups. Ask learners to talk about classroom rules.
- As a class, agree on a set of classroom rules.
- What should not be done and what should be done to have a happy and ordered classroom?
- Teacher to write down agreed classroom rules.
- Learners could write their name on the classroom rules to indicate their commitment to keeping those rules.

d) Step 4: Closure

- Ask learners to sing a song on classroom rules.

e) **Suggested Teaching and Learning Materials:** *songs, poem, posters, illustrated chart (broken classroom rules).*

f) Expected Standard:

- Talking about classroom rules appropriately.



Assessment Activities

Oral language Assessment : *Demonstrations , Presentations, Question and Answer*



Summary

Using language to talk about classroom rules:

- *No running in class. We should walk.*
- *No fighting. We should be kind to one another.*
- *No stealing. We should respect each other's property.*
- *No jumping on desks. We should be safe.*



Activity 1c: Asking permission

PROCEDURE

a) STEP 1: Present

- Introduce the phrase “*May I.....*”
- Explain that “*May I...*” is the polite way to ask for permission to do something.
- Demonstrate polite requests. *For example:*
- *Teacher:* May I use your book, Kapalu?
- *Kapalu (Learner):* You may use my book.
- *Teacher:* May I use your pencil, Sankananji?
- *Sankananji (Learner):* Sorry, I am using it.

b) Step 2: Practice

- Practice asking for permission politely using “*May I...*”
- Pair learners to talk about classroom rules.

Learner 1: May I use your crayon, Kapalu?

Learner 2: You may use my crayon.

Learner 1: May I use leave the room, Sankananji?

Learner 2: Sorry, you have to wait.

- Rotate pairs to ensure everyone practices with different partners.

c) Step 3: Produce

- Put learners in small groups. Give them some picture flashcards (‘emotion’ flashcards - happy/sad face (yes you May/No you may not) and ‘classroom object’ flashcard depicting different items the learners can ask to borrow (*ruler, pencil etc..*))

- Learners pick an ‘emotion’ flashcard and a ‘classroom object’ flashcard. These two cards will lead the conversation. What is being asked for and what the response should be.

d) Step 4: Closure

- Ask learners to sing a song on classroom rules.

e) Suggested Teaching and Learning Materials: *songs*, ‘emotion’ flashcard and a ‘classroom object’ flashcard.

f) Expected Standard

- Talking about classroom rules appropriately.



Assessment Activities

Oral language Assessment : *Demonstrations, Presentations, Question and Answer*



Summary

- Using language to talk about asking for permission:
- *May I leave the room? You may.*
- *May I borrow your pencil? You may not.*

Sub-Topic 2

1.1.2 Family

Introduction

This sub-topic focuses on equipping learners with the ability to use appropriate language to talk about the members of the family. Learners will explore and practice words commonly used when talking about members of the family. Understanding and applying proper use of communication skills that foster respect, builds relationships, and promotes social harmony.

Specific Competence(s) - Learners to:

1.1.2.1. Use appropriate language to talk about members of a nuclear family

Learning Activities:

Activity 1a: Mentioning members of a nuclear family (*father, mother, child/children*)

Activity 1b: Talking about relationships that exist within the nuclear family (parents. Brother, sister)

Activity 1c: Consolidation of nuclear family content.



Activity 1a: Mentioning members of a nuclear family (*father, mother, child/children*)

PROCEDURE

a) Step 1: Present

- Ask learners who is in their family? Acknowledge that families might look different.
- Introduce the phrase “nuclear family”, explaining that a nuclear family a family that has a mother, father and children.
- Using a poster, identify the mother, father and children.
- Point to the picture and identify member of the family e.g

Teacher: Who is this?

Learner 1: That is the father/ that is the mother/ that is the child/ they are the children.

b) Step 2: Practice

- Conduct a whole-class choral repetition of “*Who is this?*”
- Pair learners to practice responding “*That is the mother/that is the father/that is the child/ they are the children*”

Learner 1: Who is this?

Learner 2: That is the mother/ that is the father

- Rotate pairs to ensure everyone practices with different partners.

c) Step 3: Produce

- Put learners into small groups. Ask learners to role-play a family scenario (*where the family has a father, a mother and child/children*)
- Ask each learner in the group to say their role in front of the class. E.g. I am the father/ I am the mother/ I am the child.

Learner 1: Who is John? Who is Mary? Who is Bwalya?

