



ACCELERATED EDUCATION
WORKING GROUP



Inter-agency Network for
Education in Emergencies

Accelerated Education Introductory Teacher Training Pack

Literacy 2: Language Skills

Literacy 2: Language Skills

This is Session 8 out of 18 from the Accelerated Education Introductory Teacher Training Pack (AEITTP).

The AEITTP is designed specifically for teachers working in accelerated education programme (AEP) classes and teaching learners generally aged 10-18 who are overage for their grade. Many teacher training institutes or in-service training courses are focused on formal primary school classes and younger children. These courses are not always relevant for teachers of older AEP learners. Older learners bring a richer set of life experiences and skills to their learning compared to younger children. Older learners are also more cognitively mature so are able to learn at a faster pace. The AEITTP is based on the pedagogy (way we learn) that would best suit older learners' needs in an accelerated education setting. It is designed to help AEP teachers develop the skills needed to support the learning needs of AEP learners, so they are able to access certified education, further training or livelihood opportunities. The AEITTP is founded on the AEWG's [Accelerated Education 10 Principles for Effective Practice](#) and AE Teacher Competencies. It is a generic inter-agency course for use by accelerated education programmes. The training sessions, vocabulary and tools have been aligned with the The Teachers in Crisis Context (TiCC) [Training Pack for Primary School Teachers](#) to enable consistency of approach where appropriate. However, it has adapted the content for older learners and to reflect AE pedagogy.

8: Literacy 2: Language Skills

TRAINER OVERVIEW

Session time	3 hours
AE teacher competency	3: Focuses on literacy, numeracy skills as the foundation of learning 11: Uses age-appropriate teaching strategies
Learning Outcomes	At the end of the session participants will be able to: <ol style="list-style-type: none">1. Identify and teach key vocabulary words2. Use literacy strategies to teach mother tongue classes3. Identify and teach writing skills
Materials	<ul style="list-style-type: none">» Trainer Resource 8.2: Sinhalese word for 'accelerated'» Trainer Resource 8.1: Picture for a story» Handout 8.1: Example textbook pages from Uganda» Handout 8.2: Words in Sinhalese writing from Sri Lanka (1 copy per participant)» Trainer Resource 8.3: Flashcards: circle, triangle, square, and rectangle» Trainer Resource 8.4: Flashcards: quadrilaterals» Flip chart paper and markers

OVERVIEW			
Steps	Method	Time	Materials
Introduction	Presentation	5	Session Outcomes
1: Teaching vocabulary	Model lesson x 3 Micro teaching by participants	80	Trainer Resource 8.3: Flashcards: circle, triangle, square, and rectangle Trainer Resource 8.4: Flashcards: quadrilaterals Handout 8.1: Example textbook pages from Uganda
2: Oral language as the foundation for reading	Group work and present methodology	30	Flip chart paper and marker
BREAK			
3: Storytelling to aid reading	Model lesson to write a story	25	Trainer resource 8.1: Picture for a story
4: Writing skills	Problem solving Model lessons	35	Handout 8.2: Words in Sinhalese writing from Sri Lanka Trainer Resource 8.2: Sinhalese word for 'accelerated'

STEPS:



Introduction

Write the title of the training session on the board: *8: Literacy 2: Language skills.*

1. Say:

- Welcome to session 8: Literacy 2: Language skills.
- In this session we rediscover the skills we use in language. Participants will take part in some model lessons for teaching vocabulary and stories. We will also look at strategies that are better suited for AEP learners and mother tongue classes.

2. Put up the outcomes handout on the board/wall.

3. Say

- By the end of the session you will be able to:
 - ▷ identify and teach key vocabulary words
 - ▷ use literacy strategies to teach mother tongue classes
 - ▷ identify and teach writing skills



1: Teaching vocabulary

INTRODUCTION: STEPS IN TEACHING VOCABULARY (5 MIN)

1. Say:

- One important reading skill is vocabulary development.

2. Ask:

- In which subjects should we teach vocabulary?

3. Write on the board/wall the 6 steps for teaching vocabulary.

THE 6 STEPS FOR TEACHING VOCABULARY:

1. Say the word/Spell the word
2. Give a simple definition/meaning
3. Tell the part of speech
4. Tell words that are similar/Words that are opposite
5. Draw a picture and/or do an action
6. Use the word in a meaningful sentence

1. Say:

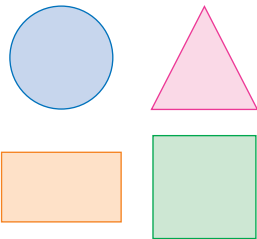
- Learning vocabulary is important in every subject. We have even taught vocabulary on this course. The words disclosure, documentation and incident.



