



South Sudan

Primary English

4

Primary English has been written and developed by Ministry of General Education and Instruction, Government of South Sudan in conjunction with Subjects experts. This course book provides a fun and practical approach to the subject of English, and at the same time imparting life long skills to the pupils.

The book comprehensively covers the Primary 4 syllabus as developed by Ministry of General Education and Instruction.

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Primary English 4

Pupil's Book

Primary English Pupil's Book 4



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English

Pupil's Book 4

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FOREWORD

I am delighted to present to you this textbook, which is developed by the Ministry of General Education and Instruction based on the new South Sudan National Curriculum. The National Curriculum is a learner-centered curriculum that aims to meet the needs and aspirations of the new nation. In particular, it aims to develop (a) Good citizens; (b) successful lifelong learners; (c) creative, active and productive individuals; and (d) Environmentally responsible members of our society. This textbook, like many others, has been designed to contribute to achievement of these noble aims. It has been revised thoroughly by our Subject Panels, is deemed to be fit for the purpose and has been recommended to me for approval. Therefore, I hereby grant my approval. This textbook shall be used to facilitate learning for learners in all schools of the Republic of South Sudan, except international schools, with effect from 4th February, 2019.

I am deeply grateful to the staff of the Ministry of General Education and Instruction, especially Mr Michael Lopuke Lotyam Longolio, the Undersecretary of the Ministry, the staff of the Curriculum Development Centre, under the supervision of Mr Omot Okony Olok, the Director General for Quality Assurance and Standards, the Subject Panelists, the Curriculum Foundation (UK), under the able leadership of Dr Brian Male, for providing professional guidance throughout the process of the development of National Curriculum and school textbooks for the Republic of South Sudan since 2013. I wish to thank UNICEF South Sudan for managing the project funded by the Global Partnership in Education so well and funding the development of the National Curriculum and the new textbooks. I am equally grateful for the support provided by Mr Tony Calderbank, the former Country Director of the British Council, South Sudan; Sir Richard Arden, Senior Education Advisor of DfID, South Sudan. I thank Longhorn and Mountain Top publishers in Kenya for working closely with the Ministry, the Subject Panels, UNICEF and the Curriculum Foundation UK to write the new textbooks. Finally, I thank the former Ministers of Education, Hon. Joseph Ukel Abango and Hon. Dr John Gai Nyuot Yoh, for supporting me, in my previous role as the Undersecretary of the Ministry, to lead the Technical Committee to develop and complete the consultations on the new National Curriculum Framework by 29 November 2013.

The Ministry of General Education and Instruction, Republic of South Sudan, is most grateful to all these key stakeholders for their overwhelming support to the design and development of this historic South Sudan National Curriculum. This historic reform in South Sudan's education system is intended to benefit the people of South Sudan, especially the children and youth and the future generations. It shall enhance the quality of education in the country to promote peace, justice, liberty and prosperity for all. I urge all Teachers to put this textbook to good use.

May God bless South Sudan. May He help our Teachers to inspire, educate and transform the lives of all the children and youth of South Sudan.



Deng Deng Hoc Yai, (Hon.)

Minister of General Education and Instruction, Republic of South Sudan

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Activity 1: Vocabulary on games and sports

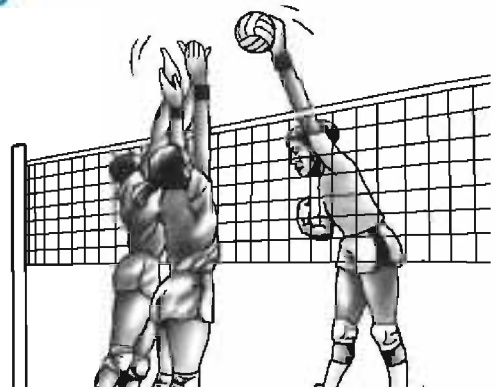
In groups



a



b



c



d



Look at the pictures above.

1. Name the sport in each of the pictures.
2. Which sport do you like most? Why?
3. Say other sports you know.

As a class



1. Present your group answers to the class.
2. Give comments and ask questions on the presentations.

NOTE

Games and **sports** are activities that people do for **leisure**, as a **hobby** or to **earn** a living. Some games and sports are played **indoors** such as **chess, boxing, squash** etc, or **outdoors** such as **football, hockey, volleyball**, etc. Some games are played individually for example: **golf, gymnastics, athletics, darts**, etc, Others are played in pairs such as **chess, tennis, boxing**, etc while others are played as a **team** for example: **football** is played in a team of eleven players.

Individually



Use the words in the box to complete the sentences below.

sports stadium assistant referee
athlete professional refere

1. The _____ blew the whistle to end the match.
2. Akello wants to be the world's best long distance _____.
3. The _____ has a capacity of 60,000 people.
4. Luol Deng is a renown _____ basketball player.
5. I always look forward to our school _____ day.
6. The _____ raised his flag to signal the referee that the player was offside.
7. _____ is an exciting sport to watch.

Read your sentences aloud to the class.

Activity 2: Spell and read

In pairs



(a) Read the following words.

cheering kick-off chess-board trophy podium
awarding opening ceremony goal friendly match

1. One of you to try and spell the words above as the partner checks.
2. Exchange the roles in 1 above.
3. Correct your partner if they spell wrongly.

(b) Use the words to make your own sentences.

Individually



Match the pictures with some of the words in the box above.



(a) _____



(b) _____



(c) _____



(d) _____

Display your work to the class.

Activity 3: Debating

As a class



1. Debate on the motion: *It is more fun to watch a local football match as compared to an international one.*
2. Divide yourselves into two groups.
3. One group to be the proposers supporting the motion.
4. The other group to be the opposers who are against the motion.
5. Remember to give convincing reasons to support your answer.
6. The group that gives more points to be declared the winner.
7. Write the points for and against the motion.

Individually



1. Using the points given in the debate write a composition with either the title:
 - (i) *It is better to watch a local football match.*
 - or
 - (ii) *It is better to watch an international football match.*
2. Read your composition to the class.

Activity 4: Read and act a conversation

In groups



Read the conversation below:

Mark: Welcome to our class, Mr Okello.

Mr Okello: Thank you.

Teacher: What do you do, Mr Okello?

Mr Okello: I am an athlete.

Teacher: What do you do to win?

Mr Okello: I practise a lot.

Teacher: How is your normal day like?

Mr Okello: I wake up at 5 a.m. then go to the gym for thirty minutes. I then take a ten-kilometre run along the road.

Teacher: How has athletics helped you?

Mr Okello: I have travelled all over the world and made a lot of money and friends.

Teacher: Thank you, Mr Okello.

Mr Okello: Welcome.

In pairs



Let us ask Mr Okello questions.

1. Think of the questions you would want to ask Mr Okello about sports. Write them down.
2. Ask your partner the questions and listen as he or she answers.
3. Exchange the roles in 2 above.
4. Present to the class.
5. Give comments on the presentations.

As a class




1. Take turns to role-play the above conversation.
2. Give comments on the presentations.
3. Write the importance of games and sports you have learnt.

Activity 5: A poem on sports

As a class



Listen as the teacher reads the poem below.




The race

**Run the race,
Run like a cheetah,
Do not care about the cheers,**

**All the people in the stadium,
Parents and team-mates,
proudly cheering on,
Tired legs, but happy hearts.**

**Victory is yours,
Look at the finish line,
The bright trophy awaits.**



In groups



1. How do you feel when you hear the poem above?
2. What do you think is the message of the poem?

Word attack

In pairs

1. The words below are from the poem 'The race'. Read them out loud.

victory

happy

bright

last

2. Give the opposite of the words.
3. Use the words to write your own sentences.

In groups



Match the words in A with their meaning in B.

A	B
cheer	a big wild cat with spots
trophy	shout to encourage
heart	anything given as a prize for winning
cheetah	a competition
race	part of a person that controls feelings

As a class



1. Look at the poem 'The race' again.
2. Did you notice the use of commas(,) and fullstops(.)?
3. Why do you think commas and full stops are important?

NOTE

Commas(,) are used to show a break when reading while **full stops(.)** are used to show end of sentence or stanza.

Activity 6: Creating a poem on sports

In groups



1. Talk about a sport you like. Give reasons why.
2. Say how it is played.
3. Talk about some of the rules for that sport.
4. Say if there is anything you do not like about about the sport. Why?
5. Use the above information to complete the following poem.

My favourite sport

There are different sports

But _____ is the best.

It is better than the rest,

_____ is my favourite

What else can I say?



A cool _____ minutes watching it

Both teams trying hard to _____.

Wait until your team wins,

The joy is great!

Though sometimes your team loses,

It is sad indeed, but we can't _____ all the time.

In fact it does not matter whether _____ lose or win

So long as we have fun, I love _____!

As a class



1. Recite the completed poem in your groups.
2. Recite the poem before the class.
3. Vote for the most creatively written poem.
4. With the help of the teacher, correct the best poem.
5. Put the best poem on the noticeboard.

Activity 7: Talking about games and sports at different times

In groups



Read what the following people are saying.

My name is Lulu.
I am a football coach.
I train and guide football players.
We have won many medals and trophies.



My name is Eunice.
I was an athlete.
I never won a medal, but I was proud to take part in many events.
I was happy for those who won.



My name is Riya.

I love horses and
animals in general.

They are God's creation.

I will keep many horses one day.

I will then train them for
competitions.



In pairs

Discuss the following questions.

1. Who trains young players?
2. How do we know Eunice has good control of her emotions?
3. Mention the person who is happy with the sport he or she is involved in.
4. Name the person who is interested in taking care of God's creation.

As a class



1. Present your answers to the class.
2. Ask questions or give comments on the presentations by other learners.

Activity 8: Reading a text on games and sports

As a class



Before reading:

- Look at the picture in the story on page 11 and read the title of the story.
- What do you think the story is about? Share your guesses with the class.

Read the story below.

Games and sports

People take part in different games and sports. There are those who play the games physically while, others watch these games during their leisure time.



Games and sports officials such as the referees spend hours keeping themselves updated on the rules of the games. Players also keep on practising and doing exercises to keep fit and remain in form. Loyal fans support their teams both during bad and good

times. These competitions add fun to life.

Countries that host these games and sports earn a lot of money. There is usually a business boom in the hotel industry, the transport sector and the local businesses.

By the end of the tournament, there are those who will be very happy for winning and those who will be sad for their loss or defeat. Participants carry home medals and cash awards; while others go home praying and wishing for a better next time.

Good sportsmanship is one that upholds the spirit of acceptance of defeat. Healthy competition in sports and games improves unity and brotherhood. Furthermore sporting activities bring different countries together. This helps in promoting peace and unity.

Activity 9: New words and phrases

In pairs



1. Check from the story you read for any new words or phrases.
2. Say the meaning of the words as used in the story.
3. Add the new words to your word bank.

As a class



1. Present your words and their meanings to the class.
2. Give comments or ask questions on the other presentations by learners.

Activity 10: Oral discussion

In groups



Do the following:

1. Retell the story 'Games and sports'.
2. What lessons did you learn from the story?
3. **Tell the class:** Have you ever been to a stadium to watch a live game? How was the experience?
4. Look at the story 'Games and sports' again. Did you notice use of **semicolons(;)**, **exclamation mark(!)** and **CAPITAL LETTERS**?
5. Share your answers with the class. Give comments on the presentations.

NOTE

Semicolons(;) are used to join two related sentences or ideas, **exclamation(!)** marks are used to show surprise, excitement or to show that somebody is shouting, while **capital letters** are used at the beginning of a new sentence, a person's name or name of place.

Activity 11: Answering comprehension questions

In groups



Read the story 'Games and sports' in Activity 4 again then use it to answer the following questions.

1. List at least three businesses that benefit during sports activities according to the story.
2. Name other games and sports played in your country.
3. Say how games and sports help to promote peace and unity among different countries.
4. Which sport would you like to play? Why?
5. What will you do if a team you like so much is defeated during a game?

Word attack

(a) Use the words in the box to complete the sentences below.

leisure rules practice referees football fun

1. People who control games and sports are called _____.
2. _____ is the only game played in World Cup.
3. I enjoy watching the Sudan Premier League during my _____ time.
4. _____ makes perfect.
5. All players must observe the _____ of the game when playing.
6. People engage in games and sports to have _____

(b) Use the words in the box to make your own sentences.

Remember to punctuate your sentences using **capital letters**, **commas**, **full stops**, **sem-colons** and **exclamation marks** where needed.

Activity 12: Writing

In pairs



a) Writing a dialogue

Imagine you meet the sports champion you like so much. Complete the conversation below in your own words.

(As you are walking home, you meet your favourite sports champion and, you run to greet him or her.)

You: Hello _____ it is very nice to meet you.

Champion: _____?

You: Oh, my name is Alex, I am a great fan of yours.

Champion: Thank you, so do you also play _____?

You: _____.

Champion: _____
_____.

You: Thank you so much, it was really nice to meet you. I cannot wait to share with my classmates tomorrow.

Champion: Welcome, nice to meet you too. Goodbye.

You: _____.

Share your dialogue with your classmates. Give comments on the other presentations.

b) Writing about the sport you like

Individually



1. Think about the sport you like.
2. Say how it is played.
3. Use the above answers to write a story about the sport you like and enjoy watching.

4. Exchange your book with your classmates. Read and say what you liked in the story you read. Give comments to improve the story.
5. As a class, vote for the most interesting story.
6. With help of the teacher, correct the story you picked.

Activity 13: Further learning

In groups



1. Imagine you have been appointed by the head teacher to tell other pupils why sports and games are good.
2. In addition to what you have learnt in this unit, talk to your parents and other people in your community to get more points.
3. Write down the points.
4. Share your points with the class and make one list on the importance of games and sports.
5. Share the list with your schoolmates and your family.

Activity 14: In summary

In groups






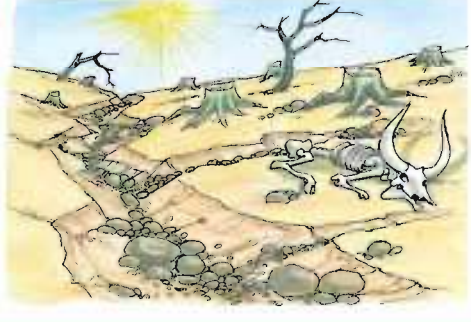


1. Make a poster with the list of all the sports and games you know.
2. Be creative, **for example** you can draw the different types of balls.
3. Ensure your message is clear.
4. Vote for the best poster in class. Remember a good poster has to be short but clear.
5. Hang the best posters at the back of the class.

Activity 1: Naming seasons

In groups



Look at the pictures below.

<p>a</p> 	<p>b</p> 
<p>c</p> 	<p>d</p> 
<p>e</p> 	<p>f</p> 

Use the words below to describe the pictures.

drought harvesting planting rainy new moon famine

In pairs



1. Say what people do during these seasons.
2. How do you feel during each of the seasons?

As a class



1. Take turns in class to share your answers with the class.
2. Ask questions or give comments on the answers shared by other learners.

NOTE

A **season** is a period of the year with a particular **weather** condition and **temperatures**. Seasons influence people's **economic** and **social** activities.

Individually



- (a) Use the words in the box to complete the following sentences.

planting drought raining winter Christmas moon

1. Many farmers lost their animals during the _____.
2. Tractors are on high demand during the _____ season.
3. People should wear warm clothing during the _____ season.
4. Do not shelter yourself under a tree when it is _____ lightning might strike you.

5. The crescent is the shape of a new _____.

(b) Use the words in the box to make your own sentences.

Read your complete sentences aloud.

Activity 2: Read and write

As a class



1. Listen as the teacher reads and explains the meaning of the words in the box.

chilly weather hurricane pollution breeze
cloudy forecast moisture atmosphere

2. Now, read the words silently after the teacher.

3. Add the words to your word bank.

In pairs



Match the words in the box with the ones that rhyme with them below.

NOTE

Words that **rhyme** end with similar sounds. For example:

will and hill

Sing and king

The first one has been done for you.

1. freeze breeze
2. temperature _____
3. feather _____
4. wane _____
5. confusion _____

6. broadcast _____

7. hilly _____

Share your answers with the class in turns.

Individually



Match the words in column A with the correct definition in column B.

A	B
breeze	small droplets of water in the air
vapour	to tell how weather will be like in future
temperature	very early in the morning
forecast	very cold
dawn	a time when people do not go to school
chilly	how hot or cold a place is
holiday	in the evening when night begins
sunset	a light soothing wind

Activity 3: Let us talk and act

As a class



Do the following:

1. One pupil to move to the front of the class.
2. The teacher will then flash a card on which a season is written.
3. The pupil to mime the seasons on the flashcard.
4. Exchange the above role to give everybody a chance.
5. Give comments on the presentation. Remember a good mime involves the use of **facial expression**, **gestures** and **body language**.

In pairs



1. Say activities people do during the season or time talked about in the class activity.
2. Talk about how people dress themselves during the different seasons.
3. Which season do you like the most? Why?

Activity 4: Reading comprehension

As a class



Before reading

- Look at the picture in the story below and read the title.
- What do you think the story is about? Tell the class.

