



South Sudan

Primary English

6

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 6 syllabus as developed by Ministry of **General Education and Instruction**.

Each year comprises of a **Pupil's Book** and **teacher's Guide**.

The **Pupil's Books** provide:

- Full coverage of the national syllabus.
- A strong grounding in the basics of English.
- Clear presentation and explanation of learning points.
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- It provides opportunities for collaboration through group work activities.
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Primary English 6

Pupil's Book

Primary English Pupil's Book 6



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English

Pupil's Book

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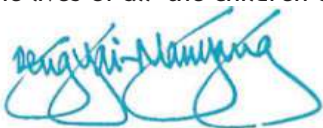
FOREWORD

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: Identifying cultural traditions

In pairs



1. Discuss the cultural traditions shown in the pictures below.
2. Does your community practise any of the cultural traditions shown? Talk about it.
3. Share your views with the class.

a)



b)



c)



d)



NOTE

The **cultural traditions** of the South Sudanese are found in their **religions, language, food, animals, dance and music**.

4. Some individuals from the class to comment on the presentations.

Activity 2: Learning vocabulary on cultural traditions

In groups



1. Read the words below.

language food dance music
celebrate indigenous recreational

2. Check the meanings of the words above from the dictionary.

Individually

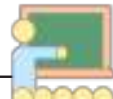


1. Use the words above to write sentences.

Read the sentences to the class as the teacher makes corrections.

Some individuals from the class to give comments on the sentences read

As a class



1. Match the words in **A** with their meanings in **B**.

A	B
indigenous	a system of communication through speech or writing.
recreation	belonging to a particular tribe
ethnicity	a main element of something eg food.
economy	activities done for enjoyment.
language	belonging to a particular place; also native
staple	relationship between production, trade and supply of money in a region or country

2. Read the words above with their meanings.
3. Some individuals to give comments about the presentations

Activity 3: Creating a word bank

In groups



1. Think of cultural traditions in your community.
2. Say words used to name or describe the traditions.

Individually



1. Make a list of the new words you have learnt to describe or name cultural traditions.
2. Write those words and their meanings in your **word bank** book.
3. Share your words with the class.
4. Some individual to give comments about the work shared.

Activity 4: Reading a folktale

Pre-reading activity

Study the pictures in the story. What do you think the story is about? Tell your guess to the class.

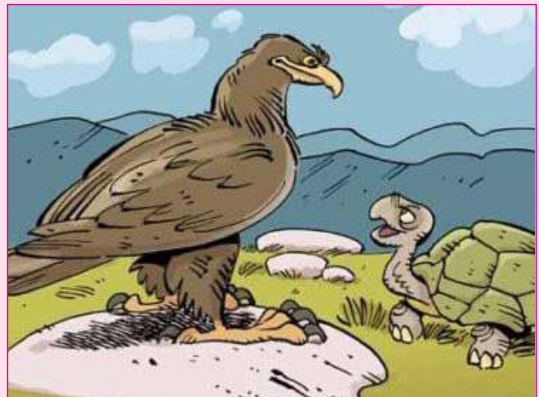
In groups



Read the folktale below.

TURTLE AND THE BIRDS

Once upon a time, Turtle lived in the kingdom of birds. One day, he got very hungry. He decided to go to his friend, Eagle. When he reached there, he told Eagle, "My friend, I am very hungry. Could you please help me with something to eat?"



The Eagle replied, “My friend, you are so lucky. All the birds have been **invited** for a big marriage ceremony in the sky. You can join us.”

Turtle replied, “How will I go to the sky? I cannot fly.”

“Do not worry my friend. All the birds will donate feathers because we are friends. Our culture teaches us to love one another. We will stick the feathers with gum to create wings and you will be able to fly,” said Eagle.

The birds donated their feathers. Turtle looked very colourful. Soon enough, Turtle was able to fly like a bird. All the birds and Turtle **flew** and flew until they reached the sky.

Turtle said, “Since I can fly like a bird, I need a new name. My name will be ‘Kulu’, (which means ‘all’).

In the sky, the hosts served a tray of meat and Kiswa for the visitors. Turtle sat at the front. He asked the hosts, “Whom does this food belong to?”

The hosts replied, “This food is for ‘Kulu,’(all).”

“Oh, I am Kulu. Bring the food to me,” shouted Turtle. Turtle ate it all alone until he was full. The leftovers were given to the birds. Every time food was served, Turtle ate alone and gave the leftovers to the birds. The birds were not happy. They asked Turtle to give them back their feathers.

“I don’t need them anymore,” replied Turtle. He continued eating and drinking. The birds left the sky, only Eagle was left behind.

Turtle looked down. The ground was too far. He **panicked**. Turtle told Eagle, “When you fly to the ground, please tell my wife to lay soft things for me to land on.”

“Lay hard things on the ground for your husband to land on from the sky,” Eagle told Turtle’s wife.

When Turtle jumped from the sky, he landed on the hard ground. Turtle’s shell cracked into many pieces. Up to date, the shell of the turtle still has the cracks.



Activity 5: New words and phrases

1. Identify any new words or phrases from the story, “**Turtle and the birds**”.
2. Try and infer the meanings of these words. (You may use a dictionary).
3. Add the new words to your **word bank**.

Activity 6: Oral discussion

In groups



- (a) Do you think Eagle’s decision to lie to Turtle’s wife was going against the birds’ culture? Explain why you think this. Refer to text to support your answer.
- (b) If you were Turtle, would you still be friends with Eagle after you break your shell? Say why

Activity 7: Answering comprehension questions

In pairs



Read the story and answer the following questions.

1. How did Turtle manage to fly?
2. List all aspects of cultural traditions shown in the story.
3. Provide an another title for the story. Why is that a better title?
4. What lesson do we learn from the story?
5. Identify some complex sentences with connectives in the story.

NOTE

Connectives are words that join phrases or sentences like ‘because’.

Example: We will donate feathers **because** we are friends.

6. Write your own complex sentence. Use a cultural tradition from your community.

Share your answers with the class.

Activity 8: Reading an extract about the Dinka

In groups



Read the passage below:

THE DINKA

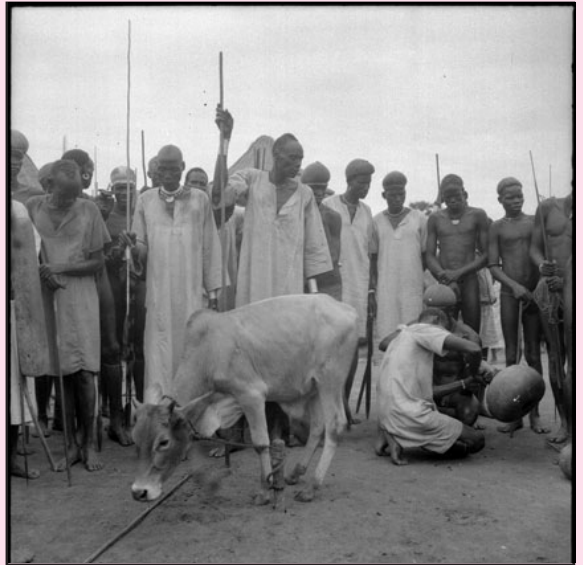
The Dinka belong to a large group of people known as Nilotes. The origin of the word 'Dinka' is not known. Some Dinka call themselves 'Moinjaang'. Dinkaland lies south of Khartoum. The Dinka live in a large area that is divided by many rivers.

The Dinka are surrounded by the Arabs in the north, the Nuer to the east, small **ethnic** groups to the south and the Fertit to the west. Traces of influence from all these groups can be found in Dinka language, **economic** activities and culture. The Dinka view themselves as Africans of the Christian faith.

Though divided into 25 tribal groups, the Dinka remain united by their cultural similarity: their love for cattle. Cattle provide the Dinka with milk and meat. The Dinka do not slaughter their cattle for meat except in **sacrifices** to God or ancestors.

Apart from cattle, the Dinka also do Farming that supply their **staples**. These are groundnuts, maize, millet, sesame, beans, sorghum and others. They also grow vegetables. Families with large herds of cattle use the cow's manure to fertilize their gardens.

Therefore, the cattle and the gardens depend on each other. When there is a shortage of vegetables, the Dinka collect wild fruits and also go fishing.

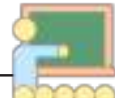


Women manage the homesteads and cook the food. They begin their day with milking the cows. The women cook their food outdoors in pots over an open fire. The staple food is thick millet porridge eaten with milk or vegetables and spiced sauce.



Activity 9: Oral discussion

As a class



- Identify four key points about the cultural traditions of the Dinka.
- Mention the roles of women in the Dinka community.

In pairs



Ac-

Activity 10: Answering comprehension questions

Read the story The Dinka again then answer the following questions

- What are the cultural traditions in your community?
- What type of food is mainly eaten in your community?
- Which animals are mostly reared in your community?
- Present your work to the class.

Individually



- Write down facts about your community traditions and share it with your partner.
- Make sure that you write important things that define your community.
- Make a comparison between your work and your partners.