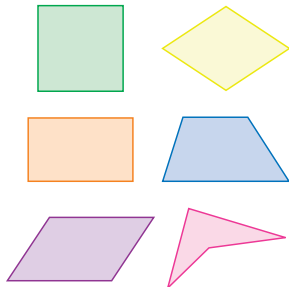
Trainer tip

For this activity you can ask a participant to deliver the model lessons. Practice the model lesson beforehand.

Trainer Resource 8.3



Trainer Resource 8.4



Definition:

Quadrilateral: A 2 dimensional, 4 sided shape

Definition:

Syllable: A group of letters that make a sound when said together.

INPUT: MODEL LESSON 1: NAMES OF 2 DIMENSIONAL SHAPES (15 MIN)

1. Say:

- Now we will look at vocabulary development in a maths class.
- Observe the model lesson and check that all the steps for vocabulary teaching are covered.

2. Start the model lesson and say:

- In the last lesson we learnt the names of shapes. Let's check the names

3. Show flash cards of a circle, triangle, rectangle, and square (Trainer Resource 8.3) and ask different participants to name them.

4. Turn the flash cards over to show the words. Point to the word for the different shapes as you say them.

5. Ask participants to read the cards as you show them.

6. Show the flashcard of different quadrilaterals (Trainer Resource 8.4)

7. Ask:

- What is the same for all the shapes?

Answer: They all have 4 sides

8. Say:

- All 4 sided shapes are called quadrilaterals
- Listen carefully as I say the word – **quadrilateral**.
- Listen while I clap the syllable in the word.
- Say the word again while clapping the syllables
Quad – ri – lat – eral

9. Repeat with the participants.

10. Ask participants to identify the number of syllables in the word.

11. Use your fingers to count the number of syllables together with the participants.

12. Ask for a volunteer to spell the word on the board. Correct if necessary. Say the letters as you spell quadrilateral.

13. Ask:

- What part of speech is quadrilateral? Is it a verb? Noun? Adjective?

Answer:

Quadrilateral is a noun

14. Ask:

- What shapes are quadrilaterals?

Answers

- Square
- Rectangle
- Rhombus
- Trapezium
- Parallelogram
- Kite



15. Ask participants to make a quadrilateral shape with their hands.

16. Ask:

- Can you put the word quadrilateral in a sentence?

Example answer

- A square is a quadrilateral.
- The window is a quadrilateral.

17. Use the chart for the 6 steps of teaching vocabulary.

18. Ask:

- Were all the steps for teaching vocabulary covered?

**Trainer tip**

For this activity you can ask 2 participants who speak mother tongue to deliver the model lessons. Practice the model lessons beforehand.

INPUT: MODEL LESSON 2: MOTHER TONGUE VOCABULARY (15 MIN)

1. Say:

- Now I want you to observe 2 mini-lessons on teaching a new word in English to a class that has a different mother tongue.
- You will take part as learners.
- As you take part, think about the strategies used.

MODEL LESSON 1¹

Note **Bold type** is English. Normal type is for mother tongue.

Teacher writes the word '**complain**' in English on the chalkboard. Then, points to it.

Teacher: **This word is 'complain.'** In mother tongue, it is '___'.

(In English:) **This is what people do when they are unhappy about something.**

Repeat after me: **Complain.**

Learners: **Complain.**

Teacher: **Complain.**

Learners: **Complain.**

MODEL LESSON 2

Teacher writes the word '**complain**' in English on the chalkboard. Then, points to it.

Teacher: My brother is often unhappy. He says he does not like the hot weather, he is upset because he does not like the food prepared for him in the evening, and he does not like the loud music that the neighbours play. He tells everyone how unhappy these things make him.

Learners, what is my brother doing? Do you know the word for this in English, or in mother tongue?

Learner 1: In mother tongue, it is '____' (complain).

Teacher: Correct! My brother is complaining (in mother tongue).

How do you say 'complain' in English?

Learner 2: **Complain.**

Teacher: Correct! 'Complain' is what people do when they are unhappy about something.

Teacher writes the word '**complain**' in English on the chalkboard.