Read the story below.

Bad times

The sky was clear blue. No single cloud in the sky. The Sun shone brightly from sunrise to sunset. This had gone on for many months. Crops had withered none had leaves. The ground was bare, dusty and cracked. Kenamuke, Kobowen and Lotagipi swamps dried up. The only rivers that were still flowing were The White Nile, Pongo and River Lol.



The earth was covered with carcasses of cattle, sheep, goats, camels, and donkeys. The remaining livestock were walking skeletons. The farms were dusty fields.

Fortunately, the existing rivers were lined with a riverine of irrigated crops. This helped to provide

some food for the people.

The United Nations brought relief food to the people. It was not enough, but people did not die of hunger. Better half a loaf than none they say.

Activity 5: New words and phrases

In pairs



1. Check all the new words or phrases from the story 'Bad times'.
2. Say the meaning of the words as used in the story.
3. Add the new words to your word bank.

In turns, share the new words and their meaning with the class.

Activity 6: Oral discussion

In groups



Do the following:

1. Retell the story 'Bad times'.
2. What lessons did you learn from the story above?
3. Tell the class: Have you ever gone through bad times? Say what happened.

Share your answers with the other groups.

Activity 7: Answering comprehension questions

In groups



Read the story 'Bad times' again and answer the following questions.

1. Say what the story is about.
2. Which three rivers were still flowing?

3. How do you think life must have been for people during this time?
4. What do you think is the cause of such bad times?

Word attack

Individually

Use the words in the box to complete the sentences below.

carcass livestock withered skeleton harvest

1. When crops dry up and die, they are _____.
2. Bones found on animals are called _____.
3. Domestic animals such as camels, sheep, cattle are collectively called _____.
4. The dead body of an animal is called a _____.
5. When the weather conditions are good for farming, farmers make a good _____.

Read your answers to the class.

In pairs



The sentences below are jumbled up. Arrange them in their correct order to form a story.

- i. It had been raining all night.
- ii. Everywhere was covered with water.
- iii. When I woke up today, I could not believe my eyes.
- iv. I wondered how I would go to school!

Activity 8: Interviewing a meteorologist

As a class



Read the dialogue below.

Adut: Welcome to our class, Mr Opi.

Mr Opi: Thank you, it is a nice to be here.

Adut: Mr Opi sir, what do you do for a living?

Mr Opi: I am a meteorologist. I study the atmosphere and say how the weather is going to be like in future.

Adut: How do you do that, sir?

Mr Opi: I work in a weather station. I use instruments that help me say how the weather will be like in future.

Adut: What instruments do you use?

Mr Opi: We use a rain gauge to measure amount of rainfall, thermometer to measure temperature and a wind vane to know the direction the wind is moving.

Adut: Are those the only instruments you use?

Mr Opi: No, no. There are many more. I will show you when you come to the station.

Adut: Thank you very much, Mr Opi. We shall soon visit the weather station in Juba.

Mr Opi: You are most welcome.

As a class



1. Take turns to role-play the above dialogue before the class.
2. Give comments on the presentations:

For example: **Say what you liked or disliked about the presentation.**

In pairs



1. Find five more questions to ask Mr Opi.
2. Ask your partner the questions and listen as they answer.
3. Exchange the roles above with your partner.
4. Present to the class.
5. Give comments on the other presentations by the learners.

In groups



1. Look at the conversation again.
2. Did you notice the use of question marks?

NOTE

Question marks are used when asking questions, for example:

Can I help you?

What is your name?

Activity 9: A poem on weather

Look at the conversation again. Did you notice the use of question marks?

As a class



Read the poem silently.



We plough the land and plant,
The best seed on our farm
The rain pours and the
sun shines



The seeds grow and grow
Our plants grow, green and healthy
The sun sets and the sun rises
Weeks and months, the crops keep growing.
The rain lessens and lessens
It gets warm but wet,
The country is green and nice
Soon the sun shines to ripen the crop
From green to yellow to beige
The crop has ripened, ready for harvest



In groups



1. Practise the poem above.
2. In turns, present the poem in class.
3. Comment on the presentations. Remember a good presentation of a poem should involve use of **facial expression**, **tonal variation**, **use of pause** and **gestures**.

Activity 10: Creating a poem on seasons and time

In groups



1. Say the seasons you have seen in your country.
2. Read the following words.

spring

summer

fall

winter

cold

warm

sunshine

leaves

3. Use the words above and others to write a short poem about seasons.
4. You can write about the good and bad things about the seasons.

NOTE

When writing a poem:

- Use short sentences.
- Choose the words carefully.
- Ensure your poem has a message.

As a group, recite the poem before the class.

Activity 11: Comparing seasons and time

As a class



Before reading

- Look at the pictures in the passages.
- What do you think the passages are about?

Read the passages below.

Passage One

The sun is shining brightly and the sky is beautiful and blue. The rainy season has just ended. The countryside is green and flowers are blooming. It is a scene to behold.



Birds fly from tree to tree. Butterflies are flapping hither-thither. Children are playing different games in the meadow. Their songs and those birds in the trees add to the beauty of God's creation.

Men and women, boys and girls are outdoors. All enjoying the cool, soothing breeze. It is holiday time, let us enjoy.

Passage Two

It was cloudy and chilly. No one could leave the door open. Everybody was heavily and warmly dressed. Woollen garments, hooded jackets and warm boots seemed to be in fashion.



Once the heavy downpour pounded the roofs and then showers and drizzle. It was indoor season for school children, office workers and traders. But alas! The trees seemed to enjoy every minute of the rain and the fog that swept across the country.

Passage Three

We are waiting for the rains to come. It has been three months now.



The harvest has been over. The crop has been dried. Big trucks are loaded with the harvest. The crop is being taken to barns at home or to the market. Strong wind comes and blows dust everywhere. Soon the air is filled with paper and dry leaves. But in this, small children get time to fly their kites.

Activity 12: New words and phrases

In pairs



1. Identify any new words and phrases from the passages above.
2. Say the meaning of the words as used in the passages.

3. Add the new words to your word bank.

Share the new words with the class.

Activity 13: Oral discussion

In groups



Use the passages to answer the following questions:

1. What do you think causes the different seasons seen in the passages?
2. **Tell the class:** Have you seen the seasons talked about in the passages? How did it make you feel?
3. Share your answers with the class and comment on the presentations.

Activity 14: Answering comprehension questions

In pairs



Read the three passages on page 26 and 27 again then answer the following questions:

1. Mention the seasons talked about in the three passages.
2. Mention the season when people enjoy themselves outside.
3. In which season do people have enough food?
4. When are people busy working on the farms?
5. What do you think causes these different seasons?

Word attack

Individually

Join the words in A with those in B to make correct sentences.

A	B
Juba has many	during the rainy season.
Swamps are soggy	soil erosion.
Movement of the earth	tourist hotels.
There is little out-door activity during	the rainy season.
Strong winds cause	brings weather changes.

In turns, read your sentences to the class.

Activity 15: Let us talk about causes of different seasons

As a class



Before reading

- Have you ever wondered what causes different seasons?
- Tell the class what you think causes the different seasons.

Read the story below.

Earth movement

We live in a planet called earth. The earth moves round an axis. This happens so slowly that we do not notice. The sun always seems to be moving, but the truth is that the sun remains in the same position. The movement of the earth brings about day

and night. When the earth moves away from the sun, that side becomes cold and dark while the other side of the earth facing the sun is bright and hot.



As the earth continues moving round, winds blow in and out of some places. This is what brings different seasons and times in different parts of the world.

In pairs



Give three causes of different seasons according to the passage above.

In turns, read your sentences to the class and comment on the other presentations.

Word attack

Individually

Match the words in A with their meaning in B.

Words

pollution
temperature
irrigation
metrology
thermometer
anemometer

Meanings

coldness or hotness measured by a thermometer
an instrument that measures the speed of wind
a science that deals with atmosphere and weather forecasting
an instrument that measures the speed of wind
growing crops in dry areas using water
making water, air or soil dirty

Read your sentences to the class.

Activity 16: Let us play a noun and verb game

In groups



1. List a number of nouns and verbs about season.

NOTE

A **noun** is name of anything like place, people or things **for example: Jane, cup, Juba.**

A **verb** tell us what is being done **for example: sing, eat, walk.**

2. Use the list of nouns you have to match verbs.

For example:

Sun(noun) + cries(verb) → Sun cries

3. The others to add more words to the sentence formed.

For example: The sun cries bitterly every day. Does the sentence make sense?

4. Share your sentences with the class.
5. As a class, comment on the presentations by groups and make suggestions on how the sentences can be improved.

Activity 17: Solving a puzzle

In pairs



1. Copy the puzzle on page 32 in your book.
2. Find the words in the box in the puzzle and circle them.

weather

meteorology

seasons

harvest

fog

breeze

time

God

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

Activity 18: Writing

Individually



1. Think of a situation in which the change of weather had affected you or an activity you had planned for.
2. Write a short story about your experience with the bad weather.
4. Use some of the words you found on the word puzzle above.
5. Start your story with the following words.

The day we had all been waiting for was finally here.

The weather was warm and sunny, a perfect weather for.....

NOTE

When writing a story remember to:

- Use your imagination to write about what you do not know to build on what you already know.
- Make your writing as interesting as possible.
- Make sure the story is complete.

6. In turns, read your stories to the class.
7. Give comments on the different stories written by others.

Activity 19: Further learning

In groups



Now that you have learnt about different times and seasons in this unit:

1. Find out from your community or family about activities that people do during different seasons and times.
2. Write one activity that you enjoy doing and give reasons why.

In turns, present what you have written to the class.

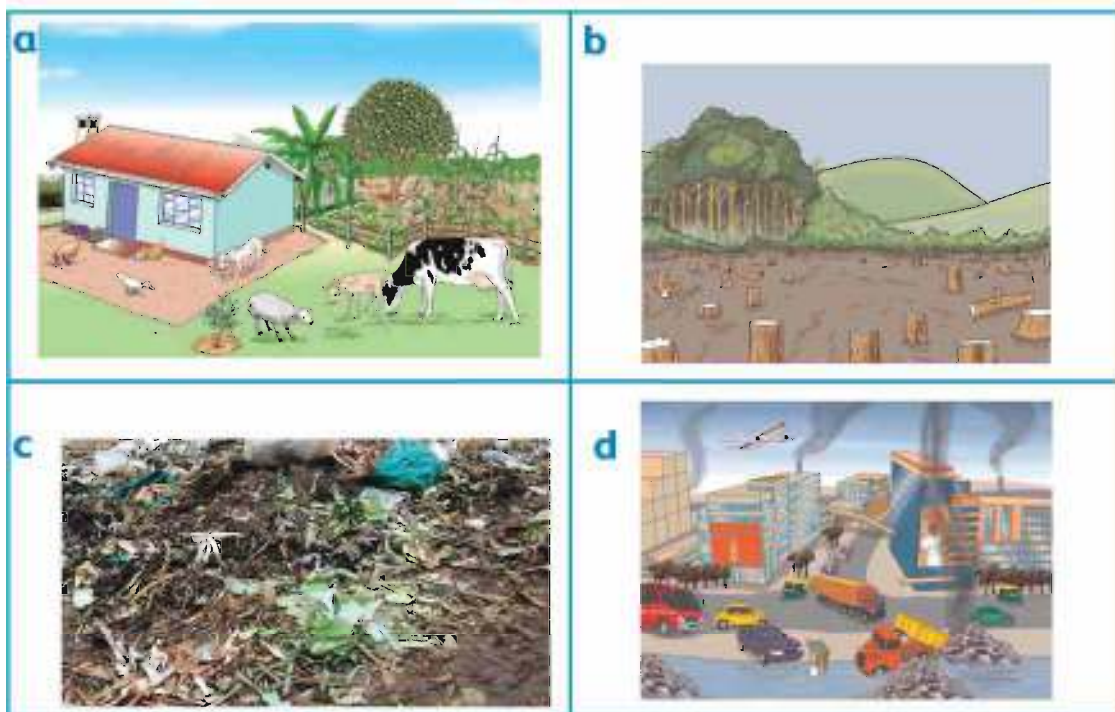
Activity 20: In summary

Individually



1. Now that you have learnt about different seasons like rainy, drought and harvesting among others.
2. Use a papier mache to model a landscape showing any of the seasons learnt.

Activity 1: Vocabulary on the environment



In groups



1. Look at the pictures above.
2. Describe the places in the pictures.

Share your answers with the class.

In pairs



Use the words below to describe the pictures above.

city street destroyed forest dump site countryside

NOTE

Environment refers to the surrounding in which we live. The people, the plants, rivers, mountains and animals and air around us make our environment.

Individually



(a) Use the dictionary to find out the meaning of the words below.

pollution garbage fumes famine erosion
re-forestation emit

(b) Use the words to fill in the blank spaces.

- i. Farming on sloppy areas causes soil _____.
- ii. Long periods of drought cause _____ as there is no food.
- iii. Planting tree seedlings in a place where there were trees is called _____.
- iv. _____ of our seas and rivers kills marine life.
- v. _____ dumping site should be away from dwelling places.
- vi. Decaying carcasses _____ awful smell.
- vii. Exhaust _____ from diesel pollutes towns.

(c) Read your sentences to the class.

Activity 2: Getting meaning of words

In groups



Match the words in A with their correct meaning in B

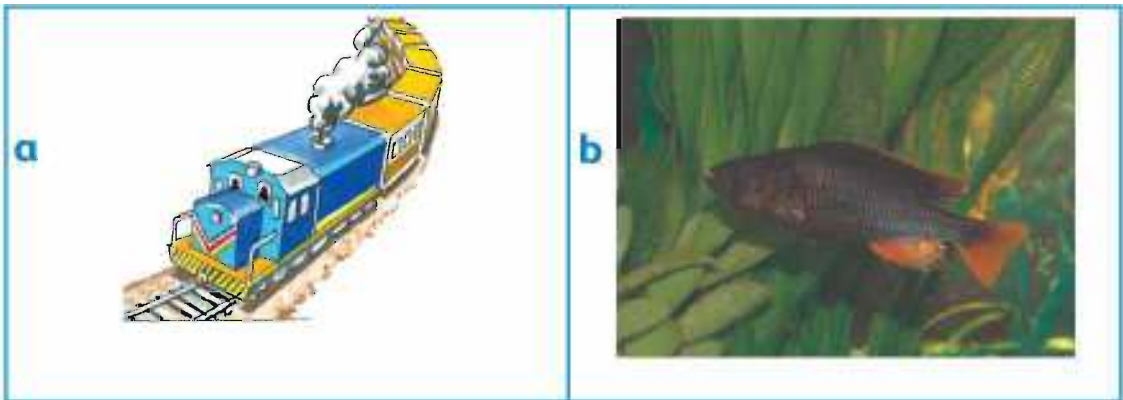
A	B
disposal	to throw away material not needed
recycle	food, paper or dirt that is not needed anymore
poison	to use something again
conserve	the air we breathe in
garbage	anything swallowed or breathed in that can cause death
oxygen	to protect and take care of the environment

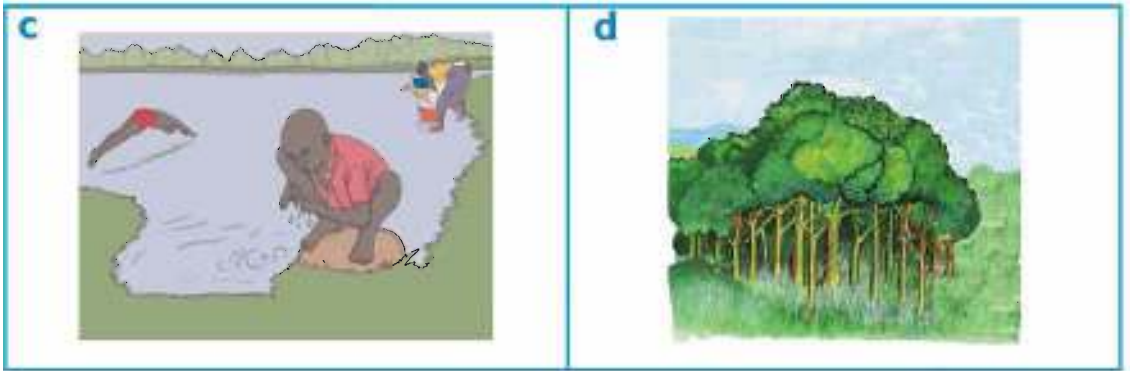
Share your answers with the class.

In pairs



1. Look at the pictures below.
2. Say what you see.





Individually



Make your own sentences to describe the pictures above.
(The first one has been done for you.)

Picture a → Air pollution destroys the atmosphere.

Read your sentences in class.

Activity 3: Role-play on taking care of the environment

In groups



1. Appoint a leader in your group.
2. Help the leader come up with points on how to take care of the environment.
3. In turns, each group leader to present his or her points to the class.
4. Clap for the group leaders for their effort.

In groups



1. Say what you can do to make your environment better.
2. List down six things people do in your payam.
3. Which things in 2 above make the environment look bad?

Activity 4: Reading about our environment

Before reading

- Look at the pictures in the story below and read the title.
- What do you think the story is about?