Learner 2: John is the father. Mary is the mother. Bwalya is the child.

d) Step 4: Closure

- Ask learners to mention members of the nuclear family (father, mother, children).

e) **Suggested Teaching and Learning Materials:** *Puppets, Conversation Posters showing members of the family.*

f) Expected Standard:

- Appropriate language to talk about members of a nuclear family used accordingly.



Assessment Activities:

Oral language Assessment : *Demonstrations, Presentations, Question and Answer*



Summary

Ask learners to Mention members of a nuclear family (*father, mother, child/children*).



Activity 1b: Talk about relationships that exist within the nuclear family (*parent/s, brother, sister*)

PROCEDURE

a) Step 1: Present

- Revise the phrase “nuclear family”
- Ask the learners to name the members of a nuclear family (*mother, father and children.*)
- Introduce the relationships that exist in a nuclear family (*parents, brother, sister*)
- Explain what we mean by the words *parent/brother/sister*
- Using a poster, identify the parents, brother and sister.
- Point at the picture and say the relationship of that family member e.g

Learner 1: Who is this?

Learner 2: These are the parents/ that is a brother/ that is a sister.

b) Step 2: Practice

- Conduct a whole-class choral repetition of “*who is this?*”
- Pair learners to practice responding “*those are the parents/ that is the sister / that is the brother*”

Learner 1: Who is this?

Learner 2: These are the parents/ that is a brother/ that is a sister.

- Rotate pairs to ensure everyone practices with different partners.

c) Step 3: Produce

- Put learners in small groups. Ask learners to role-play a family scenario (*where the family has parents, a sister and a brother*)
- Ask each learner in the group to say their role in front of the class. E.g. we are the parents/ I am the sister/ I am the brother.
- Ask learners to say roles of family members. E.g.

Learner 1: Who are John and Mary? Who is Bwalya and Malaika

Learner 2: John and Mary are the parents. Bwalya and Malaika are brother and sister.

d) Step 4: Closure

- Ask learners to mention the relationships that exist in a nuclear family (parents, brother, sister)

e) Suggested Teaching and Learning Materials

- *Puppets, Conversation Posters showing members of the family.*

f) Expected Standard:

- Appropriate language to talk about members of a nuclear family used accordingly.



Assessment Activities

- Oral language Assessment : *Demonstrations , Presentations, Question and Answer*



Summary

Talk about relationships that exist in a nuclear family (*parents, brother, sister*).



Activity 1c: Consolidation of nuclear family content.

PROCEDURE

a) Step 1: Present

- Recap on the members of the nuclear family and the relationships within a nuclear family.
- Highlight that the mother and the father are also called parents and that the brother and sister are the child/children of the parents.
- Using a poster, identify the mother, father (parents) and sister and brother (children).
- Point to the picture and say each member of the family and the relationships they have e.g

Learner 1: Who is this?

Learner 2: That is the father and that is the mother. They are the parents

Learner 1: Who is this?

Learner 2: That is the children. They are brother and sister.

b) Step 2: Practice

- Conduct a whole-class choral repetition of “*who is this?*”
- Pair learners to practice responding “That is the father and that is the mother. They are the parents.” And “That is the children. They are brother and sister.”

Learner 1: Who is this?

Learner 2: That is the father and that is the mother. They are the parents

Learner 1: Who is this?

Learner 2: That is the children. They are brother and sister.

- Rotate pairs to ensure everyone practices with different partners.

c) Step 3: Produce

- Put learners into small groups. Ask learners to role-play a family scenario (*where the family has a father, mother (parents) and children (sister and brother)*)
- Ask each learner in the group to say their role in front of the class. E.g I am the father/ I am the mother/ We are parents. I am the sister/ I am the brother/ We are the children.
- Ask learners to say roles of family members . E.g

Learner 1: Who is Mwila?

Learner 2: Mwila is the father. He is a parent.

Learner 1: Who is Luyando?

Learner 2: Luyando is a child. She is the sister.

Learner 1: Who is Gift?

Learner 2: Gift is the mother. She is a parent.

Learner 1: Who is Moono?

Learner 2: Moono is a child. He is the brother.

d) Step 4: Closure

- Ask learners to mention members of the nuclear family and the relationships that exist. (Father, mother, parents, children, sister, brother)

e) **Suggested Teaching and Learning Materials:** *Puppets, Conversation Posters showing members of the family.*

f) Expected Standard:

- Language to talk about members of a nuclear family used appropriately.