Teacher: Repeat after me: **Complain.**

Learners: **Complain.**

Teacher shows word card for **complain**.

Teacher: How do we spell **complain**?

Learner 3: **c-o-m-p-l-a-i-n**

2. Make groups of 2 for think-pair-share.

3. Say:

- Discuss with your partner the questions.
- What is the difference between the model lessons?
- Which model lesson do you prefer? Why?
- Which model lesson is more appropriate for AEP learners? Why?

4. After a few minutes ask each pair to give you one idea.

Possible answers

Model lesson 1:

The teacher immediately translates the new word into the local language for the learners and gives its meaning.

Model lesson 2:

The teacher gives examples of the word, and learners need to guess its meaning.

The difference: Model lesson 1 is easier for the teacher because it is faster. Model lesson 2 takes more time.

Model lesson 2 took longer, but it was more interesting for the learners and the teacher. The learners had to think about the meaning more actively, and they heard how the word can be used.

Model lesson 2 is more appropriate for AEP learners as it is based on their experience, and they prefer problem solving. It shows how the word can be used in English. Asking the learners for the translation at the end is also a way the teacher can check the learners have understood the meaning of the word.



Trainer tip

Some guidance on making groups can be found in the Trainer notes at the end of this session.



Trainer tip

Find texts from the curriculum from subjects other than language e.g. science.

PRACTICE: TEACHING PRACTICE: VOCABULARY (30 MIN)

1. Explain task:

- Now we will practice teaching vocabulary.
- For this activity I will put you in groups.
- Each group will have a text from an AEP subject.
- In your group decide on 1-2 vocabulary words that may be difficult for AEP learners. Agree on how you would teach these words using the 6 steps.
- Then you will teach these words to another group.
- You have 10 minutes to prepare the words to teach.
- You can use any materials to help you.

2. Check the instructions with a participant to make sure they have understood. Ask:

- What do you have to do?

3. Make groups of 4 using the counting off method. Indicate where each group will sit.

4. Distribute one subject from **Handout 8.1**.

5. After 10 minutes, join groups together to teach their vocabulary.
6. Monitor the groups.
7. After 10 minutes, stop the activity.

REFLECTION

1. Ask:
 - Did the group teaching cover the 6 steps of learning?
 - What did you like the most about their teaching?
 - Can you use this strategy in your AEP class?



2: Oral language as a foundation for reading

INTRODUCTION/INPUT: ORAL TRADITIONS (10 MIN)



Trainer tip

Write down the ideas on a chart as a resource for the training room.

1. Say:
 - Parents and community members often think that oral language is not important for children attending classes. However oral language is the base on which we develop more complex language skills including reading and writing. Our brains are connected for language but not reading and writing. So having a strong foundation in oral language based in our experience and community will support strong literacy development.
2. Brainstorm forms of oral language in the community.

Possible answers

- Stories from older members of the family /community
- Rhyming games from siblings and/or friends
- Poems
- Lullabies/songs learned at home
- Proverbs
- Riddles
- Folk songs
- Tongue twisters
- All the above are usually in the learner's mother tongue

3. Say:

- The AEP class will have new oral traditions. These will often include poems, rhymes, and stories sometimes in a second language (e.g. Baa baa black sheep or Twinkle, Twinkle little star in English.) We build learners oral traditions by telling and listening to stories, poems, information, songs, jokes, and riddles in all relevant languages. These include mother tongue and the language of instruction in schools.

4. Ask:

- What does this mean for a teacher in an AEP class?

Answers

We need to use oral traditions as part of literacy instruction

We need to build learners' oral language as part of literacy instruction.



Trainer tip

Check that each group chooses a different oral tradition

PRACTICE: USING ORAL TRADITIONS (20 MIN)

1. Explain task:

- We will practice some oral language using the same group as in the last activity.
- In your group, choose a local oral tradition that learners already know from family and community members.
- Discuss how you can use this when teaching an AEP class.
- You will then present this to the whole group.
- You have 5 minutes for this task.

2. After 5 minutes, ask each group to present the oral tradition and one way it can be used in class.

3. Ask:

- How can you use these oral traditions in an AEP class?

Example ideas for using traditional oral traditions:

- Teaching poems and clapping games
- Telling a traditional story in a new language
- Teaching vocabulary
- Writing down the traditional story

4. Ask:

- Did you enjoy the oral traditions?
- Will your AEP learners enjoy learning this way?