WORD ATTACK

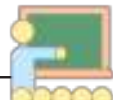
Use the words below are from the story 'The Dinka' to complete the sentences below.

staple economic ethnic homestead sacrifices

1. They herd cattle as an _____ activity.
2. People slaughter their cattle for _____.
3. The Dinka have many _____ tribes.
4. The men do not manage the _____.
5. Maize, beans and millet are some of the _____ foods of the Dinka.

Activity 11: Reading a dialogue

As a class



Read the dialogue below.

The Wedding Traditions of the Nuer People

Mr Moiyang: Good morning, class. Today we have a visitor Mr Moiyang who is a community leader. He is going to talk to us about **Weddings** among the Nuer people of South Sudan. Are you ready?

All: Yes Sir.

Mr Moiyang: Good morning class. My name is Mr. Moiyang. Now let's talk about the Nuer people come from the Savannah regions of South Sudan.

Ruth: How does a bridegroom prepare for the wedding?

Mr Moiyang: That is a good question. When a man is ready to get a wife, he must choose a lady from another clan.

He must take many cattle to the home of the lady.

Tom:

Why should he take so many animals?

Mr Moiyang:

In the recent past, cattle were a sign of wealth and prosperity.

Tom:

How is the wedding carried out?

Mr Moiyang:

The groom first arrives at the bride's home. He is followed by a group of singing women. He is welcomed by the bride's mother with flowers.

Gella:

What about the bride?



Mr Moiyang:

The beautiful bride comes and they sit under a shade or under an umbrella outside their future home.

Oring:

Why do they sit under a shade?

Mr Moiyang:

The shade is a symbol of respect and the unity of two people. The couple then kisses the knees of their

parents-in-law.

Ruth: Is there a reason for that, Sir?

Mr Moiyang: Yes there is. It is a respectful way of asking for blessings and showing dedication and support to the family. Songs dedicated to the newlyweds are sung. These are songs with messages of love.

Gella: Is the wedding now over?

Mr Moiyang: No, no! There is a lot more. The couple burns seven broomsticks as a sign that they will avoid anything that may weaken the relationship. The groom is appointed as the head of the house. The bride gets a pot of water and washes the feet of her husband. This shows that she will be obedient. A delicious meal of spiced chicken and turmeric rice is eaten. This is the last meal for the bride in her parents' house.

Gella: Wow, spiced chicken!

Mr Moiyang: Yes, do not get hungry now. In the final part of the celebration, the couple is showered with yellow rice, money and candy.

Tom: Why is this done?

Mr Moiyang: The yellow rice is a symbol of prosperity. Yellow represents everlasting love among the Nuer people. The money is to be shared with the less fortunate.

Flora: What about the candy?

Mr Moiyang: The candy is a symbol to ensure that the marriage remains sweet. Thank you dear listeners. Remember

that marriage among the Nuer people is a very important tradition because it ensures the survival of the family.

Activity 12: Ask Mr Moiyang

Individually



1. Pretend you are a student in the class Mr. Moiyang was addressing and come up with three more questions you could ask him concerning the traditions of the Nuer people.
2. Present your questions to the class.

In groups



1. In groups of five, compile the questions you came up with individually.
2. Let one person act as the community leader. Ask the person questions.
3. Interchange roles.
4. Act before the class.

Act before the class.

Activity 13: Writing a summary

In groups



1. Read the dialogue about **'The wedding traditions of the Nuer people'** again.
2. Note the key points about a wedding among the Nuer people.
3. Compare the wedding traditions of the Nuer people to the marriage traditions in your community.

NOTE

A good summary should capture all the key points found in a certain context. Join your sentences in flowing manner using conjunctions.

Individually



1. Write a summary of not more than 100 words of the dialogue using the points made.
2. Read your summary to the class.
3. Who had the best summary? Clap for him or her.

Activity 14: Research about culture

In groups



Using a digital device, research on the traditions of any community in Africa.

1. Write down the key points to note.
2. Present the points to the rest of the class.
3. How do the different cultures relate? Make notes.
4. Ask relevant questions.

Individually



1. Use the key points you wrote from the research above.
2. Write down your story about the culture you researched on.

In pairs



1. Read each other's stories.
2. Try and improve your partners work.

3. Read the improved work to the class.
4. Some individuals from the class to make comments.

Activity 15: Writing about culture

In pairs



1. Discuss the picture below.
2. What is the story behind it?
3. Write down your points.



Individually

1. Write a text about the cultural tradition in the picture.
2. Mention the following:
 - a. What ethnic tribe is the boy in the picture from?
 - b. Which region in South Sudan is the boy from?
3. Mention other cultural traditions in your writing.
4. Read your work to the class.
5. Correct each other's work.

Share the best story with the school magazine for publication.

Activity 16: Writing a story

In pairs



- (a) Discuss the culture and traditions of a community of your choice in your community.
- (b) Note the main points down

Individually



- (a) Use the points you have discussed to write a story.
- (b) Read your story to the class.
- (c) Let the class choose the best story.
- (d) Submit the best story to the teacher for corrections.

Activity 17: Further learning

In groups



1. Talk to elderly people in your community.
2. Ask about the traditional marriage in your community.
3. What are the similarities and differences between your community and the Nuer?
4. Make a presentation to the class.

Activity 18: In summary

Individually



1. Draw a picture of yourself in a cultural event.
2. Make it as colourful as possible.
3. The best picture will be displayed at the back of the classroom.



Activity 1: Identifying holiday activities

In pairs



Look at the pictures below.

a)



b)



1. What activities do you see in the pictures?
2. Have you ever been to similar places during the holidays? Talk about it

As a class



1. Share your own holiday story with the class.
2. Ask relevant questions about the holiday stories shared.

Activity 2: Learning vocabulary

In groups



1. Read the following words.

Re-energised	relax	outdoors	relatives
travel	seafood	beach	activities

2. Look up the meanings of the words in the dictionary.

3. Construct five simple sentences using the words.

Read the sentences to the class.

4. Some individuals from the class to give comments about the presentations.

Individually



1. Add the new words above to your **word bank**.
2. Keep practising the use of these words outside the classroom.

Activity 3: Reading an article on school holidays

Pre-reading activity

1. In groups of four, discuss how you spend your school holidays.
2. Write down the main points.
3. Share the points with the class.
4. Some individuals to make comments on the presentations.

As a class



Read the article below.

IMPORTANCE OF SCHOOL HOLIDAYS

School holidays can be a big change from our daily routines of school life. It is therefore important to plan for your holiday.

The school holiday provides an opportunity for children and families to relax and have a break from their regular studies. The children's focus shifts from timetables to family and culture.

School holidays help children clear their heads and get exposed to different things. Children with relatives who live far away are able to travel and connect with loved ones; strengthening their ties.

Children are able to interact with the community, experience a different culture, learn language, history and social skills. They are able

to spend time outdoors and do new things they would never do if they were in school. These are things like cooking, nursing younger siblings and farming.

It is, however, important to note that school holidays can also come with their own challenges. Holidays can make the children to deviate from constructive activities. Some children are left home alone **by** busy parents and they do not enjoy.

Without supervision, children can land into bad company, get involved in accidents and also forget all the learning they did in school.

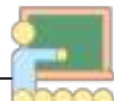
In other cases, some children come back to school better than they left. They visit libraries or museums **over** the holiday, and go **on** trips. Some have remedial tuition during the holidays and read a lot.

Therefore, even as we all love our school holidays, let us remember to plan for them well. With that, children will go back to school the **next** term, re-energised and ready to face the books.



Activity 4: New words and phrases

As a class



1. Identify all unfamiliar words and phrases from the story above.
2. Try and infer the meanings of these words (you may use a dictionary).
3. Add the new words to your **word bank**.

Activity 5: Answering Comprehension questions

In pairs



Answer the following questions

1. From the passage above, what is the importance of school holidays? Give three reasons.
2. What challenges do some children face during the holidays?
3. Give three different ways in which people spend their holidays according to the passage.
4. Compare the ways you identified in number 3 with holidays in your Payam.
5. Write down three ways in which you spend your holiday.
6. How are the holidays activities you do important to you, your family and your community?
7. Some individuals from the class to make comments about the presentation.

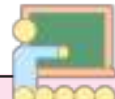
Present your answers to the rest of the class. Do that in turns.

Activity 6: Reading a comprehension

Pre-reading activity

- a) Discuss in small groups how you spent the previous school holiday.
- b) Share your experience with the class.

As a class



Read the story below in turns.

MY LAST SCHOOL HOLIDAY

During the last school holiday, I went to visit my grandmother with my parents. My grandmother lives at the foot of the Mvito hills, in Tiga village. Whenever we visit the place, there are always many things to see and do.

My grandmother was so happy to see us. She welcomed us with warm porridge in African gourds. After a while, my father asked me to accompany him to the farm and pluck fruits from the mango tree.

The next day we visited the village market. We walked round and round the market. My mother bought some spices for chicken stew that

evening then we went to a seafood restaurant. The village was not very far from the beach.

Seafood restaurants were quite a number. This particular one was the best in the region. Again, I ate one of the best seafoods I had eaten in a long time. After a good meal we all went back to my grandmother's house.