Assessment Activities

Oral language Assessment : *Demonstrations, Presentations, Question and Answer*



Summary

- Ask learners to mention members of a nuclear family and the relationships that exist. (*Father, mother, parents, children, sister, brother*)

Sub-Topic 3

1.1.3. Simple commands

Introduction

This sub-topic concentrates on equipping learners with the ability to give and follow simple commands. Learners will analyze and practice giving and responding to simple commands.

Comprehending and responding to simple commands is an essential communication skill that allows learners to function effectively across different environments.

Specific Competence(s) - Learners to:

1.1.3.1. Giving and responding to commands.

Learning Activities:

Activity 1: Demonstrating giving and responding to simple commands.

Break the activity into three sub activities:

- *Activity 1a:* Responding to simple commands. (Follow the leader: "clap your hands", "sit down", "jump up and down")
- *Activity 1b:* Roleplaying in groups giving and responding to simple commands (*Point to the door, get your pencil, touch your shoulders...*)
- *Activity 1c:* Playing games on giving and responding to commands (*Simon says ...touch your ears*)



Activity 1a: responding to simple commands

PROCEDURE

a) Step 1: Present

- Introduce the word "*command*" and what it means.
- Demonstrate responding to simple commands. *For example:*
- *Teacher:* clap your hands!
- Learners clap their hands in response.

b) Step 2: Practice

- Perform a whole-class repetition of "clapping hands."
- Pair learners to practice responding to simple commands:
- *Learner 1:* sit down, John.
- John sits down.
- Rotate pairs to ensure everyone practices with different partners.

c) Step 3: Produce

- Put learners into small groups. Ask learners to give and respond to simple commands.
- Ask each group to perform in front of the class.
- Provide feedback

d) Step 4: Closure

- Ask learners to respond to simple commands '*get your pencil*'.

e) **Suggested Teaching and Learning Materials:** *Toys, door, window, books, pencils, desks, shoes, posters.*

f) **Expected Standard:**

Simple commands given and followed accordingly



Assessment Activities

Oral language Assessment : Role-play, *Demonstrations* , *Presentations*, *Question and Answer*



Summary

- Engage learners in a rap up activity where they are to give and respond to simple commands.



Activity 1b: Roleplaying in groups giving and responding to simple commands

PROCEDURE

a) **Step 1: Present**

- Ask the learners about people they know that give commands.
- Discuss the answers given. What do they tell people to do?
- Explain that we are going to pretend to be those people (roleplay) and give/respond to simple commands. *For example:*

Learner1 (Soldier): March!

Learners 2 marches

Learner 2 (Teacher): Stop making noise!

Learners 1 stop making noise.

b) **Step 2: Practice**

- Put learners into pairs. Ask learners to role-play a situation where one person is giving and the other person responds to commands.

Learner1 (Soldier): March!

Learners 2 marches

Learner 2 (Teacher): Stop making noise!

Learners 1 stops making noise.

- Rotate pairs to ensure everyone practices with different partners.

c) **Step 3: Produce**

- Put learners into small groups. Ask learners to role-play a situation where one person is giving and the rest are responding to commands. (*Parent, soldier, teacher, police officer, class monitor...*)
- Ask each group to perform their role-play in front of the class.
- Provide feedback

d) Step 4: Closure

- Ask learners to respond to simple commands ‘*jump up and down*’.

e) Suggested Teaching and Learning Materials: *Toys, door, window, books, pencils, desks, shoes, posters.*

f) Expected Standard:

- Simple commands given and followed accordingly.



Assessment Activities

Oral language Assessment : Roleplay, *Demonstrations* , *Presentations*, *Question and Answer*



Summary

Give and respond to simple commands.



Activity 1c: Playing games on giving and responding to commands

PROCEDURE

a) Step 1: Present

- Explain the rules of the game “*Simon says*”.
- Demonstrate playing the game “*Simon says*” *For example:*

Teacher: Simon says! Jump up and down!

Learners jumping up and down hands.

Teacher: Clap your hands!