REFLECTION

1. Say:

- You may be working in classrooms and communities where print materials may not be readily available. Writing out poems, stories, songs and folk tales that are usually told orally is one way to create resources for the AEP centre. Using them also values the oral traditions, culture and language of the learner and gives them a sense of belonging.



3: Storytelling to support reading

1. Say:

- The AEP may teach a second language as well as using the language of instruction. Some of our AEP learners may also speak a different language as their mother tongue.
- In AEP classes we need to use different strategies to help AEP learners improve their language skills in a participatory way.

INPUT: MODEL LESSON (20 MIN)

1. Explain task:

- One way to increase reading skills is to use story telling.
- I want you to observe a model lesson on building a story in English to a class that has a different mother tongue. You will take part as learners.
- As you observe the lesson, think about the methods used.

MODEL LESSON 4: STORYTELLING

1. Put up Trainer Resource 8.1.

2. Say:

- In groups, you are going to think of a story that matches this picture.
- First, we need a title for our story.
- Look at the picture. What should we call our story?



Trainer tip

Choose a picture from a newspaper from your culture.

Trainer resource 8.1



3. Help learners think of a title. Write that title on the board/chart.
4. Read the title. Move your finger under each word as you read it.
5. Ask the learners to read the title with you. Point to each word as you read it together.
6. Ask learners to make groups of 2 or 3 with the same mother tongue.
7. Say:
 - Each group will think of a short story to go with this title and picture.
 - Think about the beginning, middle and ending of your story.
 - Think about who is in your story and what they are doing.
 - Think about the problem and solution in the story.
 - You will have 5 minutes to make your story.
8. After 5 minutes ask 1 group to retell their story.
9. Repeat with 2-3 more groups.
10. Choose a story from one group.
11. Ask learners to give you simple sentences in English about their story and write them on the board.
12. Read the sentences. Move your finger under each word as you read it.
13. Ask the learners to read the sentences with you. Point to each word as you read it together.
14. Ask a learner to read the sentences on their own.
15. Repeat with 2-3 more learners.
16. Say:
 - This is the end of the model lesson.

REFLECTION (5 MIN)

1. Make groups of 2 for think-pair-share.
2. Say:
 - Discuss with your partner the questions.
 - What methods did you observe in the model lesson?
 - What are the advantages of using this type of lesson?
3. After a few minutes ask each pair to give you one idea.

Possible answers

METHODS

- Choosing title
- Practising beginning, middle and end of story
- Retell story
- Groups saw their own story written on the board.
- Teacher said word whilst pointing to it
- Learners identify words
- Learners read each word as teacher pointed to it

ADVANTAGES

- Active participation
- It is more interesting
- Uses learner experience and ideas
- Uses critical thinking
- It is collaborative as groups have to agree on the story
- Only uses one picture

Vocabulary used is familiar to learners, so they are more likely to recognise the words written down

It is good for a wide range of abilities. A reader can act as the scribe to write the story down for the group



4: Writing skills²

INTRODUCTION: MATCHING WORDS (5 MIN)

1. Show Handout 8.2.
2. Explain task:
 - For this activity, remain in the same group of 2.
 - Look at the writing in Sinhala script on Handout 8.2
 - Match the English words with the words written in Sinhala script.
3. Distribute **Handout 8.2**.



Trainer tip

Sinhala script has been used so that all participants have to deal with the writing skills equally.

Handout 8.2

Handout 8.2: Words in Sinhalese writing from Sri Lanka

Match the words.

Accelerated	1: ස්පින්දරය
Learners	2: පන්ති කාම
Activity	3: පන්ති ඉගෙනීම

4. After a few minutes, ask some pairs to give their answers.

ANSWER

Accelerated = 3

Learners = 1

Activity = 2

1. ස්පින්දරය

2. පන්ති කාම

3. පන්ති ඉගෙනීම

5. Ask:

- How did you know which word was right?

Answer:

- The Sinhala words for accelerate and activity have the same starting letter
- Accelerate has more characters
- Learners has a different starting letter

INPUT/PRACTICE: WRITING SKILLS (30 MIN)

1. Put up **Trainer Resource 8.2**.

2. Ask the participants to copy 'accelerated' in Sinhalese.

පන්ති ඉගෙනීම

3. Ask:

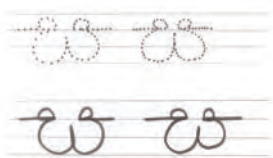
- How easy was it to copy these letters?
- As a teacher what must we observe as the learners start to write letters?