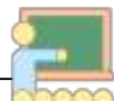
The next day we enjoyed a picnic at the hot springs. This village was quite a tourist attraction. It had so many interesting sites to see and enjoy. Near the hot springs, there was a big river. I asked my father to take me boat rowing and he agreed. We rowed the small boat until we saw very heavy clouds. We rushed back to my grandmother's house. Luckily, we were not rained on.



That evening, I relaxed and napped on my grandfather's chair. I felt so happy and at peace with everybody. After three days, we packed our bags and left for the city. The visit was one of my most memorable moments.

Activity 7: Oral discussion

As a class



1. Mention the places the writer visited during the holiday.

2. How did the writer feel at the end of his holiday?
3. How would you feel about this holiday if you were the writer?
4. Is it a good thing to go upcountry during the holidays? why?

Activity 8: Structure of the story

As a class



In pairs



Answer the following questions.

Re-read the comprehension and identify

- a) The nouns, pronouns and conjunctions used.

NOTE

Nouns are words of places, people, living creatures or objects example: mvito hills.

Pronouns are words that replace nouns so as to avoid repetition for example: my grandmother was happy to see us.

She welcomed us with warm porridge in African gourds.

Conjunctions are words used to connect sentences

Example: and, but, if

b) Two grammatical structures of the sentences in the story.

NOTE

A **simple sentences** contain a group of words (with a verb and subject) that expresses a complete thought

Example: I kicked the ball.

A compound sentence contains atleast two independent clauses joined by a conjunction. Example: I kicked the ball is an independent clause it hit Tom is an independent clause too. And is a conjunction. I kicke the ball, and it hit Tom. **Compound sentence**

Share your answers with the class.

Activity 9: Writing about a memorable school holiday

In groups



1. Discuss about the enjoyable school holidays you have had.
2. Pick the most interesting experience and share with the class.

Individually



1. Think of the most memorable school holiday you have had.
2. Write a story about it mentioning the activities that made it memorable.

Read your work to the class.

Activity 10: Holding a debate

As a class



Read the debate below.

Primary 6 had a class debate one day. Jonah the first speaker stood to

debate. He was proposing (supporting) the motion. The motion of the debate was:

“Being in school is better than being on holiday.”

Jonah: Thank you Mr Chair for giving me this chance to propose the motion. My first point is that school days are more productive than holidays. Children spend their time learning new things and working hard. **However**, during the holiday, children idle around the whole day doing nothing. My next point is: In school, you see your friends the whole day; you help and support each other. But during the holiday, you see your friends for a few hours then you part ways. The holiday becomes very boring. **Last but not least**, during the holiday, some of us stay at home alone because our parents are busy working. But in school you are always surrounded by teachers, classmates and the workers who all care for you. **Therefore**, being in school is better than being on holidays.

As a class



Divide yourselves into two groups.

Do you also propose or oppose the motion? Write down key reasons for your position and present to the other group.

1. Write down your points and continue with the debate.
2. Which group has the most convincing points?

Activity 11: Writing complex sentences

In pairs



Read the highlighted words in the debate in Activity 5.

A. The word **however** is used to introduce a statement that contrasts with something that has been said.

For example: Children spend their time learning new things and working hard. **However**, during the holiday, children idle around the whole day doing nothing.

a) Write three sentences like the one above.

b) Read your sentences to the class.

B. The word **therefore** is used to introduce the result of something that has just been mentioned.

For example: In school you are always surrounded by teachers, classmates and the workers who all care for you. **Therefore**, school is better than holidays.

a) Write three sentences like the one above.

b) Read your sentences to the class.

c) Look up the phrase **last but not least**, in the dictionary and its usage.

a) Construct your own three sentences using the phrase.

b) Read your sentences to the class.

Activity 12: Comparing an ideal holiday

In pairs



Look at the picture below.

Shaba is a boy in Primary 6. One day he was outdoors, day dreaming about his ideal holiday.

1. What is the boy in the picture thinking about?
2. Tell your partner.

During the Easter holiday I would really like to visit my grandmother. I would also like to play with my cousins. I would like to eat my grandmother's food. I would like to attend the village dancing competitions.

I wish my father would take me for boat riding in the Nile River. I would swim with the fish and race with my brother. During the Easter holiday I would also like a wildlife safari. That would be my ideal holiday.



Individually



1. Think and imagine how you would like your ideal holiday to be.
2. Compare Shaba's ideal holiday and yours.
3. Tell the class about the differences.

Activity 13: Discussing an ideal holiday

In groups



Discuss your ideal holiday:

1. Which places would you like to visit?
2. What things would you like to do?
3. Note down the points in an organised manner.

Activity 14: Writing a story

Individually



1. Write a story about your ideal holiday.
2. Use the points above.
3. The teacher to make necessary corrections on your work.

Activity 15: Planning an overseas visit

In groups



Read the passage below

A VISIT TO SAN FRANCISCO

A group of scouts in Primary 6 were preparing for a trip overseas to San Francisco in USA. Their teachers called them to a meeting to guide them on the things they needed in order to plan well for the trip. The things they were told were so many that they needed to note them down.

The first thing they had to do was choose a destination. At least they knew they were going to San Francisco. Where in San Francisco? They had to book a flight with the airport early enough to avoid disappointments.

They had to book their accommodations in the city they were going to. How many were they and for how long would they stay there? All those are details they had to remember.

When the scouts got to their destination, which places would they visit? Which restaurants would they eat at and what things would they be doing?

They definitely needed a map of San Francisco in order to get all those details. The teacher reminded them not to assume anything. All the details had to be planned and confirmed with the people on the ground.

The scouts had to check their travel documents. These are documents like the visa, the passports and other travel documents. It was important to make copies of documents that were important for safety purposes.

Their means of communication was also important. They checked the Internet and telephone access in those areas.

What about their money budget? How much money did they have? How much money were they planning to spend? They needed to note that down too and find out from their teachers.

Finally the scouts were asked to pack what they needed. Nobody liked travelling with heavy bags. Therefore they were to pack only what was necessary.

In pairs



1. Write down the main points the scouts were to note.
2. Read them to the class.
3. Some individuals from the class to make comments on the presentations

Activity 16: Creating a story

In pairs



1. Study the picture below.



2. Tell your partner what you can see in the picture.

In groups



- a) Read the sentences below. Re-arrange these sentences to make a sensible paragraph.

1. They all helped us get more information about the place we were visiting.
2. I did not know that it was so far.
3. It was a traditional city, Ait Benhaddow, in the high Atlas Mountains.
4. I went on a tour to the Sahara Desert.
5. After ten hours on the road we finally reached our destination.
6. It took two days to drive there.
7. Luckily, there were many amazing stops on the way.

- b) Add two more paragraphs to the story.
- c) Share your work with the class.
- d) Let the class vote for the best story.
- e) Ask the teacher to make corrections on the best story.
- f) Publish the story in your school magazine.

Activity 17: Further learning

A good holiday plan should contain the following.

- a) Destination (where you want to go)
- b) Duration that is how long you plan to stay.
- c) Budget cost- Estimate your flight costs, meals etc
- d) Accommodation- Where you will stay.
- e) The activities you want to enjoy and their costs.
- f) Your packing list or the things you will need for the holiday.

In pairs



1. Use a digital device to plan for a holiday overseas.
2. Where will you go? What will you need? How much will you need?
3. Write down the plan in point form.