As a class



Read the story below silently.

Our environment

God created the world in six days. All that was created makes our environment. Everything was created for a reason.



Animals and plants need air and water. Some animals eat other animals while others eat plants. People eat both plants and animals.

We have animals that live in water. They are called marine animals. These include fish, whales, crocodiles and hippopotamuses.

Wild animals roam freely in our parks and game reserves. Birds fly up in the air. People carry out their daily activities on land. Domestic animals like cows, goats, sheep, among others are kept at home. What a beautiful environment we have! If we do not conserve our environment, the animals and plants will die. People sometimes destroy their surroundings knowingly or unknowingly. Cutting down of trees destroys the environment. Trees are cut to get timber for furniture or construction.

People cut down trees to burn charcoal or to cultivate land. Cutting down of trees causes soil erosion. Long periods of erosion may make our land a desert. Food does not grow in deserts. So there will be drought and famine. It takes a few minutes to cut a tree that took ten years to grow.

Air pollution is caused when garbage is thrown everywhere. As the garbage decays, it emits poisonous and badly smelling gases. This rubbish attracts flies, ants and rats. These small animals can spread diseases that are very expensive to treat. Plastic bags and bottles should therefore be burnt or recycled.

Cultivating on hilly areas causes soil erosion. When the topsoil is carried away by wind or water, plants do not grow well. The land may become a desert. Let us appreciate God's gift of our environment by taking care of it.

Activity 5: New words and phrases

As a class



1. Find all the new words and phrases in the story above.
2. Say their meaning as used in the story.
3. Add the new words to your word bank.

Activity 6: Oral discussion

As a class



1. What did you learn from the passage above?
2. Have you ever planted a tree? How did it make you feel when you saw it grow?
3. Talk about what you can do to help protect the environment.

Share your answers with the class.

Activity 7: Answering comprehension questions

In pairs



(a) Answer the following questions.

1. What is it that both animals and plants need for life?
2. Fish, whales and crocodiles are examples of _____ animals.
3. Write three reasons why people cut down trees according to the passage.
4. Which word in the passage means to make air or water dirty?
5. Write three ways in which you can take care of the environment.
6. Why do you think it is important to plant trees?

(b) Share your answers with the class.

Activity 8: Interview with an environment expert

As a class



Read the conversation below.

- Teacher:** Good morning, class. With us today is Mrs Lopuke.
- Class:** Good morning, madam. Welcome to our class.
- Mrs Lopuke:** Good morning class. Thank you.
- Alam:** Mrs Lopuke, what do you do for a living?
- Mrs Lopuke:** I am an environment expert.
- Bol:** What is the work of an environment expert?
- Mrs Lopuke:** Our work is to protect the environment.
How do you protect the environment?
- Mrs Lopuke:** By making sure people do not destroy it.
How do people destroy the environment?

Mrs Lopuke: When people dispose garbage poorly they pollute the air. When they cut down trees and kill animals they destroy the ecosystem.

Naomi: How can we improve our environment?

Mrs Lopuke: This is easy. We need to keep plastic material for future use. People also need to plant more trees and farmers should use proper cultivation practices.

Teacher: Thank you, Mrs Lopuke. We shall invite you another day. You have a lot to teach us!

Mrs Lopuke: Thank you too.

In groups



1. Practise the conversation above.
2. Take turns to role-play it before the class.
3. Give comments on the role-play by other groups.

As a class



Let us ask Mrs Lopuke questions.

1. Come up with five more questions to ask Mrs Lopuke about the environment.
2. Divide yourselves into groups of eight then select a pupil to act as Mrs Lopuke.
3. Ask the pupil the suggested questions and listen as they answer.
4. Exchange the roles above.



The following sentences are from the conversation with Mrs Lopuke. Punctuate them correctly using commas(,), question marks(?), exclamation marks(!), semi-colons(;), full stops(.) and CAPITAL LETTERS.

1. when people dispose garbage poorly they destroy the enviroment
2. how can we improve our enviroment
3. you have a lot to teach us

Activity 9: A poem on our Environment

As a class



Read the poem below silently.



I hear the murmur, the murmur of a stream,
 Clean and clear, from up high in the mountain.
 Moving, downstream into the plains
 I see my reflection, in the clean, clear water.
 Down, down, downstream the water moves,
 Bigger and bigger, the stream grows into a river,
 People and animals, use the water as they need,
 Slowly flows the water,
 as it looks for the sea.

Into the plains, mighty
 trees in large forest it
 feeds,

And the river grows and grows.



In groups



1. Practise reciting the above poem.
2. Present the poem in class.
3. Comment on the presentation by other groups.

In pairs



1. How did you feel when you read the poem?
2. Which part of the poem did you find interesting?
3. What do you think is the message of the poem?

Activity 10: Planning a campaign to preserve our environment

In groups



1. Talk about how people have destroyed the environment.
2. Say what can be done to prevent this.

Give a report on your discussion to the class.

Individually



1. Draw and paint placards on A4 size paper to show importance and ways of protecting the environment.
2. Show your drawings to the class.
3. With the help of the teacher, choose two best drawings that are clear and eye-catching.
5. Display these drawings on the noticeboard.

Activity 11: Writing about our environment

In pairs



1. Talk about what you will do to improve the environment.
2. Share the views with the class.

Individually



1. Write ten sentences about how to improve the environment in your school.

Read the sentences to the class.

In pairs



(a) Fill in the blank spaces with appropriate letters to complete the words.

i. e_o_y_tem

ii. d_s_r_c_ion

iii. con__r_e

iv. mou__ain

v. _a__age

vi. p__l_t_on

(b) Make correct sentences using the words formed above.

(c) The following words are misspelt. Write them correctly.

i. slowwli

ii. tris

iii. moning

iv. cuting

v. smal

Read the sentences formed to the class.

Activity 12: Further learning

In pairs



1. Find out about people who work to protect the environment in your community.
2. Write down what they do to protect the environment.

Present your findings to the class.

Activity 13: In summary

In groups



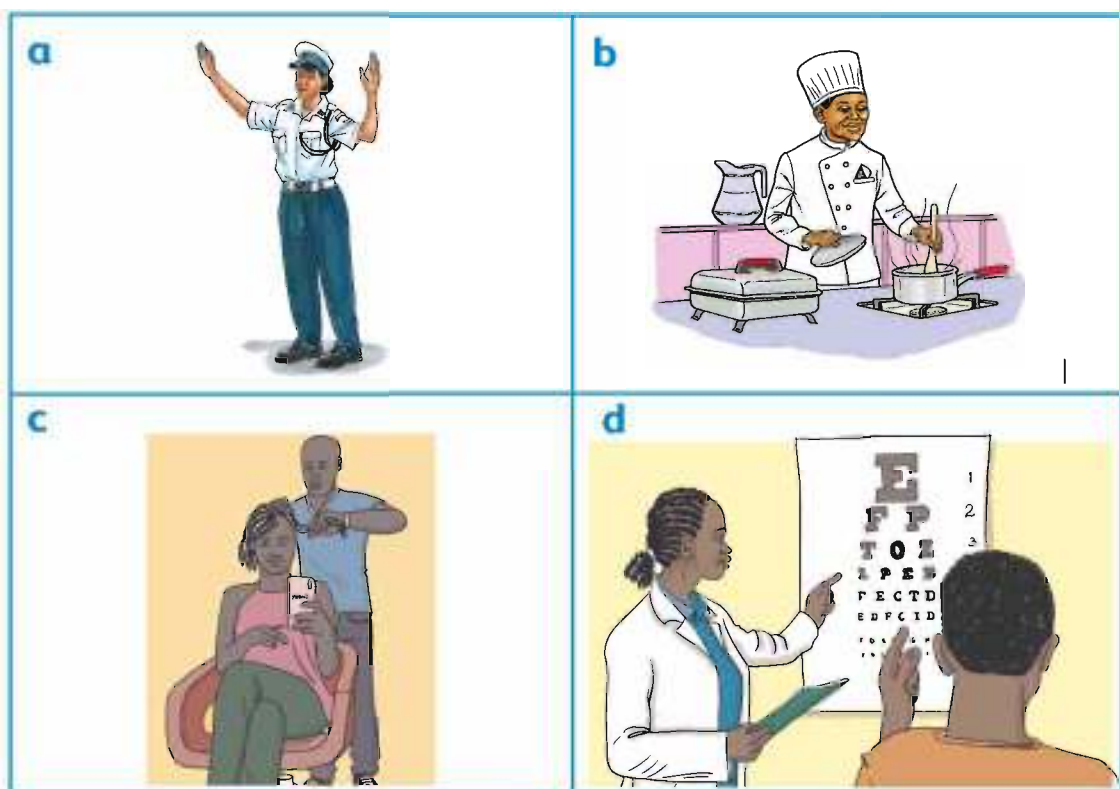
1. Draw a picture of a clean environment and another of a dirty environment.
2. Vote for the best drawing. Remember a good picture should be simple, clear, relevant and eye catching.
3. With the help of the teacher, choose the best drawing and pin it on the class noticeboard.

Activity 1: Vocabulary on gender roles and responsibilities

In groups



Study the pictures below.



1. Name the people in the pictures above.
2. Talk about what the people above are doing.
3. How do you feel when you look at the pictures? Why?
4. In turns, share your answers with the class.
5. Give comments on the presentation by other groups.

NOTE

- **Gender** is the state of being **male** or **female**.
- **Roles** and **responsibilities** are duties and work.
- **Gender roles** and **responsibilities** mean work and duties believed to be for men or women.

In pairs



1. Say three duties that are believed to be for women only.
2. Say three duties believed to be for men only.
3. Say three roles believed to be for both men and women.
4. Share your answers with the class.
5. Ask questions or give comments on the presentations.

Activity 2: Matching gender roles and responsibilities

In groups



1. List down behaviours that would be to be seen as bad in women but good among men in your payam.
2. Say duties done by men but are believed to be for women in your payam.
3. State duties done by women but are believed to be for men in your payam.
4. In turns, share your answers with the class.
5. Give comments on the presentations by other groups.

Individually



List down three women in your community who are known by many people because of their good work.

Read your answers to the class.

Activity 3: Role-play on gender roles and responsibilities

As a class



Do the following.

1. Six of you to move to the front of the class.
2. Pick a name from Activity 2 above.
3. Imagine you are that person and talk about what you do.
4. Others to ask the person questions and give comments about what they do.
5. Exchange the roles above.
6. The class to vote for the best actor who showed confidence and creativity.

Activity 4: Reading about gender roles and responsibilities

As a class



Read the story below.

Before reading

- Look at the pictures on page 48 and read the title of the story.
- What do you think the story is about?
- Do you think women should not do some jobs? Why?

The changing world of work

According to the World Bank in 2016, women have now provided labour that grows 60 - 80% of the food provided in Sub-Saharan Africa. The contribution of women to the job market cannot therefore be ignored or taken lightly.



Some people believe that some duties are for men and others are for women. Indeed different communities in the world have different duties for men and for women. However, these gender roles have been misused. This misuse has brought about discrimination and oppression among

different communities.

Women especially in Africa have played the role of taking care of the family more than men. The most difficult family chores are done by women. Talk about tilling the land, collecting firewood, fetching water and cooking for the family. From morning to evening, the mother has no time to rest. While men will have the easier work of herding livestock they will also get some time to visit and chat with their friends.



Until recently, some roles were a reserved for men. Most women were not allowed to work in offices. We can easily know the first woman pilot, the first woman bank manager, the first African woman president and so on.

This is how gender roles have discriminated the women for many years. With a lot of determination, many women have made a mark in the world. Names such as Wangari Maathai of Kenya, Mother Teresa of

India and Hillary Clinton of America are not new to our ears. Our own Mrs. Rebecca Garang is a household name not only in Southern Sudan, but in the world. Other women who have taken roles believed to be for men include boxers Fatuma Zarika of Kenya, Fiona Tugume of Uganda and Catherine Phiri of Zambia. Former Libyan President Muarmar Gadhafi chose female soldiers as his bodyguards.

Today eighty-five percent of Rwandese cabinet ministers are women thanks to international campaigners for gender equity such as Phumzile Mlambo and Malala Yousafzai. Phumzile Mlambo has been a South African vice president while Malala Yousafzai is from Pakistan. She has won the Nobel Peace Prize. Today both men and women are equally important in nation building.

Activity 5: New words and phrases

In groups



1. Identify all the new words and phrases from the passage above.
2. Say the meaning of the words as used in the story.
3. Share your answers in class.
4. Add the words to your word bank.

Activity 6: Oral discussion

In groups



1. Say what the story 'The changing world of work' is about.
2. Talk about the good things done by women in your community.
3. Say what you feel about gender roles and responsibilities.
4. In turns, share your answers with the class.
5. Give comments on the presentations by other groups.

Activity 7: Answering comprehension questions

In pairs



Read the story 'The changing world of work' and answer the following questions.

- i. What has been misused?
- ii. What is another name for chores according to the story?
- iii. Name one woman who has been fighting for gender equity according to the story.
- iv. Which company has more women employees than men?
- v. Mention three duties a mother does at home according to the passage.
- vi. Why were women not allowed to do some jobs?
- vii. Why are some names not new to our ears according to the passage?
- viii. According to the passage, why is herding livestock easy?
- ix. List two things you will do when you grow up to bring about gender equity.

Share your answers with the class.

Activity 8: Debating

As a class



1. Hold a debate in class on "What a man can do a woman can do".
2. Divide the class into two groups, the opposers and the proposers.
3. Remember to give convincing points supported with examples and facts.
4. Clap for the group with more points.

Individually



1. Draw and colour the picture of one woman in the world whom you admire.
2. Write five sentences about why you admire the woman you have drawn.

Show your picture to the class.

Activity 9: Role-play

As a class



Read the dialogue below.

Teacher: Today, we have a very important visitor. Her name is Ms Akong. She will tell us what she does. Welcome Ms Akong.

Ms Akong: Thank you. Good morning class, My name is Ms Akong. I head an organisation that works and supports gender equality. We make sure that both boys and girls get quality education equally. We also fight against some cultural beliefs and practices that are outdated.

Teacher: What are some of these outdated cultural practices?

Ms Akong: These include FGM (Female Genital Mutilation) and early marriages among the girls. Child labour among boys and girls is another reason of dropping out of school. We do not want our young people to be involved in responsibilities beyond their age. They are our future leaders. Our organisation also looks into gender-based violence. It is our wish that families live in harmony. In this way, the families will bring up their children happily. Thank you for your attention.

Teacher: Thank you, Ms Akong.

In pairs



1. Summarise what Ms Akong has said.
3. In turns, share your questions with the class.
4. Give comments on the summaries shared by other learners.

In groups



Let us ask Ms Akong.

1. Appoint one of you to act as Ms Akong.
2. List down five questions to ask Ms Akong about her work.
3. Let him or her answer the questions you suggested above.
4. Exchange the roles above.

Activity 10: A poem on gender roles and responsibilities

As a class



Listen as the teacher reads the following poem.



Girl or boy let us work together

**My brother, my sister
Wake up it's day break.
Help here, I help there,
Let's make a happy home.
In school we learn
Together as brothers
and sisters.**



Competing and learning,
Equal opportunities at school,
Equal parents we have,
A happy home we make,
In the office, men and women
Roles and responsibilities we play.
Equally with one agenda,
A healthy nation, we build.

In groups



1. Recite the poem.
2. Recite the poem before the class.
3. How does the poem make you feel?
4. Say what the poem is about.
5. What will you do differently after reading the poem?

Activity 11: Writing a poem on gender roles and responsibilities

In groups



1. Talk about different roles that are thought to be for girls or boys only.
2. Look at the incomplete poem on page 54.
3. Complete the poem with your own words.



We are all equal

I think what a boy can do

A girl can _____ too

And to the boy who _____ girls are weak,

It is a woman who gave birth to _____

Do not make girls _____ in fear

She is a daughter, sister and mother don't let
her _____.

In pairs



1. Talk about how you feel about gender roles.
2. Do you think both men and women can do any job? Give reasons for your answer.
3. Based on your opinion above, write a poem about gender roles. Remember to keep it short and clear.

Activity 12: Talking about gender roles and responsibilities in our country

In groups



Read what the people below are saying.

My name is
John Riek
I am a radio and TV
presenter I interview people
on my programme. I
enjoy my work.



My name is
Susan Manyok.

I am a football referee.
All players respect my decisions.
I am helped by two male
assistant referees.
I enjoy my work.



My name is James

Kok. I am a midwife
I help women give birth to
babies. I work with a team
of female nurses.



My name is
Samuel Ruea.

I am a teacher and my
wife is a police officer.
I work during the day but my
wife is on duty at night sometimes.
I cook for the family and
change the baby's diapers
when my wife is on duty.
We are a happy
family.



In pairs



1. What are the people on page 54 - 55 talking about?
2. What did you learn from what they have said?
3. In turns, share your answers in class.

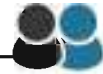
Individually



1. Write five sentences about how gender equality can make life better.
2. In turns, read your sentences to the class.
3. As a class, comment on the presentations.