4. Listen to the participants ideas. Add any that are missing.

Mechanics of writing: What to observe.

- Dexterity – how the learner sits, and holds and controls the pen
- Where to write the letters (on/above/under the line)
- Starting point on the left or right side of the paper
- The relative size of the letters
- The direction and order of stroke marks
- Confusion between similar letters (in English p, q, b, d)
- Recognition of word boundaries and the spaces between words.

Trainer Resource 8.2



Letter Formation Phrase:



Across, round left, down
round up, down round up,
round right, across.

5. Say:

- We demonstrated how to write letters in the last session on beginning reading. Now let's look at how 2 different teachers demonstrate writing.

Model lesson 1 (See Trainer Resource 8.2)

1. Draw 4 guidelines on the blackboard.
2. Have your back to the class, write letter **as** on the guidelines in dots. 3-4 times.
3. Ask a learner to trace the letter.
4. Ask learners to write the letter in their book.

Model lesson 2

1. Draw 4 guidelines on the blackboard.
2. Write the letter **as** using the guidelines and the writing (stroke) marks. Say the letter formation phrase as you write the letter.
3. Use your finger to trace the letters while saying the letter formation phrase.
4. Instruct the learners to do the following for the letter **as** :
 5. Write the letter **as** in the air and say the letter formation phrase. Repeat 3 times.
 6. Write the letter **as** on your hand and say the letter formation phrase. Repeat 3 times.
 7. Write the letter **as** with your finger on the book and say the letter formation phrase. Repeat 3 times.
8. Stretch your arms and hands.
9. Write the letter **as** in your notebook 10 times. Use the guidelines and say the letter formation phrase.

6. Make groups of 2 for think-pair-share.

7. Say:

- Discuss with your partner the questions.
- What is the difference between the model lessons?
- Which model lesson do you prefer? Why?
- Which model lesson is more appropriate for AEP learners? Why?

- 8.** After a few minutes ask each pair to give you one idea.

Answers

Model lesson 1

- The teacher stood in front of the board; the learners could not see.
- The direction to use your pencil (strokes) was not demonstrated.
- Learners could join dots up anyway.

Model lesson 2

- Easy to see the board.
- Demonstration of the direction to use the pencil (strokes)
- Practicing the letter before copying into books.
- All 3 styles of learning used – visual, aural, kinaesthetic.

- 9.** Say:

- After we have mastered the mechanics of writing there are other skills learners need to learn to produce good writing.

- 10.** Ask:

- In a good piece of writing, what skills will be used?

- 11.** Listen to participants ideas.

Writing skills

- Expresses ideas that are interesting and important
- Organisation and writing follow a sequence so it is easy for readers to follow
- Has a voice – the piece of writing sounds like the person writing it
- Uses words well to bring images to mind. Words are not used over and over again
- Has fluent sentences that are easy to read.
- Has correct spelling, grammar

REFLECTION

12. Say:

- Learning to write for the first time can be difficult. We need to practice all the writing skills to make fluent writing easier.



End of Session Reflection

1. Refer to the learning outcomes on the board/wall.

2. Ask:

- Have the learning outcomes been achieved?

3. Make groups of 2 for think-pair-share.

4. Ask groups to answer the following questions:

- What did you learn in this session?
- What did you enjoy in this session?
- What will you try in your classroom?

5. Ask some groups to share their answers.

----- END OF SESSION -----

End notes

¹ Adapted from War Child Holland. (2012). Connect. Teaching South Sudan Project Module 3: Subject knowledge.

² Adapted from UNESCO. (20-14) Functional Adult Literacy Programme Trainers Manual, Ministry of Education, Science and Technology South Sudan.

Ideas for coaching

- Review a lesson with the teacher identifying the vocabulary to teach.
- Review a lesson with the teacher on reading and writing strategies.

Ideas for collaborative learning/self-study

- Teachers can plan a lesson with their peers on reading, writing or using oral traditions.
- Teachers can observe the lesson of another teacher to get more ideas for teaching reading.
- Teachers can ask learners about different reading approaches and how they make them feel and discover what they enjoy the most/least.