Read your plans to the class. The best should be rewarded

Activity 18: In summary

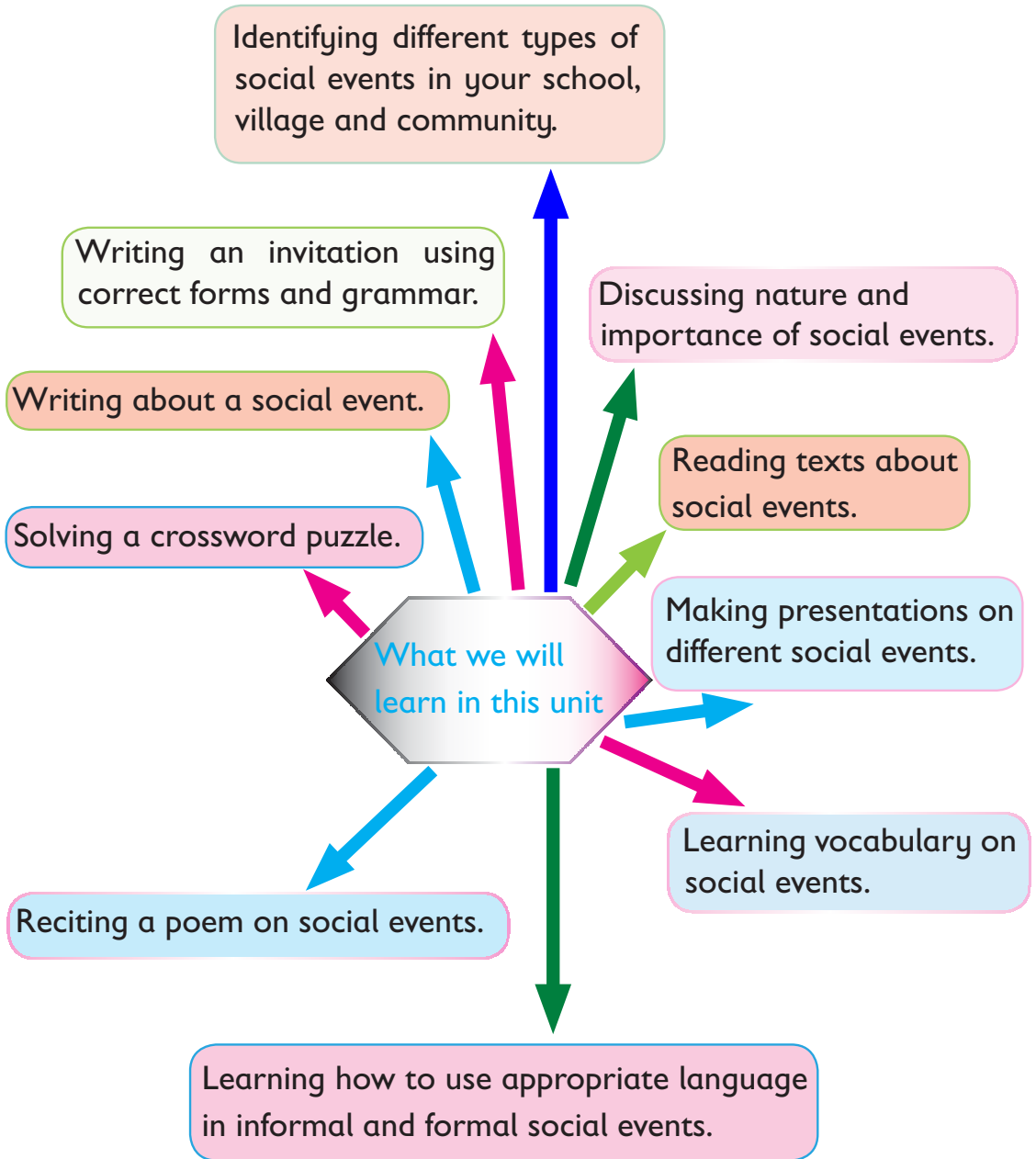
Key feature of a brochure. A brochure should contain the following.

- a) Have a topic.
- b) Avoid big words.
- c) Should be accurate, brief and to the point.
- d) Have appropriate pictures or drawing.
- e) Do not add information that is not important.
- f) A brochure should be attractive.

Individually



1. Create a brochure about a destination you would like to visit.
2. Pin it at the back of the class.
3. Who made the best brochure?



Activity 1: Identifying different social events

In pairs



Look at the pictures below.



1. Mention the social events in the pictures above.
2. Why do you think the events (above) are held? Discuss.
3. What other social events are held in your Payam? Talk about them.

Share your answers with the class.

NOTE

Social events are planned occasions that involve large groups of people. Examples are graduation parties, birthdays, family reunions, dance parties, sport competitions and fundraisings among others.

Activity 2: Learning and miming vocabulary

In groups



1. Make a list of all social events in your school, village and community.
2. Write a fact about each event.
3. Add these points to your **fact book**.

For Example: For people to celebrate a graduation, there must be someone who has graduated.

Share your points to the class.

In pairs



1. Read the words below

wedding	fundraising	parties	family	ceremonies
re-union	people	graduation	tree planting	sports

2. Look them up in the dictionary and find their meaning.
3. Copy the words in your **word bank**.

In groups



1. Pick any four words the teacher gives you.
2. Create mimes for them.
3. Mime before the class and the class to say the word.
4. Which group had the best mimes? Clap for them.

Individually



1. Construct sentences using the words.
2. Read your sentences to the class.
3. Some individuals to make comments on the presentations.

Activity 3: Reading a newspaper story on social event

Pre-reading activity

Have you ever seen any person re-unite with his or her family members after a long separation? How was the re-union? Tell the class

As a class



Read the story below in turns:

A FAMILY RE-UNION

Kulang and his parents were separated by the civil war in South Sudan. They were among thousands who also lost their family members. Kulang was a school boy in the town of Kodok.

When the fighting started, Kulang was in the class. Suddenly, he and his classmates heard loud gunshots. They ran out of the class like a **gush of wind**. They hid in the bushes for hours until darkness fell. In **the cover of the dark**, Kulang started towards home. The market place was a wreck. It looked like a scene from a horror movie. Kulang **feared for the worst** but hoped for the best.

Soon, Kulang got home but **not a soul was in sight**. He was alone for four days. On the fifth day, he decided to leave though he had no money.

On his way, he met a distant relative. The relative told him that his parents had fled to Juba. He gave Kulang enough money to get him to Juba and search for his parents.

In Juba, Kulang went to a refugee camp in the outskirts of Juba. Nobody had information about his parents. A young relief worker took him in. They lived in a camp.

One day, Kulang met with a lady who claimed to have come from Kodok. She was called Ngor. Ngor knew Kulang's parents.



“They were here for a short time but they went back to Kodok.” She told him.

The day he travelled back home, the whole town of Kodok welcomed him. It was going to be the biggest family re-union that year.

There was song and dance; everybody wore their best outfit, to grace this special day. It is a day that will be remembered for a long time.

Activity 4: Answering comprehension questions

In groups



Answer the questions below:

1. What was the social event in the story?
2. Why did the people of Kodok hold a social event?
3. What could you do if you were Kulang' when you found your parents missing?
4. Which social event have you been part of in your home town?

Share your story with the group.

Your group leader to present your answers to the class.

In pairs



(a) Look at the highlighted words in the story.

1. but **not a soul was in sight**
2. like a **gush of wind**,
3. **In the cover of** the dark,
4. **Feared for the worst**

NOTE

The above phrases appeal to the five senses of the reader. That is the feeling of sight, hearing, smell, touch and taste. They paint a clear picture in the mind of the reader and make the writing more interesting.

- (b) Come up with five other phrases as the ones above. You may use any reference books on the computer to check.

Share your list with the class.

- (c) Some individuals from the class to give comments about the presentations.

Activity 5: Role-Playing

In groups



1. Read a family re-union again.
2. Assume the story is about you.
3. Take up different roles in the story and act them out.
4. Practise until you feel you have acted the entire story ending with the great re-union.

Act as a group to the class

Activity 6: Reciting a poem

As a class



Recite the poem below

We should celebrate our births
The beginning of life
Just like the germination of a fruit tree
Fruits of life.
Birthdays are not just about gifts;
You remember a great moment;
You came, and for a reason.
So, give thanks and rejoice;
You are reminded of your purpose,
Your calling and mission,
Again.



Therefore, it's a time for renewed energy;
To work hard and use the resources
around you to succeed
Make the world around you better,
It's a big world you know!
If it's your birthday today; rejoice
Let the family, friends and classmates;
Come together and party.
Let them celebrate your success:
Blow those candles on the cake,
sing and dance.
Happy birthday to you!

In groups



1. Read the poem again. Recite it with gestures in your group.
2. Discuss the activities done during birthdays.
3. Why is it important to celebrate your birthday?
4. Do you celebrate your birthday?

Share your answers with the class

5. Some individuals to make comments on the presentations.

Activity 7: Creating own poem

Individually



1. Write a short poem on how you celebrate your birthday.
2. Read it to the class.
3. Who had the best poem? Vote for him or her.
4. Some individuals from the class to give comments why it was the best story.

Activity 8: Solving a crossword puzzle

In groups



The answers to the questions below are hidden in the puzzle. Find and shade them.

1. On a birthday we _____ the joy of life.
2. What is your _____ in life?
3. On every birthday, you remember a great _____.
4. Always use the _____ around you to succeed.
5. Birthdays are not only about _____.
6. It's good to celebrate with your _____ members.
7. We celebrate your _____ on your birthday.
8. On your birthday, it's a time for _____ energy.

Read your answers to the class.

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

Activity 9: The correct tense

In pairs



Fill in the gaps with the correct tense of the words.

1. We _____ always celebrate our birthdays. (shall, should)
2. _____ the world a better place. (Make, Made)
3. Mother _____ a chocolate cake. (cut, cutted)
4. Always _____ very hard to succeed. (work, worked)
5. I enjoy _____ on my birthday. (singing, sing, sang)
6. Did you _____ out the candles? (blow, blew)
7. How much have you _____ so far? (achieve, achieved)