Activity 13: Writing about gender roles and responsibilities

In pairs



1. Imagine you are a gender roles and responsibilities equity campaigner. Write five sentences why you think both men and women can do work.
2. Read your sentences to the class.
3. Give comments or ask questions on the presentations.

Individually



1. Draw and paint a man and woman working together.
2. Think of a story about the picture you have drawn.
3. Using what you have learnt and your knowledge on gender roles, write a story about a man and woman who work together.

Activity 14: Further learning

In groups



1. Find out about people who have done well in areas believed to be for the opposite gender.
2. Write what each of them has done.
3. Present your findings to the class.
2. As a class, comment on the other findings by others.

Activity 15: In summary

In pairs



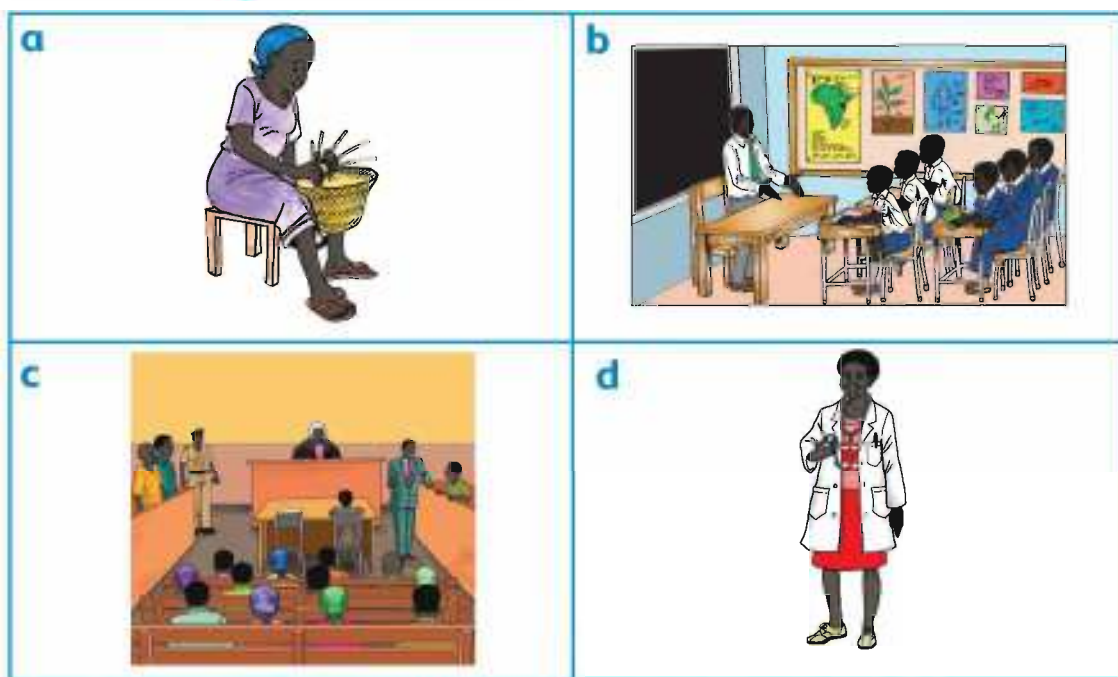
1. On a chart, put ten pictures of the people and names (from newspaper cutout) and the work they do. (Five should be men and five women.)
2. Pin the best chart on the wall at the back of your class.

Activity 1: Vocabulary on occupations

In pairs



Look at the pictures below.



Match the pictures with the descriptions given below.

- i. Settle disputes
- ii. Treat sick people
- iii. Make baskets
- iv. Teach pupils

Individually



1. Give one name for the occupations described on page 58.
2. Do you know of any person who does any of the work above? Why?

Take turns to share with the class what you have discussed above.

NOTE

An **occupation** is a job or work that people do to earn a money.

Individually



(a) Read words in the box below.

doctor	tailor	beautician	carpenter
musician	potter	mason	

(b) Pick an occupation from the box that uses the materials below.

- i. needle, thread, cloth, tape measure _____
- ii. stones, cement, sand, plumb line _____
- iii. thermometer, stethoscope, syringe, bandage _____
- iv. clay, water, potter's wheel _____
- v. guitar, microphone, own voice _____
- vi. saw, hammer, nails, plane _____
- vii. powder, cream, nail, files, make-up _____

(c) Use the words in the box to make correct sentences.

(d) Read your answers to the class.

Activity 2: Matching occupations

In pairs



Read the words below.

driver

pharmacist

judge

firefighter

Match the words above with the pictures below.

a



b



c



d



Share your answers with the class.

Individually



Match the words in A with their meaning in B.

A

potter
surgeon
engineer
baker

B

trains players in a team
treats and removes decaying teeth
designs buildings
makes pots from clay

architect
coach
dentist

operates on patients in a theatre
makes bread, biscuits and cakes
builds roads, bridges and designs machines

Read your words to the class.

Activity 3: Role-playing on occupations

As a class



1. In turns, one of you to move to the front of the class.
2. Read the name of the card flashed at you.
3. Mime the occupation.
4. Briefly say what is done in the occupation on the flashcard.
5. Give comments or ask questions on the presentations.

Activity 4: Reading about occupations

As a class



Before reading

What would you like to be when you grow up? Why?

Read the story in below.

Occupations

People all over the world have different activities they do to earn a living. These activities are called careers or occupations. People have careers in services for example; doctors, bankers and lawyers. Others have occupations in art and entertainment such as poets, dancers and musicians.

A surgeon works in a theatre. Surgeons have special tools to operate on their patients. They need to be loving, patient

and highly learned. Some operations can take more than twenty hours.

A judge works in a court. He or she will listen to a case from both the complainant and defendant and give a ruling. In many cases, lawyers from both sides present their clients' cases. A judge must be very sober and attentive. If not so, a fair judgement may not be delivered.

A pharmacist makes and sells clinical drugs. A shop where medicine is sold is called a chemist or a pharmacy. A chauffeur is a private driver. He must be polite, neat and be able to keep time. A personal chauffeur must be a careful driver who obeys traffic rules.

A baker works in a bakery. He uses ingredients such as flour, sugar, margarine and milk to make pastry. This pastry is baked in an oven. Bakers make delicious cakes and biscuits.

An accountant works in a bank or business companies. His or her work is to keep money records and make sure money is spent wisely. Accountants must be honest people. A comedian entertains people with jokes and funny stories. Comedians are invited to occasions such as weddings and birthday parties. A conjuror performs tricks that leave people amazed.

Sometimes, different occupations are combined to do a certain job. Think of one of the big buildings in our towns. An architect is needed to draw and design it. Next, an engineer will be called to build the building. The engineer will work with a mason who will build using stones. An electrician will do the wiring for electricity. A carpenter will work on any wood required. Then a welder will weld all the metal. A glazier will fix glasses on windows and doors. Sinks, pipes and toilet bowls will be fixed by a plumber. A painter will apply the paint as desired. Each occupation is therefore as important as any the other.

Activity 5: New words and phrases

As a class



1. Find all the new words and phrases in the story 'Occupation'.
2. Say their meaning as used in the story.
3. Add the new words in your word bank.

Activity 6: Oral discussion

In groups



1. Why do you think it is important to have an occupation?
2. Do you think all the occupations are important? Why?

Activity 7: Answering questions

In groups



(a) Read the passage 'Occupation' again then answer the following questions.

1. Say what the story is about.
2. List down the occupations mentioned in the story.
3. Talk about what you want to become when you grow up. Give reasons why.
4. Why do you think each occupation is important according to the story?

(b) Take turns to share your answers with the class.

Word attack

In pairs

(a) Use the words in the box to complete the following sentences.

gavel putty plane sober theatre accountants

- i. We say as _____ as a judge.
- ii. The judge hit the table with a _____ to end the court session.
- iii. The woman used _____ to fix glass on windows.
- iv. To smoothen the surface of the table, the carpenter used a _____.
- v. A room where patients are operated on is called a _____.
- vi. Most bankers are _____.

(b) Use the words in the box to make your own sentences.

(c) Read your sentences to the class.

In groups



1. Talk about the occupations found in a hospital.
2. In turns, share your answers with your class.
3. Ask questions and give comments on the presentations.

Individually



1. Draw a picture of a person at work. Remember to show some of the tools that they use.
2. Show your picture to the class.
3. Vote for the best picture as a class.
4. Hang the picture on the class noticeboard.

Activity 8: Acting out occupations

As a class



Listen as the teacher reads the conversation below.

Teacher: Welcome, Mr Ajok. The children will ask you questions about what you do.

Mr Ajok: Thank you, madam. I am pleased to be here.

Stephen: What do you do for a living Mr Ajok?

Mr Ajok: I am a beautician.

Tina: Where do you work?

Mr Ajok: I have a beauty shop in town.

Susan: How do you make people beautiful?

Mr Ajok: In my barber shop, I have employed a barber. She shaves and trims hair and beard.

Felix: What do you use to shave and trim hair?

Mr Ajok: She uses different shaving clippers. She also uses antiseptics to sterilise the clippers. This prevents infection from one client to another. After shaving, we apply perfumed aftershave lotions on the client.

Jane: What else do you do?

Mr Ajok: We also do pedicure, which is the care of feet and toenails nails. We wash the feet, trim toenails and at times apply nail polish. We use special soap and chemicals to treat infection between the toes.

Moses: Is that all, Mr Ajok?

Mr Ajok: No, no! We also do manicure. A manicure takes care of hands and nails just like a pedicure does for feet.

Teacher: Thank you, Mr Ajok, for your time and information. We shall visit you soon.

Mr Ajok: Welcome. I am found along Koala Drive, Nile Building, third floor. My shop is called Ajok-Amollo Beauty Parlour.

Teacher: Thank you, Mr Ajok. We shall see you there.

In groups



1. Read the conversation above.
2. Identify all the new words and phrases in it.
3. Say their meaning as used in the conversation.
4. Practise the dialogue as a group.
5. Take turns to role play before class.

As a class



Let us ask Mr Ajok questions.

1. Come up with several questions to ask Mr Ajok.
2. Divide yourselves into two groups. One group to ask questions and the other group to act as Mr Ajok and answer the questions.
3. Exchange roles and repeat 2 above.

Activity 9: A poem on occupations

As a class



1. Listen as your teacher reads the following poem



Study maths, learn science

Have a tender heart, love animals,

Learn diseases that affect animals

**Be a veterinarian, treat animals.
Funny stories and jokes you master
You control your face, you change voice
Entertained by you, we laugh
You, you, we love the comedian
Girls and women, young
and old,
To you they come, thirsty
for beauty,
Blow dry, roll and twist
their hair,
How beautiful they look,
oh sweet beautician
It's birthday time, it's Christmas season,
A wedding is nigh, graduation is here,
Bake a cake, ice the cake
Baker, baker, deliver it now.**



2. Read the poem above aloud in turns.

In groups




1. Practise acting out the poem above.
2. Recite the poem before the class.
3. In turns, tell the class what the poem is about.

Activity 10: Creating a poem on occupations

In groups



1. Discuss different occupations in your country.
2. Complete the following poem with your own words.



A Carpenter works with _____
and if you don't understand how,
why don't you just _____
If a carpenter _____ his finger he won't
start to _____
If the Doctor _____ the wound is still raw
he won't _____ home with the car.

3. Master and recite these poems in your groups.
4. As a group, recite the poem before the class.
5. Vote for the most creatively written plan.
3. Master and recite these poems in your groups.
4. As a group, recite the poem before the class.
5. With the help of your teacher, vote for the most creatively written poem.

Activity 11: Talking about different occupations

In groups



1. Write two occupations you know.
2. For each give the qualifications needed.

3. Share your answers with the class.
4. Comment and ask questions on the presentations.

Individually



(a) Read the words in the box.

accurate honest loving partial promises fluent

(b) Use the words to make five sentences about occupations.

For example: A politician should keep promises.

Read your sentences to the class.

In pairs



(a) Read the words below.

good bad long nice

(b) The words above can be used to compare different occupations.

For example:

1. (a) Being a doctor is **good**.
(b) Being a doctor is **better** than being a pilot.

NOTE

The word **good** changed to **better** when comparing a doctor and a nurse.

(c) Now use the other words in the box above to construct two sentences as shown in 1(a) and 1(b) above.

Activity 12: Writing about occupations

In pairs



Read what Eunice is saying:

Imani is my brother. He is a pilot. He flies very high in the sky to very many countries each year. Imani studied all subjects in school. However, he was especially good in Maths, English, Science and Social Studies. To help him attend to his passengers, he has a crew of polite air hostesses and stewards.



Individually



1. Write ten sentences about what you want to become. Give your reasons.
2. Name the subjects that you must be very good in so as to become what you want.
3. Read your sentences to the class.
4. Give comments on the other presentations.

In pairs



1. Talk about the good and bad part of being a pilot.
2. Write them down.
3. Read the sentences to your class.
4. Give comments and ask questions on the presentations.

Activity 13: Writing an advertisement

In pairs



Look at the sample of an advertisement below.

ENGINEER REQUIRED

Applications are invited from dynamic and young candidates for the position of Engineer at **THE QR+AC ENGINEERING CONSULTANT COMPANY**. Applicants should have the following:

- Bachelors Degree in Civil Engineering
- Minimum 5 years working experience at a similar position
- Proficiency in using Ms Office and AutoCAD
- Excellent English language, communication and interpersonal skills

Attractive salary package and other benefits will be offered based on the qualification and experience. Interested applicants to send their applications to the address QR+AC ENGINEERING CONSULTANT COMPANY, P.O BOX 45464-00786, Juba or send an email to qr+acengineeringconsultantcompany@gmail.com

1. Use the above structure to write an advertisement for a job of your choice.
2. List down the academic qualifications, skills, and age required.

As a class



1. Read the advertisement to your class in turns.
2. Pin the best advertisements on the class noticeboard.

NOTE

Remember a good advertisement should:

- be simple and attractive
- easy to remember
- clear and relevant
- imaginative and creative.

Activity 14: Further learning

In groups



1. Find out about five jobs found in your community.
2. Which ones do you like? Give reasons.
3. Which one do you dislike? Why?
4. Present what you have written to the class.
5. Give comments on the presentation by others.

Activity 15: In summary

Individually



1. Find out about three jobs you like.
2. Write down qualifications and skills required for the job.
3. Share your findings with the class.
4. In turns, display the well-presented work in class.
5. Give comments and ask questions about the presentations.

Unit
6





TRANSPORT AND TRAVEL

Activity 1: Vocabulary on means of transport and travel

In groups



1. Look at the pictures in the table below.

<p>a</p> 	<p>b</p> 
<p>c</p> 	<p>d</p> 

2. Match the pictures above using the words in the box.

train

ship

aeroplane

bus

In pairs



- i. Talk about the mode of transport from the pictures on page 73.
- ii. Which means of transport did you use today?
- iii. Which means of transport is commonly used in your community?
- iv. Identify any other means of transport which is not in the picture.

Take turns to share with the class.

NOTE

Means of transport refers to anything you can travel in or carry goods on. **For example:** a bus, a train.

Mode of transport is the medium in or on which movement takes place **for example:** a train passes on rail, ship on water, among others.

In groups



Answer the following questions.

- i. Which means of transport passes on a road?
- ii. If you wanted to travel by air which mode of transport would you use?
- iii. What passes on water only?
- iv. Name other modes of transport you know.

Share your answers with the whole class.

Individually



Use the words in the box to make correct sentences.

drivers pilot railway station bicycle

For example: Drivers should observe traffic lights.

- i. Drivers _____
- ii. Pilot _____
- iii. Railway station _____
- iv. Bicycle _____

Read your sentences in class.

In pairs



Match the words in column A below with their correct meanings in column B.

A	B
driver	one who rides a bicycle
pilot	one who sails a ship
railway line	one who flies an aeroplane
cyclist	one who drives a car
captain	a track with rails on which trains move

Read your sentences to the whole class.

Activity 2: The causes of accidents

In groups



Look at the picture below.



- i. Say what is happening in the picture on page 75.
- ii. Say what can cause accidents like the one in the picture.
- iii. What advice can you give to the community to avoid this?

Read your answers to the class.

Individually







1. Write a story relating to the picture on page 75.
2. Remember to be as creative as possible.
3. In turns, read your story in class.

Activity 3: Matching pictures on transport and travel

In pairs



(a) Look at the pictures below.

<p>a</p> 	<p>b</p> 
<p>c</p> 	<p>d</p> 

(b) Use the words below to describe the pictures on page 76.

- i. Car stuck in mud road
- ii. Smoke from engine
- iii. Tyre burst
- iv. Pothole

In pairs



- i. Say what you think caused the breakdown in the pictures on page 76?
- ii. Have you ever seen such breakdowns in your community?

(c) In turns, share your answers with the class.

NOTE

When rain falls on roads not tarmacked they cause mud and slippery roads which may cause accidents.