Session Outcomes

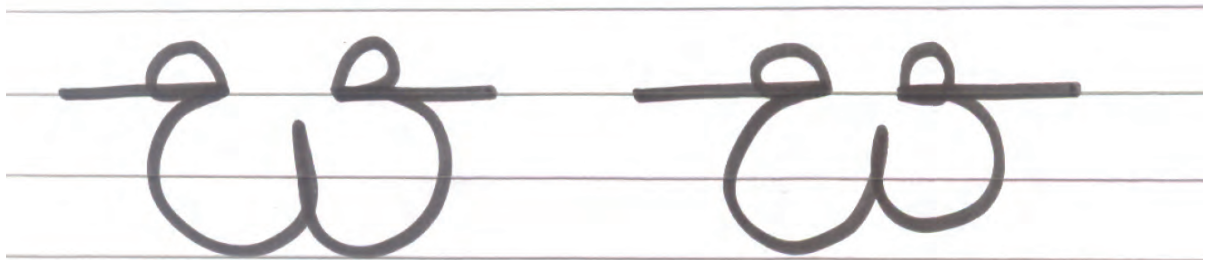
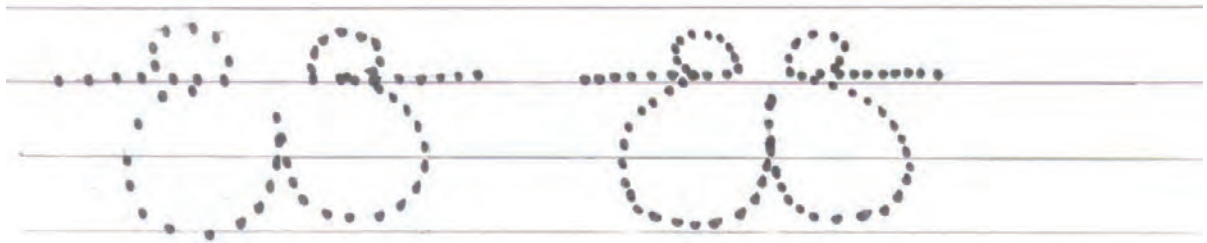
By the end of the session you will be able to:

1. identify and teach key vocabulary words
2. use literacy strategies to teach mother tongue classes
3. identify and teach writing skills

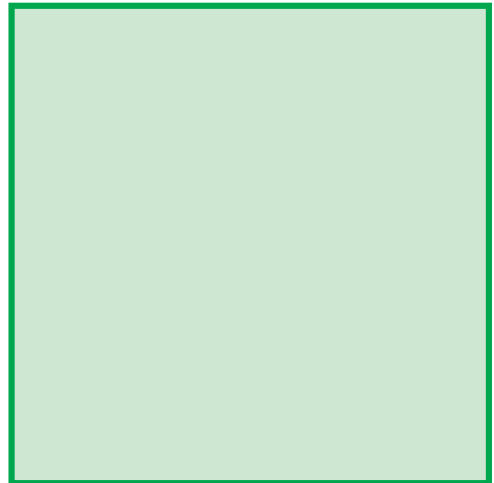
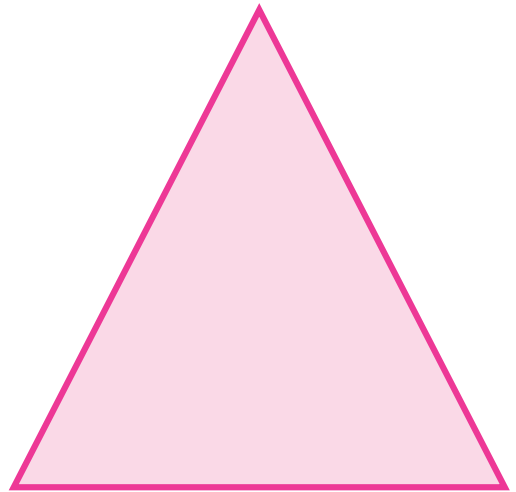
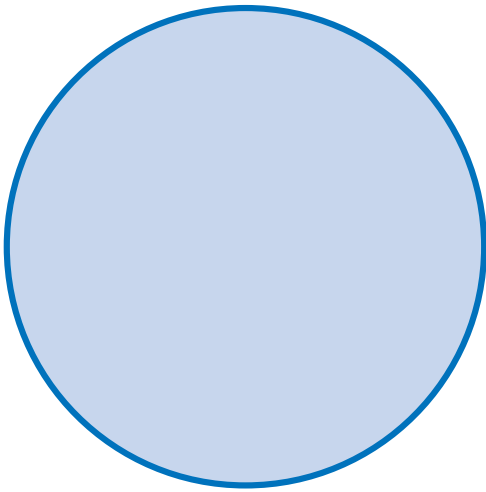
Trainer Resource 8.1: Picture for a story