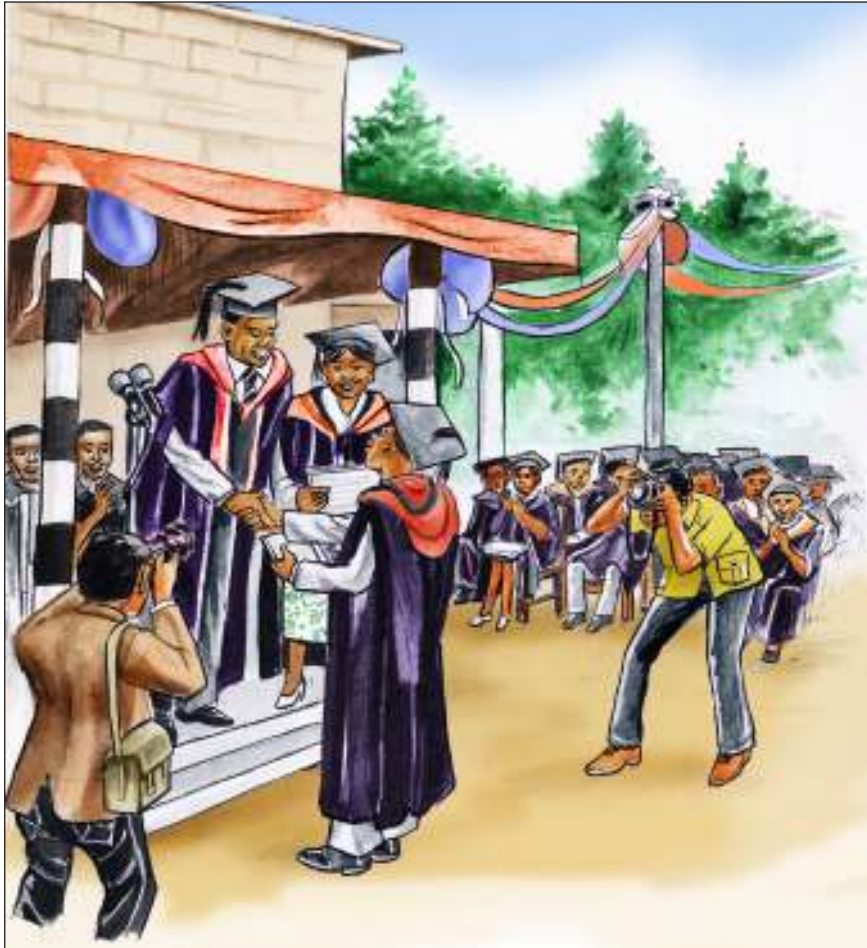
Read your answers to the class.

Activity 10: Reading about graduation

As a class



Read the following text in turns:



Graduation ceremonies are colourful ceremonies. They are a celebration of success, where the whole community unites to enjoy. It is so important to hold a graduation in a school because it encourages both parents and children to **value** education.

Education helps in the spiritual, mental, physical and psychological development of children. Children also learn to appreciate the importance of school.

The teachers work very hard to eradicate **illiteracy**. They make sure

that all young children work hard in school. People gather to witness their relatives receive certificates and recognition.

In the Payam, celebrations are accompanied by music, traditional artistic performances and speeches. The graduates are congratulated and reminded how their educational qualifications can help build a new nation.

Graduation ceremonies raise awareness on the importance of education to the residents. The knowledge that graduates obtain should enable them do great things for their community.

The government should also come in and provide a **conducive** atmosphere so that young people progress with their education.

After the social event of graduation, the graduates in higher levels like colleges will be able to get jobs and practise their skills. Communities also have a duty. They should strengthen structures to support education and other activities; like sports to have graduations too. Let us all support our graduation ceremonies.

Activity 11: New words and phrases

1. Pick out all the new words and phrases used in the story above.
2. Try and infer the meanings of those words as used in the passage.
3. Use a dictionary where stuck.
4. Add the new words to your **word bank**.

Activity 12: Oral discussion

In groups



1. What is the importance of graduations in our communities?
2. How are graduations celebrated in our Payam?
3. Have you ever witnessed a graduation ceremony? Share your experience at a graduation ceremony with the class.
4. What is expected of graduates after the celebrations? Does that always happen in your Payam?

5. How can our communities introduce graduations to other events such as sports, dance, etc?

Share your answers with the class.

Activity 13: Research and present

In groups



1. Using a smartphone, research on the social events in different parts of the world.
2. How are the events from other parts different from those in your locality? Discuss.

Share your answers with the class.

In groups



1. What is the importance of the events?
2. Make PowerPoint presentations on the social events.

Activity 14: Research and present

An informal invitation letter should contain phrase like:

- a) I hope you are doing well.
- b) I am looking forward to seeing you again.
- c) Let me know what your plans are.
- d) I hope to be hearing from you soon.
- e) Send my love to _____.
- f) Your friend

As a class



Read the letter below.

P.O. BOX 50000,
TORIT,
SOUTH SUDAN.
22nd MARCH 2018

Dear Lokoro,

Hello, how are you? I hope you are doing well. I am fine since the last time we spoke. Mother also says hello to your family.

I write this letter because I wanted to invite you to my baby sister's birthday party. She will be turning six. It will be on 10th April 2018 starting at 11:00am. I will be so happy if you are able to come because we will have a lot of fun. There will be many children to play with and a lot of delicious food.

The party will be at our home, so you will not get lost. I hope to hear from you soon. Bye bye.

Your true friend,

Chuol

NOTE

Informal letters are friendly letters written to friends, family members and we are familiar with. They are written in friendly language that is not so formal.

Activity 15: Writing an invitation letter

Individually



1. Using the sample above, write an invitation letter to a friend, inviting him or her to a social event. Choose the social event you would like.
2. Read out your letter to the class.

An invitation letter must contain the following.

- invitation purpose (Reason for inviting someone).
- Include day, date and event time.
- Include name of the place.

Activity 16: Further learning

In groups



1. Write a letter to your chief.

In the letter, request to participate in a tree planting exercise in your community.

2. Read out the letter to your classmates.
3. The best letter to be sent to the chief via e-mail.

NOTE

Unlike the informal letter in Activity 14, adopt a formal tone in this one. For example on salutation, have 'Dear Sir/Madam'.

Activity 17: In summary

In pairs



- a) Make a poster inviting people for a social event in your school.
- b) Include the name, venue and time.

Share your poster with your classmates. The best poster can be used to invite the class 7 and 8 pupils for a debating session.

- c) The motion will be "Being in school is better than being on holiday".
- d) (i) Write down argumaents for the motion.

For example "would like to support the motion....."

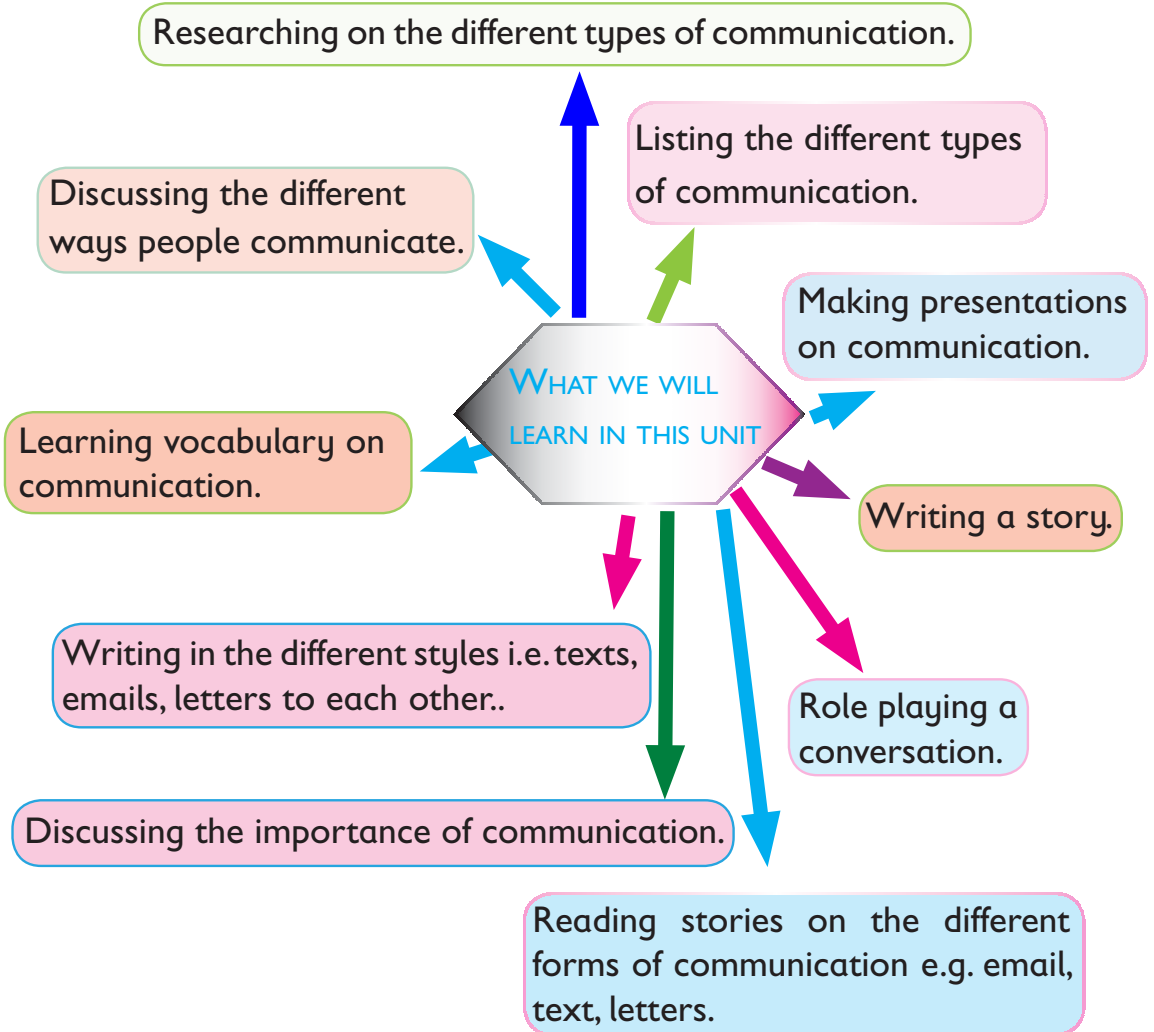
(ii) Write down arguments arguments against the motion.