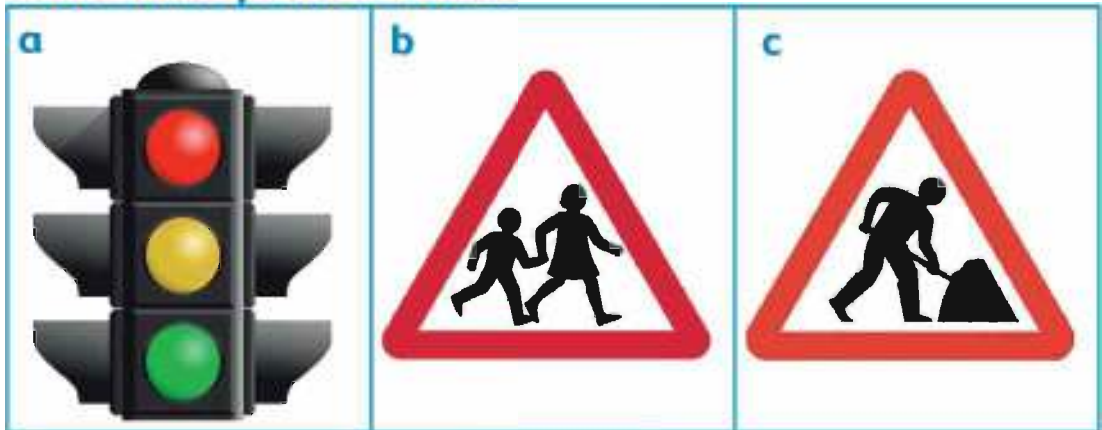
Share your answers with the whole class.

Activity 4: Traffic signs

In groups



Look at the pictures below.



In pairs



Use the words in the box to complete the sentences below.

pedestrian stop men at work children crossing
traffic police passenger

- i. Say what the road signs in the pictures on page 77 mean.
- ii. People who travel on foot are called _____.
- iii. Traffic sign showing red means _____.
- iv. Draw and name any road sign you have seen in your community.
- v. Which road safety rules have you learnt before?
- vi. The policemen who help us observe road safety are called _____.
- vii. The people who travel vehicles on the road are called _____.

Read your answers to the class.

NOTE

Road safety means stopping deaths and serious injuries due to accidents.

Individually



Use was or were to fill in the blank spaces below.

- i. The passengers _____ many.
- ii. The pedestrian _____ hit by a car.
- iii. The traffic signs _____ many.

NOTE

Was is used with singular while **were** is used with plurals.

Activity 5: Acting a conversation on transport and travel

As a class



Read the conversation below.

- John:** Welcome, Mr Odong, to our school.
- Mr Odong:** Thank you.
- John:** So what do you do?
- Mr Odong:** I represent people in the state as a Member of State Legislative Assembly.
- John:** What do you do in the state legislative assembly?
- Mr Odong:** I represent you there and take the problems of people there to be solved by the government.
- John:** Like now our roads are so bad, what have you done?
- Mr Odong:** Plans are being made. However, money has not been released from the national government.
- John:** You mean there is no money in our county?
- Mr Odong:** The budget used in the state come from the national government.
- John:** So if we receive the funds, our roads will be improved?
- Mr Odong:** Yes, I will give it first priority.
- John:** Thank you, Mr Odong, for coming and sharing with us. We are looking forward to the great changes on our poor roads.
- Mr Odong:** You are welcome. Any issue noted should be forwarded. It is my pleasure to serve you.

In groups



1. Practise the conversation above.
2. Role-play the conversation in your groups.

3. Take turns to role-play before the class.
4. Vote for the best acting group.

As a class



Let us ask Mr Odong questions.

1. Come up with five more questions to ask Mr Odong.
2. Divide yourselves into two groups; one group to act as Mr Odong and the other to ask them questions.
3. Exchange roles and repeat number 2 above.
4. Clap for yourselves.

Activity 6: Persuasive writing on transport and travel

As a class



NOTE

Persuasive writing is all about trying to convince someone to agree with you on a given matter. To do this you have to give **good reasons** to **support your opinion**.

Persuasive essay structure

Introduction paragraph

- Say clearly what your opinion is on a given topic **for example**;
I strongly believe that both women and men can do any job.

Body paragraphs

- Divide your points into paragraphs. A good paragraph should have all of the sentences talking about a single controlling idea (often expressed in the first sentence of the paragraph)

- The sentences in the paragraph should be arranged in a logical and orderly manner.
- Every idea talked about in the paragraph should be well explained. You can use an analogy, comparisons, or illustration with imaginary situation (**For example:** what if, suppose that...).
- Each body paragraph should focus on one point.
- Within each paragraph, provide enough supporting details.

Concluding paragraph

- Say again your stand and reinforce it with the supporting evidence you have talked about.

After writing the essay remember to:

1. Revise

Review, modify, and reorganise the work with the goal of making it the best it can be. Ask yourself.

- Does the essay present a firm position on the issue, supported by relevant facts, statistics, quotes, and examples?
- Does the essay have a good introduction?
- Does each paragraph offer compelling evidence focused on a single supporting point?
- Is the transition between sentences and paragraphs smooth?

2. Edit

Read your essay and correct the grammar, edit to improve style and clarity. Having a friend read the essay helps writers edit with a fresh perspective.

3. Publishing

Share the persuasive essay with the rest of the class or with family and friends.

In groups



1. Write to your community leader.
2. Give good reasons why local transport should be improved.
3. In turns, share your writing with the class.
4. Ask questions and give comments on the presentations.

Activity 7: Reading comprehension

As a class



Before reading

- Look at the picture in the story below and read the title.
- What do you think the story is about?
- Have you ever seen an accident? What did you do to help those who were hurt?

Read the story below.

A Terrible accident



Opot was a bus driver. He was a very careless driver who liked overspeeding even during a bad weather. He had been told by the bus owner to be more careful but he would not listen.

Everyone knew Opot and his conductor Machuma. They even knew the speed by which their bus flew past.

One day, the road was so dusty. There was dust everywhere as the vehicles passed by. Opot did not pay much attention to this, as usual he drove at a high speed. He did not notice a lorry carrying sand. Before he knew it, the two vehicles collided head on. Many people died on the spot. Others were badly injured including Opot and the conductor. The bus badly damaged.

Opot escaped death by a whisker, but his legs were broken and he was in great pain. The police were immediately informed. They arrived at the accident scene quickly. Soon the ambulance arrived. As the Good Samaritans were busy removing the corpses and helping the casualties, another surprise caught us. We heard a plane roaring above us; the flying doctors were here! The doctors came and, together with the others, helped the injured to the hospital and took the dead to a mortuary nearby. If only Opot had been more careful, all these would not have happened!

Activity 8: New words and phrases

As a class



1. Identify all the new words and phrases from the story above.
2. Say the meaning of the words as used in the story.
3. Add the new words to your word bank.

Activity 9: Oral discussion

In groups



1. Retell the story 'A terrible accident'.
2. What lesson did you learn from the story?
3. Why do you think people overspeed?

4. Talk about the means of transport which is commonly used in your country.

Activity 10: Answering comprehension questions

In pairs



Answer the following questions.

- i. Who is Opot?
- ii. Why do you think Opot liked overspeeding?
- iii. Say what you can tell Opot to discourage him from overspeeding.
- iv. Do you think Opot changed his habit after the accident?

Word attack

In groups



(a) Use the words in the box to match the descriptions below.

train aeroplane bus bicycle bus ship pilot

- i. I fly people in the air. Who am I?
- ii. I am the fastest means of transport. Who am I?
- iii. I have my own road made of metal. Who am I?
- iv. A rider rides on me. Who am I?
- v. I carry passengers from one town to another. Who am I?
- vi. I pass only on water. Who am I?

(b) Use the words in the box to make your own sentences.

Activity 11: A poem on transport and travel

As a class



1. Listen as the teacher reads the poem below.
2. Read the poem after the teacher.



Time to move

It's time to hit the road,
A bus you can board,
Or should I jump on a train?
I guess any will do to escape the rain,
Far away from this old town,
I will no longer be down
As soon as I am on the move,
My worries all gone by the wind.
Should the train break down?
I will jump on a yacht
Or a motorcycle
Or a bicycle
Just to be on the move.



In groups



1. Practise the poem above.
2. Recite the poem before the class.
3. Write down the means of transport mentioned in the poem.
4. What do you think the poem is about?

Activity 12: Writing a poem on transport and travel

In groups



1. Think of a poem that talks about transport and travel you have ever read.
2. Write it in your own words.
3. Practise it and then recite the poem to the whole class.
4. Vote for the most creative.

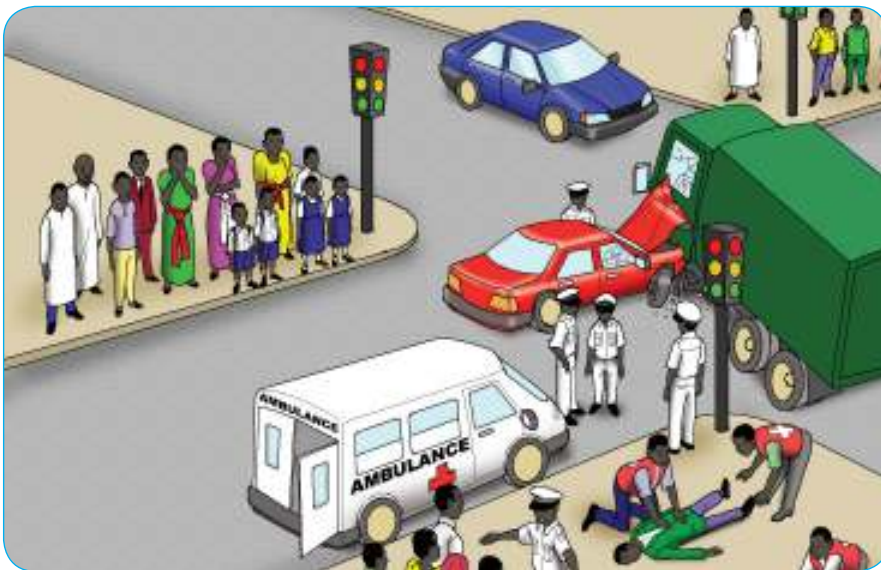
Recite your poem to the whole class.

Activity 13: Telling stories on transport and travel

In groups



1. Look at the picture below carefully.



2. Think of what could have happened.
3. Tell your group members a story of what may have caused the accident in the picture.

Share your stories with the class.

Individually



1. Write five sentences about the accident in the picture on page 86.
2. Read the sentences to the whole class.
3. Give comments on the sentences by others.

Read the sentences to the whole class.

In pairs



(a) The words below have their letters mixed up. Write them correctly.

- i. ffictra
- ii. yrrol
- iii. sbu
- iv. rac
- v. clebcyli
- vi. pish

(b) Make sentences using each of the above words.

(c) Read the sentences to the whole class.

Activity 14: Reading an extract

As a class



Before reading

- Have you wished you could fly when going somewhere? Why?

Read the story below.

Toilet network

Ever thought of flushing yourself down the toilet to school every morning? No, I did not think so! But when the Ministry of Magic was under threat, the (much more normal) phone boxes that employees used to arrive at the seat of British wizarding power were out of bounds. So it was down the public toilet, feet first.

Feeling exceptionally foolish, Harry clambered into the toilet. He knew at once that he had done the right thing because; though he appeared to be standing in water, his shoes, feet and robes remained quite dry. He reached up, pulled the chain, and next moment had zoomed down a short chute, emerging out of a fireplace into the Ministry of Magic.

(Adopted from Harry Potter and the Deathly Hallow)

In groups



Orally discuss the following questions.

- i. What do you like about the story 'Toilet network'.
- ii. Do you think the story is true? Give reasons.
- iii. Would you like to flush yourself to school every morning? Why?

Activity 15: Solving a puzzle

In pairs



1. Copy the puzzle on page 89.
2. Find the words and circle them in the puzzle.

ferry

ambulance

accidents

bike

aeroplane

pothole

sand

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

Activity 16: Further learning

In pairs



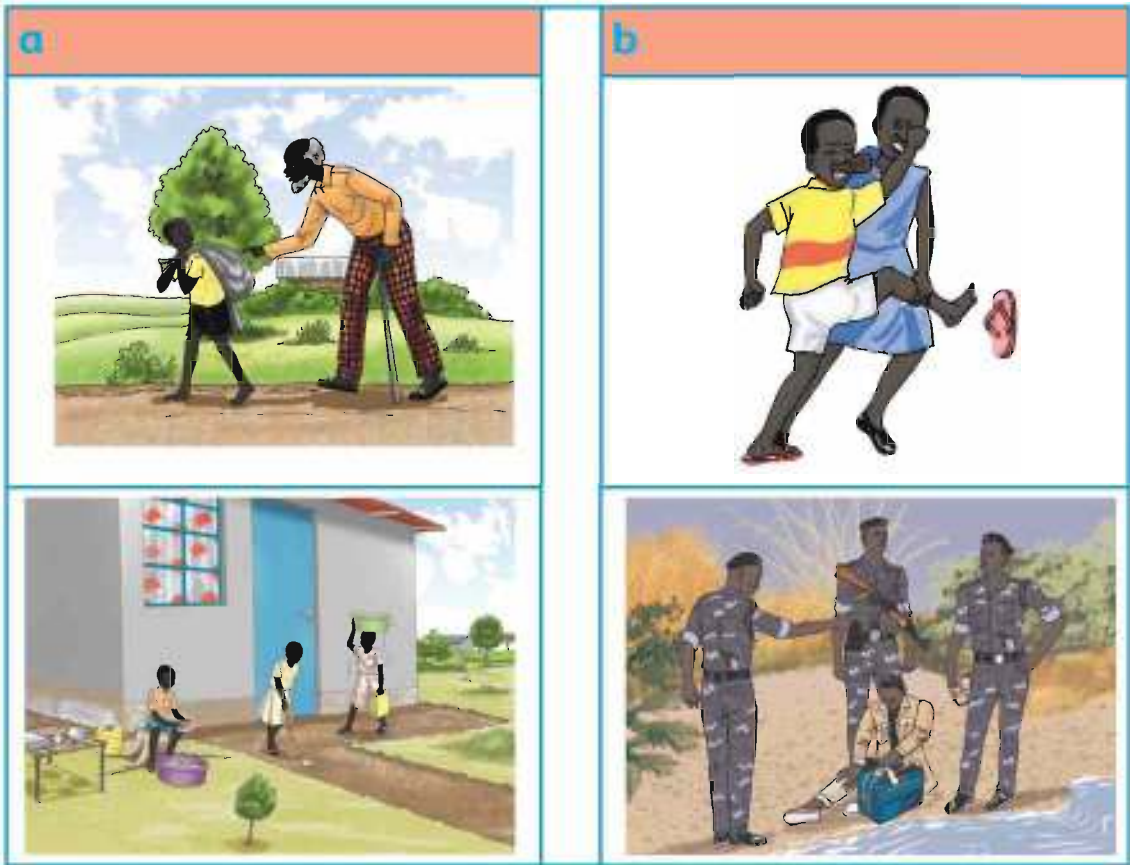
1. Now that you have learnt about causes of accidents in this unit, write five points on how to prevent accidents on the roads.
2. Write the points on a poster.
3. Vote for the best poster that is clear and eye-catching.
4. Hang it in class.

Activity 1: Vocabulary on core values

In pairs



(a) Look at the pictures below.



1. Identify the values in picture a.
2. List the bad values in picture b.
3. Have you ever seen people doing things like those in picture b in your class? What did you do?

- (a) In turns, share your answers in class.

Give commands on the presentations.

NOTE

A **value** is a good behaviour which someone has. Some of the core values include **honesty, kindness, goodness, obedience, integrity, faithfulness** and **gratitude**.

Individually



- (a) **Choose a core value from the box to complete the sentences.**

integrity

obedient

kind

honest

1. Omoi always tells the truth. Omoi is _____.
2. Juan shares her lunch with those who do not have. Juan is _____.
3. Lam does what he is told to do by his parents. Lam is _____.
4. Kide can never copy another person's work when doing examination. Kide has _____.

- (b) **Read your answers to the whole class.**

- (c) **Use the words in the box above to make your own sentences.**

Activity 2: Matching words with their meaning

In groups



(a) Use a dictionary to find the meaning of the core values below.

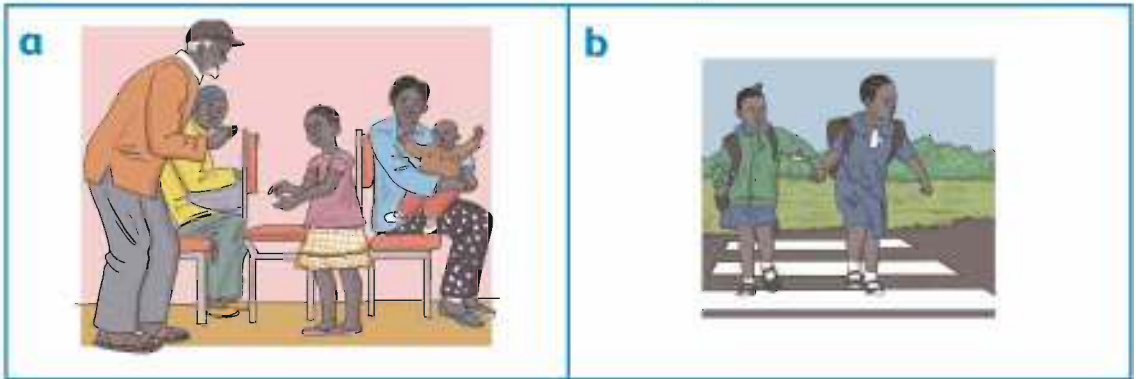
kindness

obedience

respect

faithfulness

(b) Use some of values to match the pictures below.