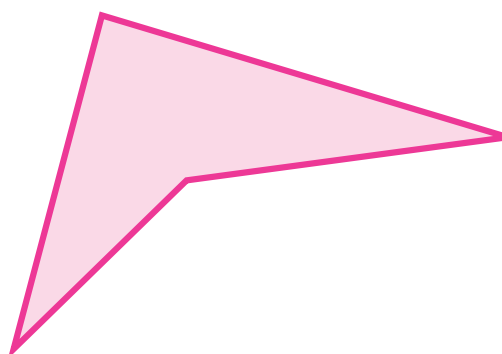
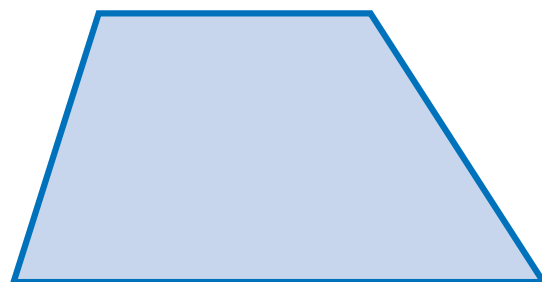
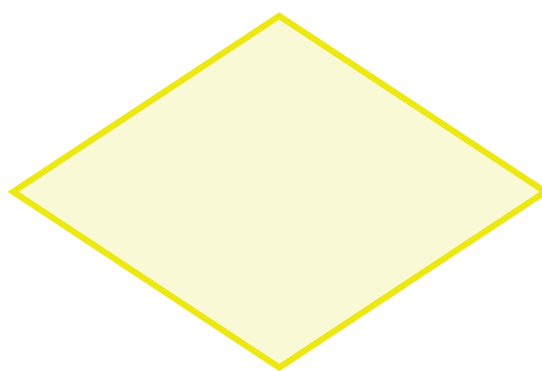
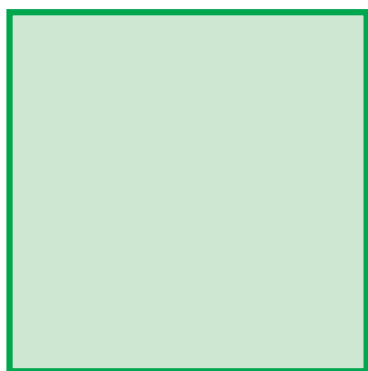
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Trainer Resource 8.3



Trainer Resource 8.4



Handout 8.1: Example textbook pages from Uganda

Primary 3, Integrated Science p102: Vectors and disease

Activity 35

» Look at the picture of vectors on page 102 and study them carefully.
» Complete the table below. Use your exercise book.

Vector	Number of body parts	Does it have wings	Number of legs
Mosquito
Housefly
Tsetsefly
Cockroach
Flea

Mosquitoes

There are different types of mosquitoes. Each type of mosquito spreads different disease.

These are:

An **anopheles** mosquito spreads **malaria** fever.

A **culex** mosquito spreads **elephantiasis**.

An **aedes** mosquito, which is also called **Tiger** mosquito, spreads **yellow fever**.

Mosquitoes are insects.

They have wings, which help them to fly from one place to another.

The head of a mosquito has a sharp long tube. This tube is called **proboscis**. It is used to suck blood from animals and juices from fruits.

Mosquitoes hide in dark places like bushes, tall grass, under beds and in corners.

The female mosquito lays its eggs on stagnant water.

Living Together in Our Sub-County

Dangerous living things

Some living things are dangerous to people. For example, some plants may be poisonous. If such plants are eaten one may die. Children need to keep away from such plants. Some other plants have thorns. These thorns prick people. This can cause swellings and fever.

Some animals are also dangerous to people. Such animals attack and kill people. They also kill domestic animals. Other animals like squirrels, monkeys and rats destroy our crops. Insects like house flies, fleas and mosquitoes spread diseases. Cockroaches and termites destroy our books, furniture, crops and clothes. Bedbugs bite and fleas sting people. People do not feel good when these insects bite them.



Lions are dangerous animals

- ☐ Find out from your science teacher the type of disease spread by each of the following insect.