For example “I would like to argue that/ against.....”

(iii) Have a conclusion at the end of the motion/ your points to tell us why do you think this is.

For example ‘As a result of this I would like to conclude that.....’

(iv) Refer back to unit 2 activity 101



Activity 1: Identifying different ways of communication

In pairs



1. Name what you see in the pictures below.



2. What are the things in the pictures used for?
3. Have you used any of them? Explain.
4. What other means of communication do you know?

Share your answers with the class.

In groups



1. List the different ways in which we can pass information to others.
2. Discuss how each way/means works.
3. Which one would you prefer to use? why?
4. Which one are you less likely to use when passing information? why?

Your group leader to share the answers with the class.

5 Few individual to give comments on the presentations.

NOTE

Communication is the exchanging of thoughts, opinions and information among people through speech, writing or signs.

Activity 2: Learning Vocabulary

(a) Jumbled words

In pairs



1. Read the jumbled words in the box below.

infoatrinm docntums ralo disscsonicu intntere maiel

2. Write the words correctly.
3. Read the correct words to the class.

(a) Miming

As a class



1. Come to the front of the class as the teacher calls you.
2. Look at the word the teacher gives you.
3. Look for actions for the word and mime to the class.
4. Let the class say the word.
5. Interchange roles.

Activity 3: Reading a passage

Pre-reading activity

1. Tell your friend something by whispering into his or her ear.
2. Did the person understand what you said? why?
3. Share your experience with the class.

As a class



Read the passage below:

COMMUNICATION

Communication is the sending and receiving of information among people. There are three ways in which communication can be done: verbal, written and non-verbal means.

The verbal means of communication is where words are used to deliver a message. People can communicate by face to face, by phone, videos, lectures in class and so on.

This type of communication is useful in discussions, when talking to a person or giving somebody instructions. It is the easiest and fastest.

The second type of communication is the written one. It is where you use pen and paper. You could write a document or type it. Today we have electronic documents like fax, email and the SMS you write to your friends every time. It is a very important means of communication especially in business and in law courts.



The non-verbal means is the third type of communication. This is communication without words. It is the sending and receiving of wordless messages. These are messages like your thoughts, fears or feelings. For example, when you are sad, somebody can see that you are sad even without you saying a word. Non-verbal communication is done through body language.

The body movement, gestures, waving of hands and posture, are ways your body is communicating. Your facial expressions too, communicate in silence. You could be looking angry or tired and somebody can see that without any words. Your eye contact is also important.

Finally, is your voice. The tone of voice; the way your voice sounds when you speak can have a different message from what you are saying. Using this information, we now see that there are many types of communication.

People believe that communication is as important as breathing. It allows the spread of knowledge through the books we read. People improve their relationships due to communication.

They are able to express their feelings and ideas. Communication helps us understand the emotions and thoughts of others.

Let us therefore learn to communicate well with everybody because communication is very important.

Activity 4: New words and phrases

In pairs



1. Identify all the new words used in the passage.
2. Try and infer their meanings.
3. Share your list with the class.
4. Some individual make comments about the presentations.

Individually



1. Write all the new words you have learnt in your **word bank**.
2. Practise using the words.

Activity 5: Answering comprehension questions

In groups



Answer the following questions:

1. List down the three types of communication mentioned.
2. Which type of communication is easy and fast?
3. According to the passage, give the importance of communication.
4. Which type of communication do you use the most?
5. Mention the type of communication you would use to communicate with the following people:
 - a) Your desk mate
 - b) The school head teacher
 - c) The head of your state(Give reasons)
6. What do you think about the forms of communication in the passage?
7. Which other forms would you add if you were the writer?

Activity 6: Writing a summary

In pairs



1. Read the text on communication, again.
2. List down the main points about communication. Try to capture all of them.

Individually



1. Write a summary of about 100 words on the topic 'Types of Communication' using the points you discussed above.
2. Read your summary to the class.

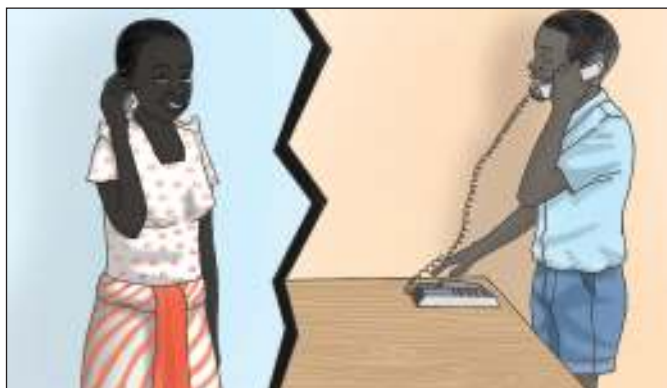
Activity 7: Reading a dialogue

In pairs



Read the dialogue below, in turns:

Ann is calling her friend, Mary. Since Mary is not home, her brother Tom picks up the call.



- Tom:** Hello, Tom speaking.
- Ann:** Hello Tom, this is Ann. Is your sister Mary in?
- Tom:** No, she is at the market. Can I take a message?
- Ann:** Yes, please tell her to call me back when she comes.
- Tom:** Sure. I will.
- Ann:** Thanks, bye.
- Tom:** Bye.

Act the dialogue before the class.

NOTE

When talking on the phone, always use polite language. Speak clearly and be brief so that the other person gets the message.

Activity 8: Role-playing

In pairs



1. Imagine you are calling each other as friends over the holidays. Write a short conversation you will have over the phone.
2. Practise the dialogue with gestures as if you are making the actual call.
3. Act before the class.
4. Vote for the best pair.

Activity 9: Writing a phone conversation

Individually



Write your own phone conversation.

1. Imagine you are calling your friend about something that happened in school today.
2. Write a short telephone conversation. Ensure polite language is maintained.
3. Read the conversation to the class.

Below are some helpful phrases that you can use in telephone calls:

- Who is speaking, please?
- Whom would you like to speak to?
- How can I help you?

- Thank you for calling.
- Could you please call me later? I'm a bit busy.
- Oh sorry, I have dialled a wrong number.

Activity 10: Reading a story

As a class



Read the story below:

PETER'S SCHOOL FEES

It was a great morning. Peter had just been admitted to a new secondary school in Juba. He was very excited. He ran out of the house to see his mother. She was busy weeding her small garden before she escorted Peter to school. Peter asked her, "Mother, has father sent the school fees yet?"

Peter's mother did not look happy. She told Peter that there was a delay but the money would eventually come. "He is late. I hope I will not miss my place in the new school because we must go with the school fees," Peter said.



Peter's books and new uniform were ready. He busied himself around the compound for a few minutes. By nine in the morning, Peter got worried. He ran to the road. Looking out on the dusty path, he checked to see whether his father was coming. But there was no sign of anybody.

He ran for his mother's phone in the house and wrote a text message.

Hi Dad, where are u? Hope you haven't forgotten about my school fees, please.

Peter's father was tied up in the bank. There was a very long queue because many parents were getting money for school fees just like him. As he stood in line, he heard the phone beep. It was Peter's message. He read it and smiled.

Peter's father loved him because Peter was hard working in school. He knew Peter would make him proud in the new school. He replied the text message very fast:

Hello son, still at the bank , will be home soon.

Activity 11: Oral discussion

In groups



1. Retell the story in your own words.
2. Discuss the means of communication used in the story and how effective each was.
3. What can you say about Peter's character? Explain.
4. Have you ever found yourself waiting for someone like Peter? What did you do?

Share your work with the class.

5. Some individuals to give comments on the presentations.

Activity 12: Analyzing features of communication

In groups



Read the messages below:

Hi Dad, where are u? Hope you haven't forgotten about my school fees, please.

Hello son, still at the bank , will be home soon.

1. What do you think about the text messages above? How else would they have been written?
2. Assume you are Peter. What responses would you have written after your father's message?
3. Write a text message to your parent or guardian. Ask them to buy you a book you like.

Share your answers to the class.

4. Some individuals to give comments about the presentations..

Activity 13: Learning different forms of communication

In groups



1. Assume you want to tell the headteacher of your targets as a class.
2. Pick any of these forms to communicate: a letter, email, text message, phone call. Come up with the phone call conversation or write out the letter/ text/ email.
3. Give reasons why you have picked a given form.

Read out what you have written or act out the phone call.

4. Some individuals to give comments about the presentations.

Activity 14: Research on different forms of communication

In groups



1. Using a digital device, research on the different forms of communication.
2. List characteristics of each form of communication including its positives and negatives.
3. Which among the forms in 2 are most common in your community? Why?

Individually



1. Pick any one form of communication you discussed in your group.
2. Write three paragraphs about this form of communication.
3. Read your paragraphs to the class.
4. The class to correct your work.
5. The class to vote for the two best works.
6. Print the best works and post them on your school noticeboard.