As a class



Use your own words to say what is happening in the pictures above.

Activity 3: Reading a story

As a class



Before reading

- Look at the picture in the story on page 93 and read the title.
- What do you think the story is about?
- Why do you think it is important to go to school?

Read the story below.

Kenji the mischievous boy

Kenji did not like grazing his father's herd of cattle because he wanted to go to school. His father did not know the importance of school so he did not allow him to go to school like other children.

One day, he decided to drive his father's herd of cattle to a thick forest which had wild animals. The cattle were attacked by the lions and he had to shout for help. He was saved by the people but some of the cattle had been eaten.



The following day, his father warned him about taking the cows to that forest again but he ignored. He wanted his father's cattle to be eaten by the lions so that he could allow him to go to school yet the cattle was the only property they had.

The animals were attacked again. On the third day, his father decided to find out exactly that was happening. He followed him secretly as he drove the animals to the forest of lions. The father screamed for help, the herd was saved by the neighbours and Kenji ran away from home. Luckily, he landed in the hands of a priest who helped him and took him to school, but warned him not to repeat his mischievous behaviour again.

Activity 4: New words and phrases

As a class



1. Identify any new words from the story 'Kenji the mischievous boy'.
2. Say the meaning of the new words as used in the story.
3. Add the new words to your word bank.

Activity 5: Oral discussion

In groups



1. Retell the story 'Kenji the mischievous boy'.
2. What lessons did you learn from the story?
3. Do you think children should help their parents with duties at home? Say why.
4. What would you do if your parent asked you not to go to school?

Activity 6: Answering comprehension questions

In pairs



(a) Read the story 'Kenji the mischievous boy' again in your groups and answer the questions below.

1. What value was Kenji lacking?
2. Have you ever heard of pupils who knowingly destroy property?
3. What can you tell them?
4. What can you tell Kenji's parents?
5. Do you think what Kenji did was good? Why?

(b) Read your answers in turns to the whole class.

Word attack

NOTE

A **simile** is a word which compares something to another. For example: as white **as** snow, white **like** snow or whiter **than** snow.

Individually



(a) Use the words in the box to fill in the blank spaces below.

king owl monkey peacock fox lamb

- i. As mischievous as a _____
- ii. As gentle as a _____
- iii. As happy as a _____
- iv. As wise as an _____
- v. As cunning as _____
- vi. As proud as a _____

(b) Write five similes from your payam.

Read your answers to the whole class.

Activity 7: Importance of core values in our lives

a



b





In groups



1. Identify what is happening in the pictures above.
2. Which good things have you learnt from the pictures?
3. Which bad things have you learnt from the pictures?
4. List the core values you can identify from the pictures.

Activity 8: Reading about core values

As a class



Before reading:

- Look at the title of the story on the page 97.
- What do you think the story is about?
- Do you think parents should have rules to be followed at home? Why?

Read the story below.

Family rules

Wardi is a family man. He has two children; one girl and one boy. Wardi is strict but kind. He has put rules at home for his children to follow. The children are obedient and humble. They follow the family rules and are quick to say sorry whenever any of them breaks the family rules.



Wardi made a timetable for his children to follow while at home. This is helping them to grow as responsible people. There is time for reading their books, time to play, to sleep, to eat, among others. The children have learnt to follow the timetable and they even like it.



On the other hand, Aukot is also a family man with two children. He loves them but the children are not well behaved. Aukot says, “Let them enjoy their childhood. They will learn to behave well when they grow up.” He says setting rules at home and being strict is

denying children their rights.

Aukot’s children do not respect anyone including their parents and teachers. They often fight, abuse and quarrel with others. When they make mistakes at home, their parents only threaten them by saying, “We shall report you to your teacher.”

In groups



(a) Answer the following questions.

- i. Which family would you desire to be part of? Give reasons for your answer.
- ii. What is the difference between Wardi's children and Aukot's children
- iii. What lesson did you learn from the two families?
- iv. Have you seen or heard of such families in your community?

(b) Share your answers with the class in turns and comment on the presentations.

Individually



1. Write all the good core values you read from the story 'Family Rules'.
2. In turns, share your answers with the class.

Activity 9: Let us talk about core values

In pairs



(a) Read the following values.

stealing helping laziness hardworking honesty
love kindness raping pick pocketing rustling
gratitude copying faithfulness dishonest
obedient respect self-control cheating in exams

(b) Draw the table below in your exercise book.

Good values	Bad values

3. Group the values above in your exercise book as in the table above.

In groups



Do the following.

1. Say what can lead to bad character.
2. What effect do the bad values have in the community?
3. What can you advise those people with bad values in life?
4. Read the answers to your class.
5. Ask questions and give comments on the presentations.

Individually



(a) Answer the following questions.

1. Which work in your community requires mostly the value of integrity?
2. What would you want to be in future? Why?
3. Write one paragraph about what you would want to be in future.

(b) Read the answers to the whole class.

Word attack

In pairs



(a) Use the words in the box to complete the sentences below.

teachers

responsible

rules

king

1. _____ are followed both at home and in school.
2. The _____ is the head of the community and sets rules for us.
3. A parent who is strict and loves his or her children is said to be _____.
4. _____ are found in schools.

(b) Use the words to make your own sentences.

(c) Read your answers to the whole class.

In pairs



Read what the following are saying about themselves:



I am Deng, I always tell the truth; so I am honest. I love school too.

I am Keji. I am relied on by most people; so I am faithful and reliable.



I am Linet. I do not copy my friends work; so I have integrity and I am honest. I love schooling.

Individually



(a) Look at the picture below.

My name is Aketch



(b) Write at least four sentences about what Aketch would say. Use the examples on page 100 to guide you.

In groups



1. Talk about what you would do:
 - (a) If you picked fifty SSSD on your way to school.
 - (b) If you found the examinations papers you are about to sit for.
2. In turns, read your answers to the class.
3. Give comments on the presentations.

Individually



Write the opposite of the words below. The first one has been done for you.

- i. Kind **Cruel**
- ii. Honest _____
- iii. Clever _____
- iv. Hardworking _____
- v. Good _____
- vi. Loyal _____

Read your answers to the whole class.

Activity 10: The values of education

In groups



Read the conversation below.

Teacher: Good morning, dear students.

Students: Good morning, Sir.

Teacher: Lagu, bring your homework notebook to me.

Student: Sorry, Sir, I forgot my book at home.

Teacher: Did you do your homework?

Student: Yes, Sir.

Teacher: How is it possible? I think you have not completed your homework!

Student: But that is not true, Sir...

Teacher: Do you prefer other things to your studies?

Student: My father sent me to my uncle.

Teacher: If you do not work hard, you will fail in the exam. Keep that in mind!

Student: Next time, I shall be careful.

Teacher: One more thing, always do your homework.

Student: Yes, Sir.

Teacher: Now you must show me your notebook every day.

Student: Ok Sir, I will finish my work today.

In pairs



Answer the following questions.

1. What is the name of the boy talking to the teacher?
2. Why do you think he said he forgot his book at home?
3. How would you describe the boy in the dialogue?
4. What would you tell the boy to help him to do away with this behaviour?

In groups



Do the following.

1. Discuss why education is important.
2. Write down the points.
3. In turns, share your group answers in class.
4. Ask questions or give comments on the presentations.

Activity 11: Reciting a poem on core values

As a class



Read the following poem.

My bicycle



**My bicycle, my bicycle,
How wonderful you are!
When people are lined
in the petrol station,
You take me where I want
When people are stuck in traffic,
You just take me where I want.**



**My bicycle, my bicycle,
People see you as old and outdated,
But you are very important to me
You take me to the market,
How wonderful you are!
Everywhere with my bicycle,
Never to leave you behind.**

**You excite me on hilly places; you force me to
push.**

**I also force you to move, to move me freely down
the hill.**

**How wonderful you are! I will wash you;
Take care of you so no one can
Snatch you from me.**

In groups



1. Practise the poem on page 103.
2. Recite the poem.
3. Recite the poem before class.
4. Vote for the best group that was creative and confident.

Activity 12: Creating a poem on core values

In pairs



1. Think of the core values and different homes.
2. Say why core values are important.
3. Write your own short poem about core values.
4. Remember to use short sentences.
5. Recite the poem in your groups.

As a class



1. Recite your poem in turns.
2. Vote for the most creatively written poem.
3. Hang the poem on the noticeboard.

Activity 13: Talking about the core values

In pairs



(a) Read the words below.

love generosity patience honesty kindness
loyalty obedience self-control

(b) Now, listen as the teacher reads the words, did you read them correctly? Read them again.

In groups



1. Talk about the character of your classmates.
2. Write the character of your classmates as shown below.

Character	Name
humble	Ken
kind	_____
obedient	_____
caring	_____
honest	_____
generous	_____
loyal	_____

3. In turns, read your answers to the whole class.
4. Comment on the presentations by other groups.

Individually



1. Draw and colour a tree with fruits.
2. On the fruits, write the core values you have learnt.
3. In turns, display your drawing to the class.
4. Give comment on the presentations.

Activity 14: Let us talk about proverbs on the core values

In pairs



Read the proverbs below.

1. Don't bark if you can't bite.
2. Don't count your chicks before they are hatched.

3. Don't judge a book by its cover.
4. Don't put all your eggs in one basket.
5. A good mind possesses a kingdom.
6. A good name is best of all treasures.
7. Actions speak louder than words.
8. A friend in need is a friend indeed.
9. All that glitters is not gold.
10. Better late than never.
11. Blood is thicker than water.
12. Better to be alone than in bad company.
13. A bird in hand is worth two in the bush.

NOTE

A **proverb** is a wise saying with a hidden meaning.

In groups



1. Discuss the meaning of the proverbs above.
2. Write five more proverbs found in your community.
3. In turns, share your proverbs with the class.

Individually



1. Think of the proverbs in your community.
2. Write a proverb which talks about one's character.
3. Write proverbs which talk about hard work.

Read your answers to the whole class.

Activity 15: Solving a puzzle

In pairs



a. Copy the puzzle below.

polite envy tolerant humble honest
generous neat kind

b. Find the words in the puzzle below and circle them.

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

c. Read the words you have found to the class.

Activity 1: Let us talk about peace and security

In groups



(a) Look at the pictures below.



1. Say what is happening in the pictures above.
2. Which pictures show people living together in peace?
3. Which picture shows danger?
4. What can you do to avoid such kind of dangerous scenes in your community?
5. Have you ever seen such dangers in your community where you live? What did you do?

(b) Take turns to share your answers with the class.

NOTE

Peace: This is when people live together happily without any form of violence.

Security: This is when people or a community are protected from all forms of danger and people are safe.

Individually



1. Have you ever seen people fighting? Where did you see that?
2. What did you do about it?

Share your answers with the whole class.

Activity 2: Vocabulary for peace and security

In pairs



(a) Read the words below loudly.

robbery

judge

handcuffs

soldier

(b) Match the words above with the pictures below.



(a) _____



(b) _____



(c) _____



(d) _____

(c) Share your answers with the class.

In groups



Use the words in the box to complete the sentences below.

handcuffed

police

bandits

judge

- i. The _____ stole our cows.
- ii. A _____ is found in the court.
- iii. The _____ keep law and order in our community.
- iv. The criminals' hands were _____.

Individually



(a) Use each word below to write a correct sentence.

- i. Community _____
- ii. Judge _____
- iii. Court _____
- iv. Bandit _____
- v. Handcuffs _____

(b) Read your sentences to the whole class in turns.

Activity 3: Role-playing on peace and security

In groups



1. Divide the class into two groups to represent the two communities.
2. One group to act out a wedding ceremony.
3. For the other group, choose two people who will act like they have disagreed on something.
4. The others to try and solve the conflict.
5. Exchange the roles above.

Individually



Write five things you would tell the people who have disagreed to discourage them from fighting.

Activity 4: Reading comprehension

Before reading:

- Look at the picture in the story below and read the title.
- What do you think the story is about?

As a class



Read the story below.

How rules came to Odo's village

Long time ago, there were no laws in Odo's village. People did whatever they wanted. There was nothing like a police or court of law to help people. If someone did something bad to you or stole from your house, the only solution was fight.

Odo was a young hunter. All members of his family were hunters. One day Odo decided to go hunting with his friend Aji.



Odo and Aji took their dogs and left for the bush. Shortly after, their dogs started to chase an antelope. They followed the dogs from behind. They ran and ran for long until they crossed to another village where there were rules. They were tired and thirsty. They

decided to rest. As they were resting, they fell asleep.

They woke up after some hours. Hungry and thirsty, they went straight to a garden nearby and started eating some fruits. When the people saw them, they charged towards them raising an alarm, “Uuui, uuui, thieves!” The boys thought the owners were coming to fight them so they took off very fast. Unfortunately, they were caught before they crossed to their village. The local leaders handed them over to the police who later took them to the court of law.

The boys were by this time very surprised. They wondered what was wrong with these people. They had never seen it in our village. One of the leaders moved closer and started talking with the boys. He said, “This is a court of law which settles people’s disputes here in this land. Where do you live, where there are no rules? When someone wrongs you, report him or her to the police and then to the court, which will judge according to the rules. The laws help promote peace, settle disputes and solve conflicts.

The boys were very sorry and looked very innocent. They asked, “What can we do to take the rules to our people?” The boys were directed to the local chief.

The chief gave them a list of laws and the punishments in case one did not follow the rules. He asked them to discuss first with their local elders in their village. The boys were released and immediately they went to their elders, explained the rules to the elders and the elders agreed. So the laws came to their land and people lived in peace and harmony.

Activity 5: New words and phrases

As a class



1. Find all the new words and phrases in the story ‘How rules came to Odo’s village’.

2. Say the meaning of the words as used in the story.
3. Add the words to your word bank.

Activity 6: Oral discussion

In groups



1. Retell the story 'How rules came to Odo's village'.
2. Do you think rules and laws should be there? Why?

Activity 7: Answering comprehension questions

In groups



(a) Answer the following questions.

1. Name the bad things mentioned in the story.
2. Name the good things that happened in the story.
3. How did the members of Odo village solve their disputes?
4. How do people settle disputes in your community?
5. Do you think people should fight to settle their disputes? Why?

(b) Take turns to share your answers with the whole class.

(c) Comment on the presentations by others.

Word attack

In pairs



(a) Use the words in the box to complete the sentences below.

judges village elders court police thieves

- i. People who settle disputes in the village are called _____.
- ii. Disputes are settled in a _____ of law.

iii. People who take other people's property without permission are called _____.

iv. The _____ arrest criminals.

v. People who listen to cases in court and decide are called _____.

(b) Use the words in the box to make your own sentences.

(c) Read the answers to the whole class.

In groups



(a) Read what is being said and match them with the speakers.

I bark at night
when I see a thief.

I am a judge.

I settle disputes
in the court of
law.

I am a dog.

I watch over
homes or schools
at night.

I am a police
officer.

I arrest criminals
in the village.

I am a security
guard.

(b) Share your answers to the whole class.

Individually



1. Draw a policeman or a judge. Colour your drawing.
2. Show your picture to the whole class.
3. Vote for the best picture that is clear and eye-catching.
4. Hang it on the noticeboard.

Activity 8: Acting on peace and security

In groups



Read the conversation below.

(The chief has called a meeting in his boma because of too much insecurity)

Chief: Welcome to today's meeting.

People: *(As they sit down)* Thank you.

Chief: As you know, we have been having sleepless nights due to cattle rustling in our community.



People: *(In a chorus)* Yes! Yes!

Akumu: Thank you, Chief, for your concern, we need to find a solution on how to end cattle rustling in our community.

Chief: That's why I have called you here today so that we discuss the issue.

Peter: Thank you, Chief. First we have to find the suspects.

Chief: If you know any suspect, please don't be afraid to tell me. We have to work together to end the crime.

People: Yes! Yes! Together we shall find the criminals.

Chief: Thank you for your co-operation. Let us all be our brother and sister's keeper. I hope that when we meet next time, we shall have dealt with the issue.

People: Yes! Yes!

In pairs



1. Practise the conversation above.
2. Take turns to role-play before the class.
3. Comment on the presentations by other learners.

As a class



Let us ask the chief questions.

1. Come up with six more questions to ask the chief.
2. Choose a pupil to act as the chief. The others to act as community members.
3. Ask the six questions and listen as he or she answers.
4. Exchange the roles above.

Activity 9: A poem on peace and security

As a class



Read the poem below.