Learners not doing anything.

b) Step 2: Practice

- Put learners into pairs. Ask learners to play games where they are giving and responding to commands. (“*Simon says*”)
- *Learner: Simon says! Touch your ears.*
- *Learner: touching ears.*
- Rotate the pairs so that each learner practices with a different partner.

c) Step 3: Produce

- Put learners in small groups. Ask learners to play games of giving and responding to simple commands. (*Simon says, robot game, command relay race*)
- Provide feedback to learners.

d) Step 4: Closure

- Ask learners to respond to simple commands ‘*hold your pencil*’, ‘*open your book*’, *Simon says “stand up, sit down”, “Clean your shoes.”*

e) Suggested Teaching and Learning Materials: *Books, pencils, shoes...*

f) Expected Standard: Simple commands given and followed accordingly.



Assessment Activities

Oral language Assessment : *Demonstrations , Presentations, Question and Answer*



Summary

- Giving and responding to simple commands (“*clap your hands*” “*sit down*”, “*jump up and down*”. “*Point to the door, get your pencil, touch your shoulders*”)
- Roleplaying in groups, giving and responding to commands (*point to the door, get your pencil, touch your shoulder...*)
- Playing games on giving and responding to commands (*Simon says ...touch your ears...*)

Sub-Topic 5

1.1.5. Home Chores and Responsibilities

Introduction

This sub-topic focuses on equipping learners with the ability to use appropriate language to discuss chores and responsibilities of family members. Learners will name and discuss chores and responsibilities of family members. Understanding and taking part in home chores and responsibilities, builds unity, respect and a sense of responsibility to yourself, home and family.

Specific Competence(s) - Learners to:

1.1.5.1. Use language to discuss chores and responsibilities of family members

Learning Activities:

- **Activity 1a:** Name the chores of family members
- **Activity 1b:** Naming the responsibilities of family members
- **Activity 1c:** Consolidation – discuss the chores and responsibilities of family members.



Activity 1a: Name the chores of family members

PROCEDURE

a) Step 1: Present

- Introduce the phrase “family chores.”
- Explain the meaning of the phrase family chores as a routine or daily/duty/task/piece of work of a household
- Ask learners what chores they do at home.
- Using a poster with family members doing different chores at home
- Ask learners to identify the chores they see in the poster.
For example –
- Teacher: What is he/she/they doing?
- Learner: He is sweeping/she is cooking/they are picking papers
- Explain that the word “he” is for males, the word “she” is for females and the word “they” is for more than one person.

b) Step 2: Practice

- Teacher calls learners (boy/girl/more than one person) up to front of the classroom to mime a chore. “What is he/she/they doing?”
- Learners give their answers in full sentences
- “He is sweeping/she is cooking/they are picking papers”.
- Use different learners to mime a variety of chores.

c) Step 3: Produce

- Put the learners into small groups.
- Learners take it in turns to mime different chores (on their own or with a friend)
- Learners also take it in turns to be the teacher and ask the prompting question. “What is he/she/they doing?”
- The rest of the group responds with the appropriate answer.
- “He is sweeping/she is cooking/they are picking papers”.
- Ask groups to present their work in front of the class.
- Provide feedback

d) Step 4: Closure

- Ask learners to name home chores. (Cooking, sweeping, cleaning utensils, picking papers.....)

e) **Suggested Teaching and Learning Materials:** *Conversation Poster showing family members doing home chores.*

Expected Standard:

Appropriate language to discuss chores and responsibilities of family members used accordingly.



Assessment Activities

Oral language Assessment : *Demonstrations, Presentations, Question and Answer*



Summary

- Chores done by family members: (Cooking, washing dishes, sweeping the house/surrounding, table setting, drying utensils ...)

Learning Activities:



Activity 1b: Naming the responsibilities of family members

PROCEDURE

a) Step 1: Present

- Introduce the phrase “*family responsibility.*”
- Explain the meaning of the phrase family responsibility as the care and support that family member give one another.
- Give examples of family responsibilities for example - parents protect the family, parents provide for the family, parents care for the family, children respect elderly people, children obey family rules.....
- Demonstrate a dialogue where learners ask each other questions

Learner 1: What do parents do? / What do children do?

Learner 2: Parents care for their family / Children respect elderly people

b) Step 2: Practice

- Conduct a whole class choral repetition of “What do parents/children do”
- Learners to work in pairs and practice the dialogue
- Learner 1: What do parents do /what do children do?
- Learner 2: Parents look after their family / children follow family rules.
- Rotate pairs to ensure everyone practices with different partners

c) Step 3: Produce

- Ask each pair to perform their dialogue in front of the class.
- Provide feedback

d) Step 4: Closure

- Ask learners to name family responsibilities. (Parents supporting the family, parents providing for the family, parents caring for the family, children obeying family rules, children respecting elderly people...)

e) Suggested Teaching and Learning Materials: Puppets, Posters

f) Expected Standard:

- Appropriate language to discuss chores and responsibilities of family members used accordingly.