Activity 15: Presentations

In groups



1. Discuss the importance of communication.
2. Present your findings to the class.
3. Use PowerPoint presentations.

Activity 16: Writing and making presentation

In groups



1. Write a story about the **importance of communication**.
2. Use the information learnt in this unit.
3. Use the Internet to research and gather more information on the theme.

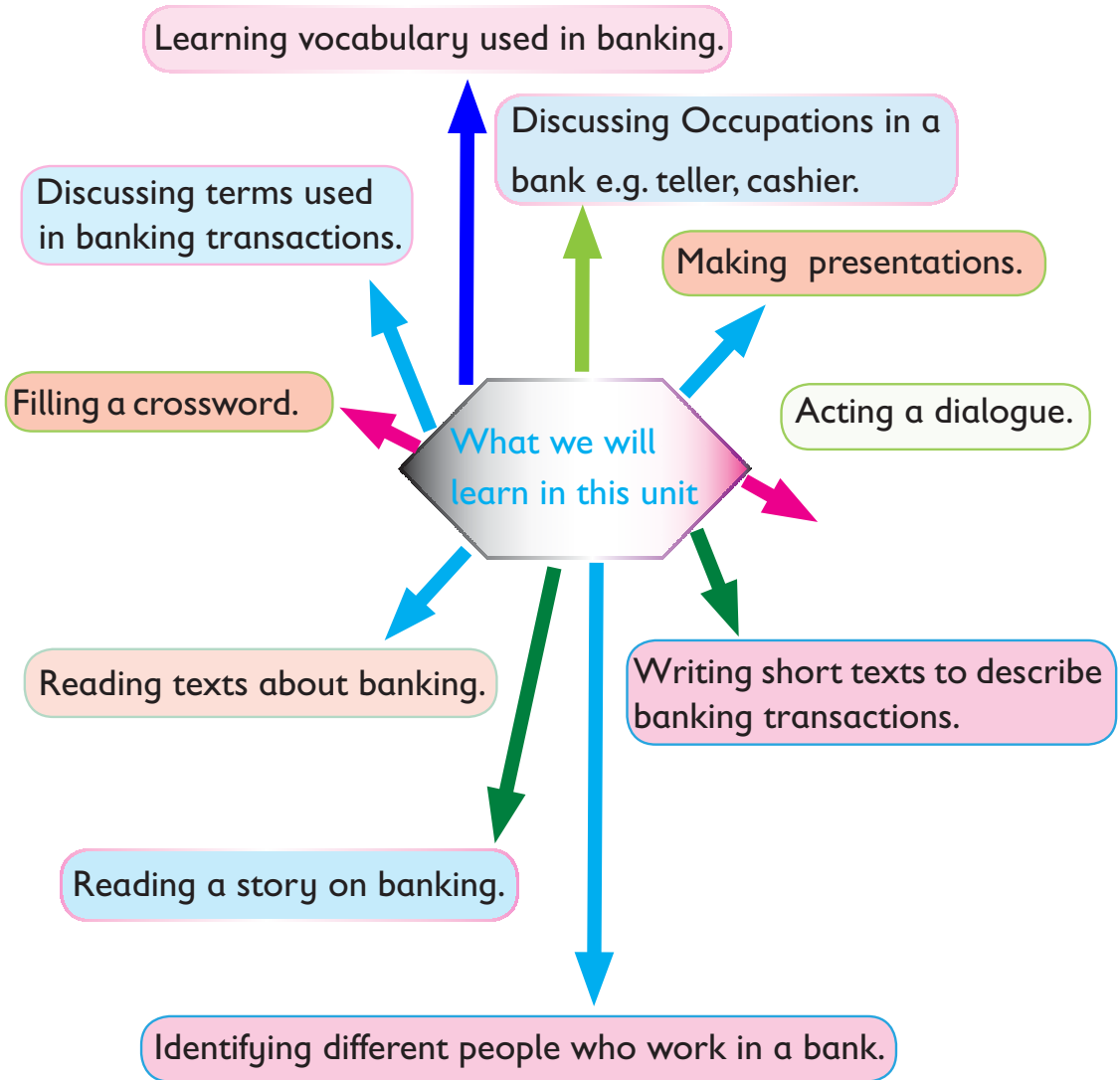
Use powerpoint to make a presentation to the class.

Activity 17: Further learning

In groups



1. Find out from the elderly in your community the different types of communication they used in the past.
2. How are they different from the ones used today? Discuss.



Activity 1: Identifying a banking environment

In pairs



Study the picture below.

1. Describe what you see.



As a class



1. Walk to the front of the class when teacher calls you.
2. The teacher will whisper a word to you.
3. Mime actions for the word.
4. The class to guess and say the word you mimed.

Activity 2: Learning vocabulary on banking

In pairs



1. Look at the pictures below. Name the things you can see.

a)



b)



c)



d)



2. Write the names in your note books.
3. Read and spell the names to the class.
4. Try to say the use of each.

In groups



Read the words below:

1. What do they mean? Use a dictionary to find out.
2. Write sentences with some of the words.
3. Read the sentences to the class.

withdraw

cashier

deposit

account

teller

loan

cheque

savings

ATM

accountant

banking hall

transactions

enquiries

As a class



Use the words in the box to fill the gaps

1. To _____ is to put money into a bank account.
2. A _____ is a printed form you can write on and sign as a way of payment instead of money.
3. A _____ is a person whose job is to receive and pay out money in a bank.
4. A _____ is money a bank lends to somebody.
5. To _____ is to take money out of a bank account.

Activity 3: Learning vocabulary on banking

Individually



1. Say all the new words you have learnt about banking.
2. Write these words in your word book.
3. Read the words to your desk mate.

Activity 4: Facts about banks

In groups



Read the passage below in turns.

BANKING



Money



Atm machine

A bank is a financial institution. There are many **transactions** that take place in a bank. A bank lends money to people who need it. For example, if you need a lot of money to buy a computer and you do not have enough money, the bank can **lend** you the money you want. The money the bank lends you is called a **loan**.

When you give your money to the bank, you **deposit** it into a bank account. The bank keeps the money **safe** until the time you will need it. It is saved in a savings account.

You can also decide to have **savings** in the bank. This is where you deposit some money in the bank every month. People usually save for a reason.

Banks can give you money to buy a house. It is just like a loan. It is called a **mortgage**. You are given a long time to pay it back.

Some people take a mortgage for ten years and some for even twenty years. It is usually a large sum of money; that is why you are given a long time to pay it back.

Nowadays banks have **ATMs** (Automated Teller Machines). These are cash machines where you can withdraw money from the bank instantly.



Activity 5: Make a fact book

In pairs



1. Read the passage again.
2. Say all facts you have learnt about banks.
3. List these facts in your **Fact Book**.
4. Add other facts you know about banks.
5. Share your points with the class.
6. Add other points you will learn from other pairs.

In groups



1. Make a brochure about banks. Use the points you wrote in your fact books.
2. Show your brochure to the class.
3. The best brochure to be pinned on the class wall.

Reference to unit two where you learnt about brochures

Activity 6: Answering questions from the passage

In pairs



1. List all the vocabulary in banking from the passage.
2. Write their meanings.

As a class



Discuss the following questions:

1. Have you ever visited a bank?
2. Which transaction did you do? Tell the class.
3. List at least 3 transactions that are carried out in a bank.
4. Would you want to save money in a bank? Why?

Activity 7: Solving a crossword puzzle

In groups



Find at least eight words in the puzzle that are related to banking.

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

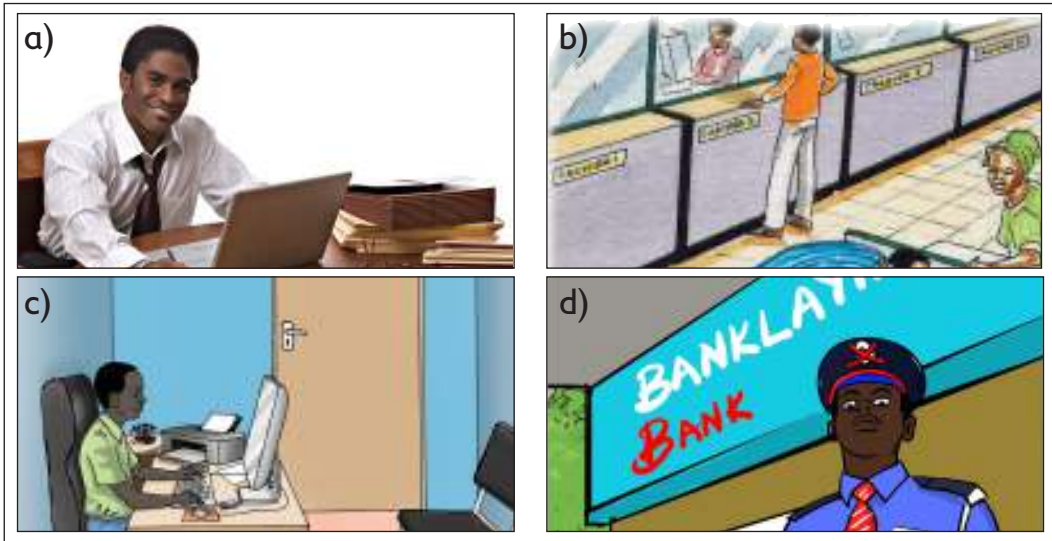
1. Write down the hidden words.
2. Read the words to the class.
3. Re-read the passage 'BANKING' and try to infer the meaning of the words you have listed from the puzzle.