✧ Mosquitos

✧ Houseflies

✧ Ticks

✧ Tsetse flies

✧ Worms

- ☐ How can these harmful insects be reduced from our environment?

Guarding against dangerous Living Things

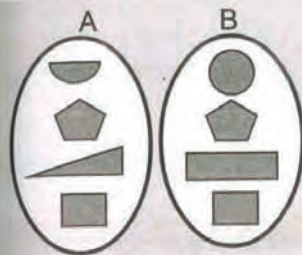
People should avoid eating poisonous plants. People should only eat plants they know well which are not poisonous. Thorny plants around our homes and school compounds should be cut down.

UNIT 1: SETS

Intersection of sets

Let us find the common members

Example 1



A { semi-circle, pentagon, triangle, square }
 B { circle, pentagon, rectangle, square }

The common members are { pentagon, square }

Sets A and B are **Intersecting sets**.

Example 2

P = { a, b, c, d, e }

Q = { a, e, i, o, u }

The common members are { a, e }

Sets P and Q are **Intersecting sets**.

Example 3

D = { x, y, z, w }

K = { 4, 5, 6, 7 }

The common members are { }

Sets D and K are **non - intersecting sets**.

Note:

Sets with common members are called **Intersecting sets**.

So sets A and B are called **Intersecting sets**

And sets P and Q are called **Intersecting sets**

Sets without common members are called **Non-intersecting sets**.

Therefore sets D and K are called **Non-intersecting sets**.

The Queen

The queen is the largest female bee in the bee colony.

It is a female bee.

It has a longer abdomen and shorter wings.

Its legs are longer than those of other bees.

Her thorax is larger than that of the worker bee.

When looked at from the front her head is round.

There is only one queen in each bee colony.

As soon as a new queen is hatched, the old one leaves the hive.

The queen is usually the only female which lays eggs.

When the queen becomes old, it lays some of the fertilised eggs in big cells. The larvae in the big cells are given special care because they are the ones from which a new queen will develop.

A female larva to become a queen is also fed on royal jelly.

Which type of eggs develop into a queen and a worker?

Where does the queen lay its eggs?

Why does the queen have a larger abdomen?

The Drones

The drones are the male bees in the hive.

Drones develop from unfertilised eggs.

They have a stout shape.

They are large with shorter round bottomed abdomens as compared to that of the queen.

A drone is much broader than a worker bee but shorter than a queen.

The abdomen is not pointed.

The eyes touch each other on top of the head.

Importance of mining to the economy of South Africa

1. Mineral exports provide revenue to the government of South Africa.
2. Mining has led to the emergence of urban centres. Cities like Johannesburg which are important administrative and commercial centres started as mining centres.
3. The mines provide employment for both skilled and unskilled labour. This helps the people to earn income and improve their living standards.
4. Mining has facilitated the development of infrastructure. Roads, power lines, railways and airports serving the mining centres have been built.
5. Mining attracts a lot of foreign investment to South Africa. This brings in a lot of money in the economy of South Africa.
6. The mining industry supports other industries like the steel industry by providing raw materials for them.
7. Minerals are an important source of electricity for South Africa. Uranium is a key requirement for generating nuclear electricity. Coal is used in generating thermal power. Electricity is important for industrial and domestic use as well as the mining industry.

(b) Farming in South Africa

Farming is an important economic activity in South Africa. Both crop and animal farming are well developed.

(i) Crop farming

South Africa is a large producer of crops like sugarcane, tea, tobacco, cotton, sunflower, maize, wheat, flowers, barley, sorghum, fruits, vegetables, tomatoes and potatoes. These crops are produced both on a large scale for trade and by subsistence farmers for domestic consumption.



Fig 9.24: Grapes on a grape vine

The plantations are large and use highly mechanised means of production. Some of them use irrigation to contain drought and produce more crops.

(ii) Livestock farming

Both dairy farming and beef farming are practised in South Africa. Ranches are well developed. Dairy farms are mainly located in Eastern and Northern Free state,

Handout 8.2: Words in Sinhalese writing from Sri Lanka

Match the words

Accelerated		1: සිංහලරය
Learners		2: පන්ති කාම
Activity		3: පන්තිඉගනීම

.....✂

Handout 8.2: Words in Sinhalese writing from Sri Lanka

Match the words

Accelerated		1: සිංහලරය
Learners		2: පන්ති කාම
Activity		3: පන්තිඉගනීම