Peace at last

I walked in our city everybody was busy.
Busy because there was peace in the city
In the city, no more gunshots
In the city, police are controlling vehicles
No more gunshots from police chasing a thief

**When I waked in my city, my heart
was at ease,
Children running freely to school
without fear.
How I loved our city!**



In groups



1. Close your eyes and think about the poem. What comes to your mind?
2. What do you think is the message of the poem?
3. In turns, share your answers with the class.
4. Comment on the answers by other groups.

Activity 10: Creating a poem on peace and security

In groups



1. Think of the way peace and security can be improved in your community.
2. Talk about what will happen or not happen without peace.
3. Write your own short poem on peace and security. Let the title of the poem be 'We all need peace'.
3. Master and recite your poem before the class.

As a group, recite your poem before the class.

Activity 11: Reading a text about security

As a class



Read the story below.

Cattle rustling

When Warang was just eleven years, he was forced to go to a neighbouring community to rustle the cattle from there before his circumcision ceremony. It was a requirement before circumcision.



Warang saw many boys of his age die but he could not retreat because of this tradition. Luckily he did not die that time, God had a purpose for his life.

At 25 years, Warang was baptised by missionaries who had a Christian crusade in their home.

Warang is a completely changed person. He has started a peace campaign in their home. They have come up with a centre where the boys who are going to be circumcised stay before just their time. The boys in their home feel secure now as they are no longer forced to rustle cattle in the name circumcision.

Activity 12: New words and phrases

As a class



1. Find all the new words and phrases in the story.
2. Say their meaning as used in the story.
3. Add the words to your word bank.

Activity 13: Oral discussion

In groups



(a) Answer the following questions.

1. What happens in Warang's community?
2. If you were in this community what would you do?
3. Have you ever heard a story related to this? Tell it to your group members.
4. Have you ever seen someone like Warang around your community?

(b) Read your answers in turns to the whole class.

Word attack

Individually



(a) Use words in the box to fill in the blank spaces in the sentences below.

cattle rustling

safe

pastor

peace

1. The taking of cows by force by bandits is called _____.
2. I feel _____ when the police officers are near us.
3. The _____ is our preacher.
4. Most preachers are _____ makers.

(b) Use the words in the box above to make your own sentences.

Activity 14: Writing on peace and security

In groups



1. Think of a conflict you saw in your community and write it in your group.
2. Say what was done to resolve it.

3. Write at least two paragraphs about some of the things that can be done to promote peace in your community.
4. In turns, read what you have written in class.
5. Vote for the best writing which is clear and relevant.
6. Hang on the school noticeboard.

Individually



1. Write a short story. Begin with: *This is a story I heard long ago.....*
The message of the story should be the importance of peace and security.
2. Read it to the whole class.
3. With the help of the teacher, choose the best story and improve on it.
4. Hang the story on the noticeboard.

Activity 15: Grammar – past tense

In groups



- (a) Change the sentences below to past tense. The first one has been done for you.

NOTE

Past tense refers to things that happen in the past. **For example:**

eat	ate
jumb	jumped

1. I keep peace in my area. I kept peace in my area.
2. The policemen have come. _____
3. The pastor is preaching peace. _____
4. They are singing. _____
5. She is on her way. _____

- (b) Read your answers to the whole class.

In pairs



Match the words with their past tense.

Word	Past tense
is	came
come	stole
steal	changed
change	preached
preach	was

Individually



(a) Write the past tense of words below.

- i. Eat _____
- ii. Jump _____
- iii. Kill _____
- iv. Steal _____
- v. Die _____
- vi. Shoot _____

(b) Read your answers to the class.

Activity 16: Solving a puzzle

In pairs



1. Copy the puzzle on page 122 in your book.

policeman

judge

peace

security

watchman

school

many

Find the words in the box in the puzzle and circle them.

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

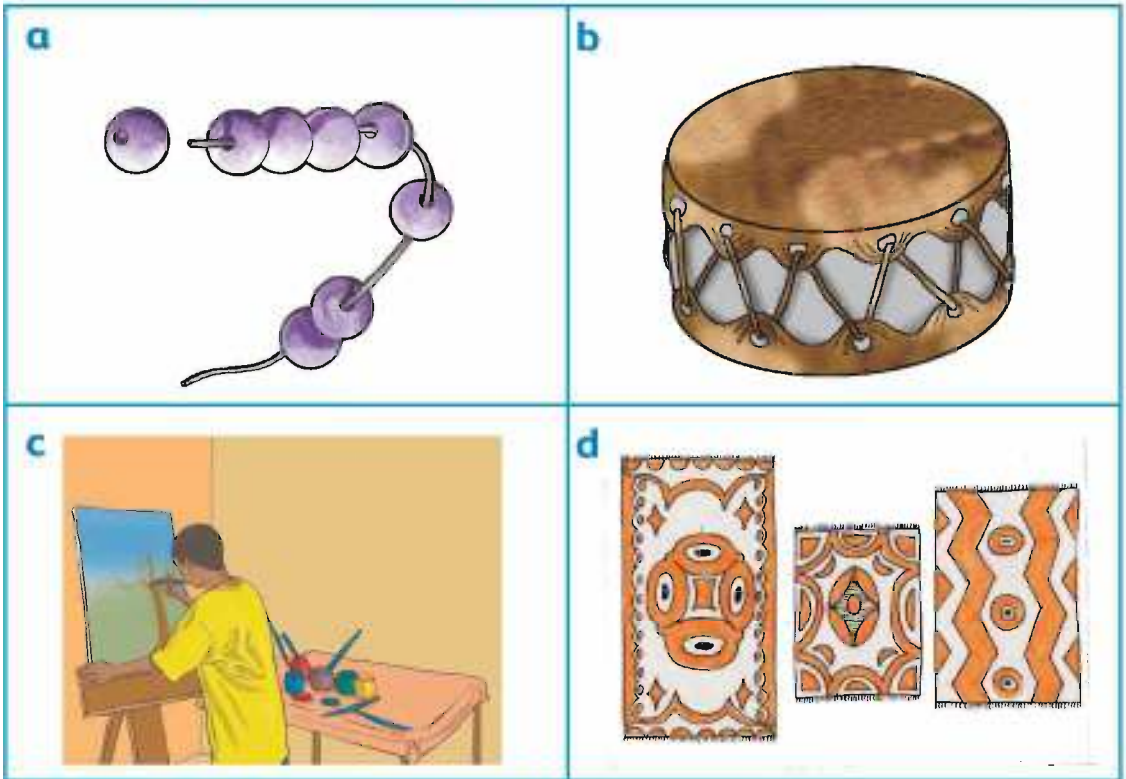
Activity 17: Further learning

Individually



1. Find out ways the government can end cases of insecurity in your community from your local leader.
2. Write the points down.
3. Share the points with the class.
4. Give comments and ask questions on the presentations.

Activity 1: Vocabulary related to works of art



In pairs



1. Look at the pictures above and say what you can see.
2. Which of the pictures do you like most? Why?
3. Have you ever seen anything in the pictures at your home?
4. If you are told to make one, which one are you able to make?
5. Which materials would you use?

NOTE

Art works are the works done to help us remember the past. They are also used to express feelings and for aesthetics, for example **paintings, drawing** or **sculpture**.

Individually



Answer the following questions.

1. Which things do you like to do when you are not going to school?
2. Which things do you not like doing? Why?
3. Who likes drawing in your class?
4. Who does not like drawing? Why?
5. What does the person who does not like drawing like doing?

Activity 2: Let us talk about types of artwork

In groups



Look at the pictures below.

a



b



c



d



Answer the following questions.

1. Which kind of art work can you see on page 124?
2. Which tools can you use to do such kind of art work?
3. Have you ever seen this art work anywhere?
4. Where else can you paint work apart from the wall.

In pairs



1. Read out the following words:

ornaments

carvings

beads

weaving

2. Match the words with the pictures on page 124.
3. From the works of art above, which one do you like most?
4. Which one do you dislike? Why?
5. Which art work is found at your community?
6. Write five sentences using like or dislike **for example:** I like making ornaments or I dislike lazy people.

Read your sentences to the class in turns.

Activity 3: Read and act

As a class



Read the conversation below.

Omar: How are you, Yusra?

Yusra: I am fine, Omar, thank you.

Omar: What did you learn today?

Yusra: We learnt about art works. We were shown different kinds of art works like painting, drawing, weaving and even carving.

Omar: We were taught the same too.

Yusra: What did you like most?

Omar: I prefer drawing and painting to carving.

Yusra: I like weaving so much but I dislike drawing.

Omar: Do you like carving?

Yusra: No, I dislike carving.

Omar: My father likes carving things. I will bring some of his carved items tomorrow to school.

Yusra: My father dislikes all those. He likes playing football and my mother likes cooking.

Omar: Apart from carving, my father likes dancing. I too like dancing.

Yusra: Oh! Nice! I would prefer football to dancing.

Omar: That is still okay, different people like different things.



In groups



1. Practise the conversation above.
2. Act the conversation.
3. Write a short conversation about what your friend likes or dislikes doing.

Read your conversation to the class in turns.

Activity 4: Copy and read

In pairs



1. Look at the conversation between Omar and Yusra.

2. Find and copy all the sentences that have **like** and **prefer**.

Read them out to the whole class.

NOTE

Prefer or **like** refers to the things people enjoy doing.

When using **prefer** or **like** – the verb which follows shows the action that is liked. For example; *I like drawing.*

A verb is a word that shows what is done or is being done, **for example:** *read, draw, paint*, among others.

- When **-ing** is added to a verb it becomes **continuous tense** showing something which is still being done at the moment. **For example:** *reading, drawing, painting* among others.
- We use **prefer** to refer to something you like doing **more**. It can be used instead of **like** but it must be followed with **to** and used to compare two things. **For example:** *I prefer painting to dancing.*
- Dis + like** can be used to refer to things people do not like doing.

For example:

1. Yusra dislikes carving.
2. Omar dislikes dancing.
3. Yusra and Omar do not dislike dancing.

Individually



(a) Change the verbs below to continuous tense.

For example: *watch - watching*

- i. paint _____
- ii. cook _____

- iii. draw _____
- iv. dance _____
- v. weave _____
- vi. sing _____

(b) Use the words you have formed to make correct sentences.

(c) Read your answers to the whole class.

In pairs

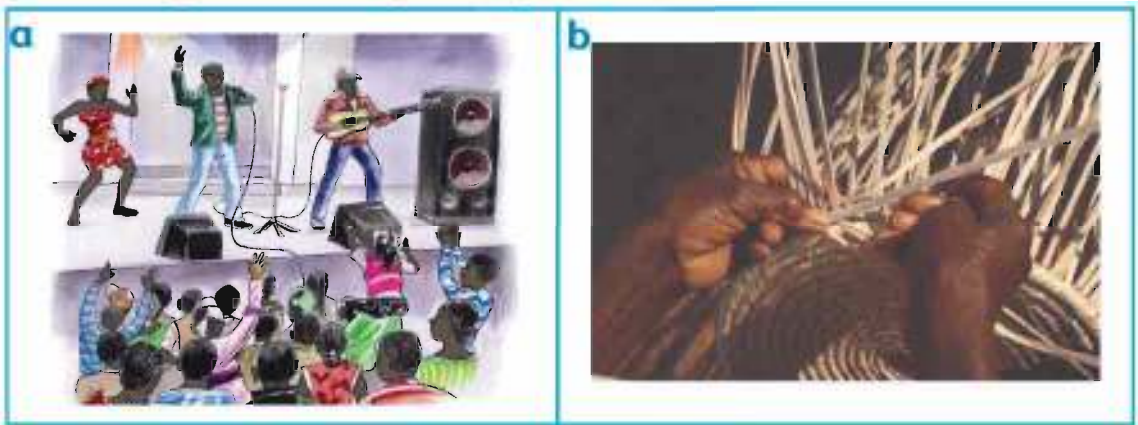


(a) Make sentences using each of the words in the box.

like dislike does not do not prefer

(b) Read your sentences to the class.

Activity 5: Making comparisons



In pairs



(a) Look at the pictures above and use them to answer the following questions

1. What things do you like about musicians?
2. What things do you like about weavers?
3. Between music and weaving which one do you prefer? Why?

(b) Share your answers with the class.

In groups



1. If you like music, think of a musician you like most and tell your group about him or her. If you like painting, tell them about the famous painter you know.
2. Tell your group members what you admire about the one you chose.
3. In turns, share your answers with the whole class.
4. Ask questions or give comments on the presentations.

Individually



1. Draw a musician or potter you like most and colour him or her.
2. Display your work to the class in turns.
3. Tell the class something about your drawing.

Activity 6: Making art works



In groups



Name the people who make the items. **For example:**

a – weaver.

Use the words in the box to complete the following sentences.

weaver singer beader painter potter sculptor

I like painting.

I am a _____.

I like weaving
baskets. I am a
_____.

I like singing.

I am a _____.

I like carving
wood. I am
_____.

I make makes pots
from clay. I am a
_____.

I make beadworks.
I am a _____.

Read your answers to the whole class.

NOTE

In general, the people who do all this **art work** are called **artists**.
Even those who take films are counted as artists.

Activity 7: Reading comprehension

Before reading

- Look at the picture in the story below and read the title of the story.
- What do you think the story is about?
- Why do you think people listen to music?

As a class



Read the story below.

Famous musician from Sudan



Shakir was born on 19th July, 1932 in a small village called Sawarda close to Wardi Halfa Northern Sudan. His mother Batool Badri died when he was an infant. His father, Osman Hasan also died when he was only nine years old. He was brought up in a diverse and culturally rich background. He developed interest in poetry, literature and music. Shakir travelled to Shendi to complete his education and returned to Wardi Halfa as a secondary school teacher. But his love for music never died.

In 1953, Shakir, went to Khartoum for the first time to attend a conference as a teaching representative in his area. He later moved to Khartoum and started his career as a musical performer. In 1957, Omdurman Radio chose him to record and sing on national broadcast in an arena with other singers.

Activity 8: New words and phrases

As a class



1. Find all new words and phrases in the story 'Famous musician from Sudan'.
2. Say their meaning as used in the story.
3. Add the new words to your word bank.

Activity 9: Oral discussion

In groups



Do the following.

1. Retell the story 'Famous musician from Sudan'.
2. Do you like music? Which type of music do you like?
3. Do you know of any musician from your community? Tell the class about him or her.
4. Ask questions and give comments on the presentations.

Activity 10: Answering comprehension questions

In pairs



Read the story 'Famous musician from Sudan' again and answer the following questions.

- i. What is the name of the famous musician read in the story?
- ii. Apart from music, which other occupation was he doing?
- iii. Have you ever heard of him before?
- iv. Which other famous artist do you know?
- vi. Shakir did not have both parents. So Shakir is _____
(an orphan, a widow).

Individually



1. Write a story on any other artist you know from around the world.
2. Remember to write about his or her academic background.

Word attack

As a class

Listen to your teacher explain the language structures below

• 'Let us'

'Let us' is used to express a suggestion or a request.

For example:

- i. Let us make a pot.
- ii. Let us draw our school.
- iii. Let us finish our homework now.
- iv. Let us sing a song.
- v. Let us dance today.

In groups

1. Write your own five suggestions using **let us** _____
2. Read your suggestions in turns to the whole class.

• Use of **shall we**

Shall we is used to express a suggestion also or a request but in a question form.

For example:

- i. Shall we make a pot?
- ii. Shall we draw our school?
- iii. Shall we finish our school?
- iv. Shall we sing a song?

In pairs

1. Write your own five suggestions using 'Shall we'.
2. Read your suggestions to the class.

Individually



Change the suggestions below using **let us** instead of **shall we**.
The first one has been done for you.

- | | |
|-------------------------------|-----------------|
| i. Shall we go home? | Let us go home. |
| ii. Shall we sing? | _____ |
| iii. Shall we dance? | _____ |
| iv. Shall we do our homework? | _____ |
| v. Shall we paint? | _____ |

Read your answers to the whole class.

Activity 11: Making art (ii)

In groups



1. Use clay or plasticine to make a pot.
2. Discuss the method and then write it and the steps you are going to follow.
3. Display your pots to the whole class.
4. In turns, read the steps you followed when making a pot to the whole class
5. Give comments on the presentations.

Individually



1. Make a necklace using locally available materials.
2. Wear your necklace and display to the rest of class members.
3. Tell the class what you used to make the necklace.

NOTE

Ornaments help a lot of people earn a living.

You can make ornaments using **paper, ceramics, candies, seeds** among others

Activity 12: Talking about art works

In pairs



1. Tell your classmates the art work you would like to make.
2. Tell your classmates five things you will do tomorrow at different times. Include your art work. Use **going to...** **for example:**

Read your sentences in turns to the whole class.

NOTE

Language structure – Adverbs of time

The adverb of time **tells us when something happened**. They answer the **when question**. **Examples** of adverbs of time include **a week, a moment, an hour, a year, a month, tomorrow**, **For example: Most artists wake up early.** (When do most artists wake up? The answer is **early**, which is the adverb of time.)

Word attack

Individually



(a) Use the following words to construct correct sentences

morning afternoon 7 o'clock lunch time tomorrow

(b) Read your sentences in turns to the whole class.

Read the answers to the whole class.

In groups



Read what the people below are saying.

My name is Omar. I am a musician.
I am going to sing my latest album
tomorrow.