Assessment Activities

- Oral language Assessment : *Demonstrations, Presentations, Question and Answer*



Summary

- Responsibilities done by family members: (Caregiving, childcare, providing for the family, protecting the family, supporting the family, respecting elderly people...)

Learning Activities:



Activity 1c: Name and discuss the chores and responsibilities of family members

PROCEDURE

a) Step 1: Present

- Review the phrase “*chores and family responsibility*”
- Learners recall examples of chores and responsibilities of family members, for example - parents protect the family, parents provide for the family, parents care for the family, children respect elderly people, children obey family rules.....
- Display poster depicting different chores and responsibilities of family members.
- Learner 1: What do parents do? / What is the boy doing?
- Learner 2: Parents care for their family / The boy is sweeping

b) Step 2: Practice

- Learners mime the various chores and responsibilities of different family members.
- Learners to work in pairs and choose family members to mimic, whilst practicing the dialogue
- Learner 1: What do parents do? / What is the boy doing?
- Learner 2: Parents care for their family / The boy is sweeping
- Each pair to mime a variety of chores and responsibilities of different family members

c) Step 3: Produce

- Ask each pair to perform their dialogue in front of the class.
- Provide feedback

d) Step 4: Closure

- Ask learners to name family responsibilities. (Parents supporting the family, parents providing for the family, parents caring for the family, children obeying family rules, children respecting elderly people...)

e) **Suggested Teaching and Learning Materials:**

- Posters showing family responsibilities

Expected Standard:

- Appropriate language to discuss chores and responsibilities of family members used accordingly.



Assessment Activities

- Oral language Assessment : *Demonstrations, Presentations, Question and Answer*



Summary

- Responsibilities done by family members: (Caregiving, childcare, providing for the family, protecting the family, supporting the family, respecting elderly people...)

Sub-Topic 6

1.1.6. Time

Introduction

In this subtopic learners are going to learn how to tell time of the day and to sequence the days of the week and months of the year. Knowledge about this will enable learners to develop time management skills, making it easier for them to follow daily schedules, sequence events and remember responsibilities. This will further enhance language development and help learners feel more in control of their lives.

Specific Competence(s) – Learners to:

1.1.6.1. Use appropriate language to tell time of the day, days of the week and months of the year.

Learning Activities:

- Activity 1a: Tell time of the day (morning, afternoon and night)
- Activity 1b: Mention and sequence days of the week (Sunday, Monday, Tuesday...)
- Activity 1c: Mention and sequence months of the year (January, February, March...)



Activity 1: Tell time of the day (morning, afternoon and night)

PROCEDURE

a) Step 1: Present

- Recap on the greetings used at different times of the day (morning, afternoon and evening)
- Explain the differences between morning, afternoon and nighttime.
- Demonstrate telling times of the day using the conversation poster. For example:

Teacher: What is the time of the day, Mapalo?

Learner 1: It is in the morning.

b) Step 2: Present

- Conduct a whole class repetition of telling the time of the day using the conversation poster.
- Pair the learners to practice telling the time of the day.

Learner 1: What is the time of the day Janet?

Learner 2: It is in the afternoon. What is the time of the day Luyando?

Learner 1: It is in the night.

- Rotate the pairs to ensure everyone practices with different partners.

c) Step 3: Produce

- Put learners in small groups and give each group a time of the day. Ask learners to role-play a scenario that indicates a specific time of the day.
- Ask each group to perform their scenario in front of the class.
- Teacher asks, “What is the time of the day?”
- Learners respond.
- Provide feedback.

d) Step 4: Closure

- Teacher to ask learners to mention activities done at different times of the day.

e) Suggested Teaching and Learning Materials: Puppets, Conversation Posters illustrating different time of the day.

f) Expected Standard:

- Appropriate language to tell the times of the day, days of the week and months of the year used correctly.



Assessment Activities:

Oral language Assessment: Demonstration, Presentations, Question and Answer.



Summary:

- Language to talk about the times of day
- Telling times of the day (morning, afternoon and night)



Activity 1b: Mention and sequence days of the week (Sunday, Monday, Tuesday...)

PROCEDURE

a) Step 1: Present

- Recap on the days of the week.
- Explain the sequencing of the days of the week.
- Ask learners if there are certain activities that they do on set days of the week (Church, school...)
- Demonstrate mentioning the days of the week using a pictorial calendar.

Example:

- Teacher: Today is Tuesday, what day was it yesterday?
- Learner: Yesterday was Monday.
- Teacher: What day is it tomorrow?
- Learner: Tomorrow will be Wednesday.

b) Step 2: Practice

- Sing the 'Days of the Weeks' song.
- Pair learners to practice sequencing the days of the week.

Learner 1: What is the third day of the week?

Learner 2: The third day of the week is Wednesday.

Learner 1: What is the fourth day of the week?

Learner 2: The fourth day of the week is Thursday.

c) Step 3: Produce

- Put learners in small groups. Ask learners to sequence a set of flashcards for each day of the week.
- Teacher to check sequencing and provide feedback to learners.
- As a class organize the days of the week into the correct sequence.

d) Step 4: Closure

- Revise the days of the week song with the learners (Sunday, Monday, Tuesdays, Wednesday...)
- Ask learners to sing the 'the days of the week song'

e) **Suggested Teaching and Learning Materials:** Puppets, Conversation Posters the days of the week

f) Expected Standard:

- Appropriate language to tell the times of the day, days of the week and months of the year used correctly.



Assessment Activities:

Oral language Assessment: Demonstration, Presentations, Question and Answer.



Summary:

- Language to talk about the times of day, days of the week and months of the year.
- Telling times of the day (morning, afternoon and night)
- Sequence the days of the week (Sunday, Monday, Tuesday,...)



Activity 1c: Mention and sequence months of the year (January, February, March...)

PROCEDURE

a) Step 1: Present

- Revise the months of the year.
- Explain the sequencing of the months of the year
- Demonstrate mentioning the months of the year using a pictorial calendar.

For example:

- Teacher: This month is February. What was it last month?
- Learner: Last month was January.
- Teacher: What month is next?
- Learner: Next month is March.

b) Step 2: Practice

- Sing ‘The months of the year’ song with your learners.
- Conduct a whole-class choral repetition of sequencing the months of the year.
- Pair learners to practice sequencing the months of the year.

Learner 1: What month comes after April?

Learner 2: May comes after April.

Learner 1: What month comes before December?

Learner 2: November comes before December.

- Rotate pairs to ensure everyone practices with different partners.

c) Step 3: Produce

- Put learners in small groups. Ask learners to sequence a set of flashcards for the months of the year.
- Teacher to check sequencing and provide feedback to learners.
- As a class organize the months of the year into the correct sequence.

d) Step 4: Closure

- Recap on ‘the months of the year song’ (January, February, March, April...)
- Ask learners to sing the ‘the months of the year song’

e) Suggested Teaching and Learning Materials: Months of the year flashcards, Pictorial Calendar

e) Expected Standard: Appropriate language to tell the times of the day, days of the week and months of the year used correctly.



Assessment Activities:

Oral language Assessment: Demonstration, Presentations, Question and Answer.



Summary:

- Language to talk about the times of day, days of the week and months of the year.
- Telling times of the day (morning, afternoon and night)
- Sequence the days of the week (*Sunday, Monday, Tuesday...*)
- Sequence the months of the year (*January, February, March...*)

Sub-Topic 7

1.1.7. Food and meals

Introduction

In this sub- topic learners are going to learn about different types of food, meals that are eaten at different times of the day and how to recite a prayer before meals. Food is something that is eaten everyday, therefore it is essential that learners have knowledge about the types of food and to identify the type of meal they are eating at that particular time of the day.

Specific Competence(s) – Learners to:

1.1.7.1. Use language to talk about different foods and meals of the day.

Learning Activities:

- Activity 1a: Identifying different types of foods (fruits, vegetable, grains).
- Activity 1b: Mentioning types of meals (breakfast, lunch and supper/dinner).
- Activity 1c: Recite a prayer before meals.



Activity 1a: Identifying different types of foods (fruits, vegetables, grains).