My name is Abdi, I am a weaver. I
am going to show my work next
week.

My name is Narrot. I am a
potter. I am going to show my
pottery work today at 7 o'clock.



- i. Say who is going to do his work tomorrow.
- ii. Say who is going to show his work next week.

Activity 13: Writing

Individually



Imagine you have been asked to tell the whole school about the importance of art work.

1. Write in paragraphs what you would tell them.
2. In turns, share your writing with the class.
3. Give comments on different presentation in terms of what you liked and how they can be improved.

Activity 14: Solving a puzzle

In pairs



- (a) Copy the puzzle below in your book.
- (b) Find the words in the puzzle and circle them.

ornaments pot ring needle neck
music sport weaver ceramics

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

- (c) Read the words to the whole class.

Activity 15: In summary

In groups



1. Find out about the artists in your community and how much money they make.
2. Which art do you think gives a lot of money to your country?
3. Find out whether there is a member of your community who is earning a living from the works of art.

Share you answers with the class.

Activity 1: Vocabulary on social events

In pairs



(a) Look at the pictures below.



(b) Use the words below to help you name the events in the pictures above.

wedding church event holiday sports day

2. Talk about what the people above are doing.
3. Why do you think the people in Picture (a) look angry?
4. Have you ever attended any of these events? If yes, briefly describe what you saw.

In turns, share with class what you have discussed.

NOTE

Social events are events which are meant to bring people together. Mostly a crowd of people gather to attend the event. Such events include: **burials, wedding, national events** during **public holidays** and others.

Individually



Answer the following questions.

1. When someone dies, we have a _____.
2. When someone is marrying, we have a _____ ceremony.
3. Name two public holidays you know in South Sudan.
4. Which kinds of sports do you like watching?

Activity 2: Different sports

In pairs



(a) Look at the picture below.



(b) Now discuss the following questions.

1. Which sport is being played in the picture above?
2. Identify any two rules of the sport above.

3. What do you think will happen if the rules are not followed?
4. Do you like playing the sport in the picture? If not, what sport do you like?
5. Why do you like or dislike the sport shown in the picture on page 140?

Read your answers in turns to the whole class.

Activity 3: Reading comprehension

Before reading:

- Look at the picture in the story below and read the title of the story.
- What do you think the story is about?
- Do you think sports are important? Say why.

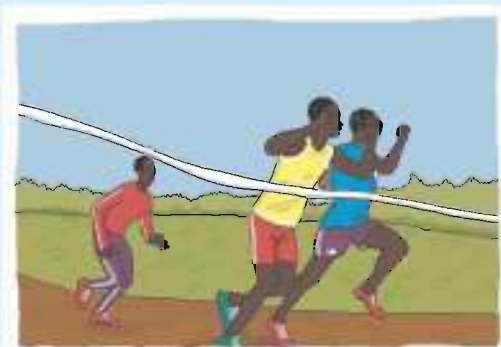
As a class



Read the story below.

Sports are not only beneficial but also important

Sports have very many benefits. First, the use of rules helps to regulate behaviour among those involved. They learn the value of being fair. When the rules are broken, the player is at fault. His or her team suffers because of this. Following rules helps to instil discipline in individuals.



Players also learn key lessons in teamwork. When players fail to work together, the team ends up losing. Players know that they need each other and they must work together in order to win.

To continue playing as a team, the players need to learn how to tolerate and forgive one another. Tolerance is an important value in a world where we are all different in terms of complexion, body shape, social status, gender, faith, tribe, nationality, race, to name but a few.

Tolerance helps us to appreciate each other's weaknesses and strengths. It is tolerance and appreciation that helps communities to live in peace and harmony. All these vital lessons are practically learnt in sports.

Sports helps people to grow desirable leadership qualities. There will always be an opportunity to be a leader during a game. Whether you are the team captain or not being a team player is itself a position of leadership, especially in moments of stress, conflicts and tension.

It should therefore be treated as a great honour when we are asked to join sports in school. If you know the benefits that come from sports, you would be scrambling to join the numerous school teams.

Activity 4: New words and phrases

As a class



1. Find all new words and phrases in the story above.
2. Say the meaning of the words as used in the story.
3. Add the words to your word bank.

Activity 5: Oral discussion

In groups



1. Summarise the passage above orally.
2. Which sports do you like in your community? Why?
3. How do you feel when you play the sport?

Activity 6: Answering comprehension questions

In pairs



(a) Read the passage on page 141 - 142 again then answer the following questions.

1. Say two benefits of sports talked about on the passage.
2. Why is it a great honour to join sports in school?
3. Give one other benefit of sports not talked about in the passage.
4. Which core value is promoted through sports?

(b) Read your answers in turns to the whole class.

Word attack

Individually



(a) Use the words in the box to complete sentences.

rudeness

politeness

kindness

tolerance

1. Ken is tolerant. He shows _____.
2. Jane is kind. She shows _____.
3. Noreen is rude. She shows _____.
4. Aketch is polite. She shows _____.
5. Name a bad value from the list above.

(b) Now use the words in the box to make your own sentences.

(c) Read your answers to the whole class.

Activity 7: Oral work

In groups



1. Read the words below.

community neighbour scramble relative clan
boundary border child country district

2. Read them again in your group.

3. Which word is difficult for you?

4. Find the meaning of the words using a dictionary.

In turns, use the words above to make oral sentences in class.

In pairs



1. Study the pictures below.

2. Discuss what is happening in each picture.



3. Have you ever seen such cases in your community? If yes, what did you do?
4. Read your answers to the whole class.

Activity 8: Reading comprehension

As a class



Before reading:

- Look at the picture in the story below and read the title of the story.
- What do you think the story is about?

Read the story below.

Good deeds become a tree

When John was born, his grandmother was already old. When she died, John could not understand why neighbours and other people would want to come to her funeral.

This is what John's father told the mourners.



“My mother was a wonderful woman who assisted everyone she knew. She was like a warm wind blowing over us all. She was one of the first women in our clan to take up paid employment. She was very busy with her work but always found time for her family. She took

care of us when we were ill and encouraged us when we felt discouraged. She was the best mother you could wish for. We shall all miss her.”

After John's father had finished, several relatives and neighbours spoke. All of them were full of praise for John's grandmother. They used similes like ‘She was as brave as a lion,

was like a calming wind... was like a saint. John could not believe his ears. Were they really speaking about his grandmother?

The local chief spoke next. He said Ayen was well known in the country. "In fact, she was the first woman to be elected as member of the state legislative assembly in our state. She was an excellent leader and led us well for many years. She was never cowed when something went wrong. She could speak it out like a wounded lion. We all respected her but it is very sad that she has left us."

As John continued to listen to the speakers, he became very sad. He realised that he never got to know his grandmother as well as other people did. He had been avoiding her. He never lent her a hand willingly. His mind criss-crossed wondering where to get her and do her good in return. But it was too late.

Activity 9: New words and phrases

As a class



1. Find all the new words and phrases in the story above.
2. Say their meaning as used in the story.
3. Add the words to your word bank.

Activity 10: Oral discussion

In groups



(a) Answer the following questions.

1. Retell the story above.
2. How should we treat our parents and our grandparents?
3. Have you ever attended the ceremony like the one above?
4. Is the ceremony a good or a bad one? Why?

(b) Read your answers to the whole class.

Activity 11: Answering comprehension questions

In pairs



(a) Read the passage on page 145 - 146 then answer the following questions.

1. What event is talked about in the passage?
2. Have you ever attended such an event? How was it?
3. Why did John try to avoid his grandmother?
4. John's grandmother was the first woman to _____.
5. What was Grandmother said to be like in the passage?
6. Describe John's grandmother's character using five words.

(b) In turns, present your answers to the whole class.

Word attack

Individually

(a) Read the words in the box aloud.

relatives neighbours nearby patient community parents

(b) Use the words to fill in the blank spaces below.

Our _____ has very good people. The other day, my _____ decided to visit the sick in a _____ hospital. The patients were happy to see them. There was a _____ whose _____ had not come to see him.

When he saw the visitors, he became very happy and began to talk with everyone. He got better that day and his relatives came for him.

(c) Now use the words to make your own sentences.

Activity 12: Role-playing on social events



As a class

1. Role-play a wedding ceremony.
2. Choose two pupils to be the 'bride' and 'bridegroom' and the others congregation.
3. Let one member act as a news reporter to report the event.
4. How did you feel about the event?

In pairs



Use your own words to complete the following sentences.

NOTE

We use **like** to compare things, for example: **she was like a warm wind blowing over us all.**

- i. My school is like _____
- ii. The wedding was like _____
- iii. My friend is like _____
- iv. My teacher is like _____
- v. My neighbour is like _____
- vi. My home is like _____

Individually



Match the words in column A with those in column B to make correct sentences.

A	B
She was very tired but	she did not score a goal.
Kim slept very late but	she went on running.
He ran very fast but	fell down in the last lap.
They were very late but	woke up very early.

She played very well but
She was very tired but
It was very hot but

they still played the game.
she went on running.
they caught the bus.

In pairs



1. Read the social behaviours listed below after the teacher.

drug taking smoking respect abusing
peace-making fighting greeting people giving first aid

2. Group the words above as **good** or **bad** in the table below.

Good social behaviour	Bad social behaviour

3. Add other social behaviours.

4. Use at least two good social behaviours and one bad social behaviour to write correct sentences.

Read your answers to the whole class.

Activity 13: Role-play on social events and politeness

In pairs



Read the conversation below.

Odoh: Mother, tomorrow is my birthday.

Mother: Oh! My son, I almost forgot.

Odoh: What shall we do now?

Mother: We must celebrate your birthday because you are a very good boy. Just tell your friends to come as I go to the market to buy some things.

Odoh: Thank you, Mother.

Mother: *(Back from the market with a lot of shopping)* Odoh! Odoh! Come and help me, these things are too heavy.



Odoh: *(Helps her mother to carry some of the shopping)* Wow! Mother you have brought so many things for my birthday. Thank you!

Mother: Welcome, I know you have many friends.

Odoh: Shall I help you cook now?

Mother: Go invite your friends. Your aunt Jane and I will do everything.

Odoh: Thanks, Mother *(Runs out to invite his friends to come for his party)*

1. Now, practise the above conversation and act it out in class.
2. Give comments on the presentations based on:
 - the confidence of the learners.
 - if you were able to hear what they were saying.

Individually



Read the conversation above again then answer the questions below:

1. Whose birthday is it?
2. Do you think many people came to Odoh's birthday? Why?
3. Describe Odoh's behaviour from the conversation.
4. Which core values does Odoh have?

5. Have you ever attended any birthday event? How was it?

Read your answers to your class in turns.

Word attack

Individually



(a) Use the words in the box to complete the following sentences.

gown uniform stadium theatre team

1. A _____ is an area where plays are performed.
2. Our football _____ won the game.
3. The celebration was done in the _____.
4. The scouts wore their _____.
5. I was wearing my graduation _____.

(b) Read your answers to the whole class.

Activity 14: A poem on social events

As a class



1. Listen as you teacher reads the following poem.
2. Read the poem with the teacher.
3. Read the poem alone silently.



The big day

I walk into the hall, I see the pastor,
I walk into the hall, I see the bride,
I walk into the hall, I see the bridegroom,
Then small boys and girls matching,
Immediately, I see people

walking in twos,
Thought it was their day.
The hall was filled with people,
Ululations and whistling.



Everyone was happy as if it was their day,
Outside the hall was packed
With decorated vehicles,
People and gifts well wrapped.
Perfect wedding it was!

In groups



1. How do you feel when you read the poem above?
2. Why do you think everyone was happy during the wedding?
3. Why was this wedding called a perfect wedding?

Individually



(a) Read the words in the box below.

groomsmen

flower girls

ornaments

crowd

cake

pastor

(b) Use the words above to complete the following sentences.

- i. The gentlemen who march in a wedding are called _____.
- ii. The small girls who carry flowers in a wedding are called _____.
- iii. The person who leads a wedding is called _____.
- iv. Many people who are together are called _____.

Activity 15: Creating a poem on social events

In groups



Talk about the following.

1. Which social event do you like most in your community?
2. Write your own short poem about the social event. **For example:** a church service, athletics, fundraising, birthdays, anniversaries among others.
3. In your poem write what you like and dislike about the events.
4. Practise the poem.
5. In turns, recite the poem before the class.
6. Vote for the most creatively written poem that is interesting.
7. With the help of the teacher check and improve on the poem.
8. Hang the poem on the noticeboard.

As a group, recite your poem before the class.

Activity 16: Use of 'unless'

In pairs



Read the sentences below.

1. You cannot win the game **unless** you practise.
2. We will not go to the district competition **unless** the head teacher hires a bus for us.

NOTE

Unless is used to mean 'except on condition that'; something has to be done or be in a certain manner for a given outcome. For example: *unless you work hard you will not pass*, meaning passing depends on whether you work hard or not.

Individually



Use your own words to complete the sentences below.

1. I cannot mend this puncture unless _____.
2. You cannot go to the library unless _____.
3. She cannot play football unless _____.
4. Mother cannot release the car unless _____.
5. You cannot visit your aunt unless _____.

Activity 17: Reading comprehension

As a class



Before reading

1. Read the title of the story below and look at the picture in it.
2. What do you think the story is about?
3. Have you ever eaten bad food that made you sick? What did you do?

Read the story below.

The food poisoning

Odipo, the area member of the senate legislative assembly, invited people to his home for a party of his daughter who had graduated from the university.

He had invited all leaders from his community to attend the party. Chiefs and other important guests attended. He had slaughtered a sick cow which appeared healthy.

The cateresses were invited to cook the food. People were salivating over the aroma of food which was from the kitchen not knowing that the slaughtered cow had been sick.



The important guests were served first, then the rest. Within a twinkle of an eye, they had eaten everything.

“My stomach feels funny,” Odipo said after ten minutes. He ran to the toilet quickly.

There was a long queue at the toilet. All the guests who had eaten the food were suffering from stomach pain, vomiting and diarrhoea. They started becoming weak.

Luckily, one area chief had come late. He noticed this and called a medical officer and some police officers to record a statement.

The ambulance and other vehicles started ferrying people to the hospital. The medical officer said that it was food poisoning. The animal had been sick.

Some people who had been taken to the hospital died while others recovered. Journalists came to our village to air the news. The news was heard over different radios and newspapers. From that day, I learnt that when you are going for a social gathering, you should be very careful on the food you eat.

Activity 18: New words and phrases

As a class



1. Identify all the new words and phrases in the story.
2. Say the meaning of the words as used in the story.
3. Add the words to your word bank.

Activity 19: Answering comprehension question

In pairs



Read the story 'The food poisoning' again then answer these questions.

1. Who invited people to his home according to the story?
2. Why did Odipo invite people to his home?
3. Who prepared the meals?
4. Who were the first people to be served?
5. How were the people taken to the hospital?
6. What lesson have you learnt from the story?
7. Who came to record a statement over the matter?
8. People who report news in radios and newspapers are called ____.
9. The people in this community suffered from _____.
10. Have you ever had such an incident in your community? How did it happen?

Word attack

Individually



Match the words in A with their meaning in B.

A	B
caterer	pleasant noticeable smell of food or something
medical officer	a person who provides food and drinks at parties
police officer	a doctor who treats sick people
aroma	a person who maintains peace and order

Share your answers in class.

Activity 20: Writing

Individually



1. Write a story about food poisoning.
2. Start your story with; *It all started when*
3. Read the story to the whole class in turns.
4. Vote for the best story that is interesting.
5. Take the story to be published in the school magazine.

In groups



Read the sentences below:

1. He arrived **earlier than** Wadi.
2. He walked **faster than** Mary.

NOTE

The words **earlier** and **faster** are **adverbs**. They are used to tell us how things are done. We can compare two actions using adverbs, we usually use **-er** then add **than**, for example:

Early - **earlier than**

Fast - **faster than**

Individually



Add **-er** to the adverb in brackets, and then rewrite the sentences in full.

1. The chief arrived (early) than the police.

2. The police ran (fast) than the thief.

3. Wadi was (near) than Hassan.

4. Mary jumped (high) than Aukot.

5. The man cried (loud) than everybody else.

Read your answers to the whole class.

Individually



Fill the missing letters in these words.

- i. F _ _ d po _ s _ n _ ng
- ii. P _ _ _ ce O _ _ _ cer
- iii. W _ _ _ ing
- iv. Sp _ _ ts
- v. C _ _ _ m _ ny

In pairs



1. Make a sentence using the correct words formed above.
2. Read the sentences to the class in turns.
3. Give comments on the presentation.

Activity 21: Further learning

In groups



1. Find out from your community all the social events that they attend.
2. Find out what is done and how people dress during these events.
3. Talk about some of the things you should do or not do while at these events.
4. Write down all your findings in point form.
5. Share your findings with the class.
6. Ask questions or give comments on the presentations.

Activity 22: In summary

In groups



1. Think of five ways to show politeness.
2. Write them down clearly in a poster.
3. In turns, show your poster in class.
4. As a class, vote for best poster that is clear and eye-catching.
5. Hang the best poster on the noticeboard.