PROCEDURE

a) Step 1: Present

- Introduce the different types of food (fruits, vegetables, grains...)
- Bring different types of food to class.
- With learner, identify the different types of food. For example.
- Teacher: What food is this? (Holding up a banana)
- Learner: This is a banana.
- Teacher: What type of food is this? (Holding up a banana)
- Learner: This is a fruit.

b) Step 2: Practice

- Give out picture flashcards with different foods drawn on them.

- Each pair chooses a picture and completes the following scenario based on the food picked.
- Learner 1: What food is this? (Holding up a Chinese cabbage)
- Learner 2: This is Chinese cabbage.
- Learner 1: What type of food is this? (Holding up a Chinese cabbage)
- Learner 2: This is a vegetable.
- Pairs choose a new flashcard once they have completed the scenario

c) Step 3: Produce

- In small groups, ask the learners to sort and group different foods (or pictures of food) by their food types.
- Discuss answers as a class and provide feedback.

d) Step 4: Closure

- Recap on the types of food with learners.

e) **Suggested Teaching and Learning Materials:** *Real food items (oranges, mangoes, okra cabbage, maize), picture flashcards of different food items. Food Chart/Conversation Posters showing different types of food.*

f) **Expected Standard:** Appropriate language to talk about different foods and meals used appropriately.



Assessment Activities

- Oral language Assessment (*Demonstration, Presentations, Question and Answer*).



Summary

- Language to talk about different foods and meals.

Identify different types of food (fruits, vegetables, grains)



Activity 1b: Mentioning types of meals (breakfast, lunch and supper/dinner).

PROCEDURE

a) Step 1: Present

- Recap on the times of the day and the types of meals.
- Explain when to eat breakfast, lunch and supper/dinner.
- Demonstrate mentioning the types of meals. For example:
- Teacher: What meal do we eat in the morning?
- Learner: We eat breakfast in the morning.

b) Step 2: Practice

- Conduct a whole-class choral repetition of types of meals.
- Pair learners to practice mentioning the types of meals.
- Learner 1: What meal do you eat in the afternoon?
- Learner 2: I eat lunch in the afternoon.
- Learner 1: What meal do you eat in the evening?
- Learner 2: I eat supper/dinner in the evening.
- Rotate the pairs to ensure everyone practices with different partners.

c) Step 3: Produce

- Put learners in small groups. Ask learners to role-play a scenario where they are having a meal (breakfast, lunch, and supper/dinner).
- Ask each group to perform their dialogue in front of the class.
- Provide feedback.

d) Step 4: Closure

- Ask learners to sing a ‘the types of meals song’

e) Suggested Teaching and Learning Materials: *Conversation Posters showing different meals of the day.*

f) Expected Standard: Appropriate language to talk about different foods and meals used appropriately.



Assessment Activities

- Oral language Assessment (*Demonstration, Presentations, Question and Answer*).



Summary

- Language to talk about different foods and meals.
- Identify different types of food (fruits, vegetables, grains)
- Mention types of meals (breakfast, lunch and supper/dinner)



Activity 1c: Recite a prayer before meals.

PROCEDURE

a) Step 1: Present

- Introduce what prayer is.
- Explain why people pray before meals. (Thanking God for the food).
- Demonstrate how to pray before meals. For example:
- Teacher: What do we say to God before we eat our meal?
- Learner: Thank you Lord for the food. Amen.

b) Step 2: Practice

- Conduct a whole-class choral repetition of “Thank you Lord for the food, Amen.”
- Pair learners to practice reciting the prayer.
- *Learner 1*: What do we say to God before we eat our meal?
- *Learner 2*: Thank you Lord for the food, Amen.
- Rotate pairs to ensure everyone practices with different partners.

c) Step 3: Produce

- Put learners in small groups. Ask learners to role-play a scenario where they have to pray before a meal.
- Ask each group to perform their prayer in front of the class.
- Provide feedback.

d) Step 4: Closure

- Ask learners to recite the prayer offered before meals

e) **Suggested Teaching and Learning Materials:** *Plates and examples of real foods that are typically eaten at different times of the day, Conversation Posters illustrating different time of the day.*

f) **Expected Standard:** Appropriate language to talk about different foods and meals used appropriately.



Assessment Activities

- Oral language Assessment: *Demonstration, Presentations, Question and Answer.*



Summary

- Language to talk about different foods and meals.
- Identify different types of food (fruits, vegetables, grains)
- Mention types of meals (breakfast, lunch and supper/dinner)
- Recite a prayer before meals (Thank you God for the food).

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