Activity 8: Bank staff

In pairs



1. Have you seen any of these people in a bank? who are they?



2. What do these people do?

Share your answers with the class

In groups



1. List all the people you think work in bank.
2. Write what each person does.
3. You may also check online to get all bank workers and what they do.

Share your work to the class

Activity 9: Mime

Individually



1. Pick one bank official/ worker you admired from the list you made in Activity 8.
2. Think of what the worker does. Look for actions to show what the worker does.

3. Mime your actions before the class.
4. The class to say which worker you admire.

Clap for the best mime

Activity 10: Reading a story

Pre-reading activity

1. Have you ever been to a bank? Tell the class of your experience.
2. Do you own a bank account? Talk about it to the class

In groups



Read the story below:

LABAN'S VISIT TO THE BANK

During the school holidays, Laban accompanied his mother to Equity Bank in Juba. His mother had promised to buy him a new pair of shoes. She wanted to withdraw money from the bank. When they got to the bank, it had closed.

“Madam, did you carry your ATM card?” Laban’s mother searched her bag.

“I got it,” she said. They both walked to the ATM machine on the next door.

Laban’s mother withdrew some money. Laban was excited to see the money coming from the machine.

“I didn’t see anyone give you the money, mother,” Laban was amazed.

His mother laughed, “An ATM does not need an attendant to work.”

Laban went to the market with his mother. They bought foodstuffs and Laban’s shoes with the money.

Pic of a young boy (about 13 years) with his mother at an atm. The boy looks excited

Activity 11: Oral discussion

As a class



Answer the following questions.

1. What discovery did Laban make at the bank?
2. Why did Laban accompany his mother to the bank?
3. What do you think about an ATM machine?

In pairs



WORD ATTACK

1. Correct the spellings of the words below.
2. Use the correct words to fill the blank spaces.
3. Share your answers with the class.
4. Some individuals to comment on the answers given.

lanm terniset gasinvs daeh oanl awtihdrla yuicestr MTA

1. _____ is to take money out of an account.
2. _____ account, used to save money.
3. _____ borrowed money that is paid later with an interest.
4. _____ branch; is the biggest branch of a bank in a city or country.
5. _____ money that is paid every month for borrowing money from a bank.
6. _____ somebody who works to prevent thieves from stealing money in the bank.
7. _____ automated teller machine.

Share your answers with the class.

Activity 12: Dialogue on banking

In pairs



1. Two university students, Chuol and Lokoro, were walking in the city. Read their conversation below.
2. Fill in the missing gaps correctly.

Chuol I need some money. Let us rush to that _____.

Lokoro I hope you have your _____ card.

Chuol Yes, I have it in my wallet.

Lokoro Okay, how much _____ do you want to _____.

Chuol Not much, just enough to buy us lunch.

Lokoro Oh! Thank you.

3. Read the complete dialogue to the class.

In groups



1. Act the dialogue above in turns.
2. Introduce gestures and actions.
3. Your best pair to act before the class.
4. Clap for the pair.

Activity 13: Writing a dialogue

In groups



1. Write a dialogue using the situation below.
2. Use the vocabulary you have learnt so far.

Situation: Your parent is talking to a Bank Teller.

He or she wants to withdraw some money.

3. Remember to always use polite language.
4. Read and act your dialogue.

All groups to present their dialogues to the class.

5. Some individuals to make comments about the presentations.

Activity 14: Further learning

As a class



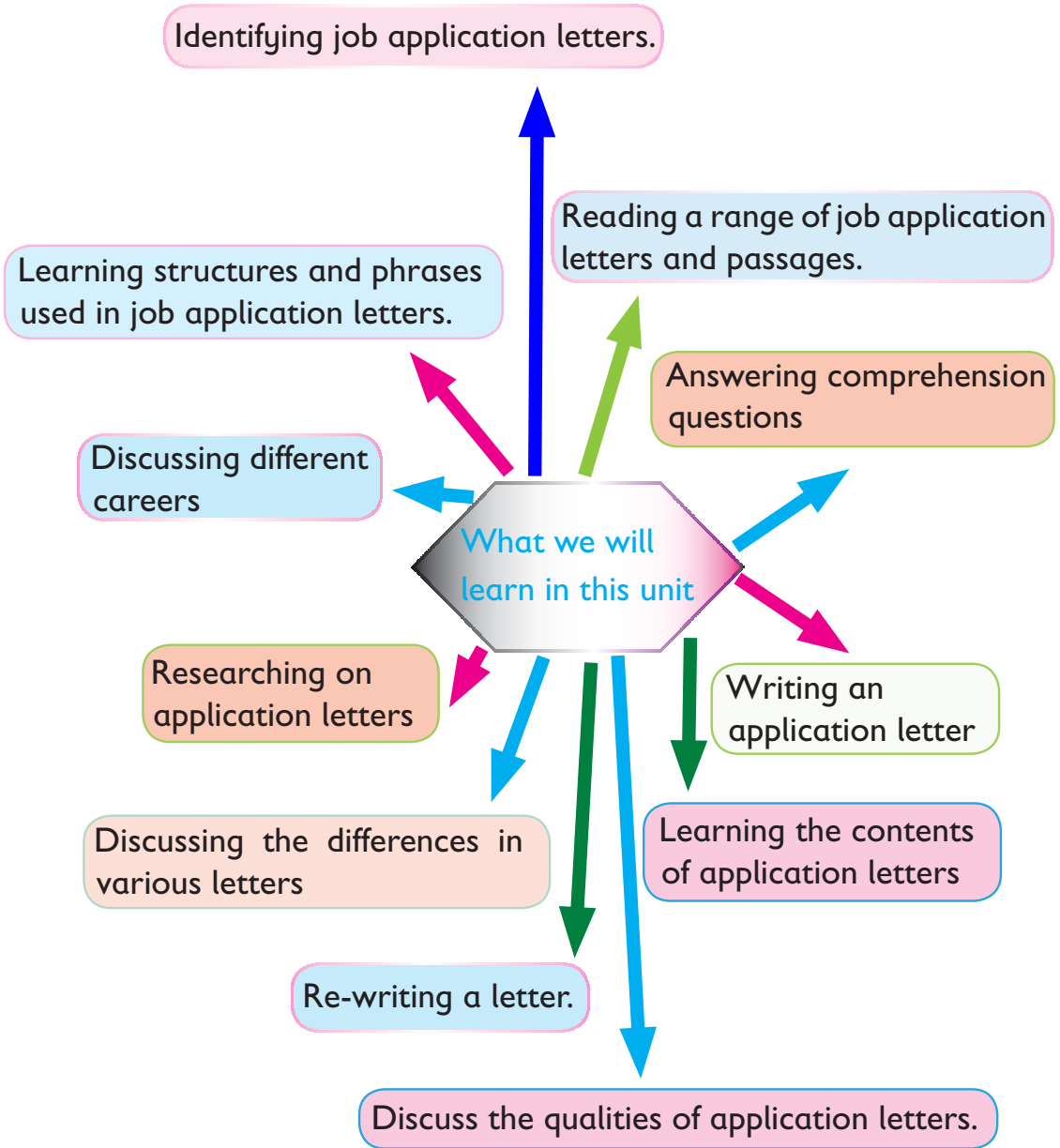
1. Plan a visit to the bank.
2. Identify the people you have learnt in this unit.
3. Talk to the bank manager about how the bank works.

Activity 15: In summary

In pairs



1. Draw a picture of any bank worker you have learnt about.
2. Display the picture it for the class to see.
3. Which picture was the best?
4. Pin the best picture to the class noticeboard..



Activity 1: What is a letter?

In pairs



1. Look at the pictures below.
2. Tell your partner what the children are doing.



Share your discussion with the class.

2. Talk about the following:
 - a) Have you ever written a letter?
 - b) To whom did you write?
 - c) What was the letter about?

Share your discussion with the class

Activity 2: Vocabulary on letter writing

In pairs



Read the words below:

applicant referees signature salutation address recipient

1. Look up the words above in your dictionary and write down their meaning.
2. Fill in the blank spaces with a word from the box above.
 - (a) I indicate the destination of a sent letter _____
 - (b) A written letter is addressed to me _____

- (c) I write a job application letter that I am interested in _____
- (d) I am called in case an employer would like to verify any information on the employee _____

As a class



NOTE

The sentences above are used in writing job applications. Formal letters are written using formal language

Activity 3: Reading different letters

As a class



Read the two letters below.

The Hilldam School,
P.O. Box 77777777,
RUMBEK.
11th January, 2018.

Dear Akot,

How are you? I hope you are well and getting on well with your studies. I am well too.

I am enjoying my stay in school. We held a prize giving day in our school last week. We had interesting presentations that impressed parents and guests. Pupils who had excelled in academics and co-curricular activities were awarded.

I received an award for being the best in mathematics. I was also the first runners-up in sportsperson of the year. My parents were very proud of me.

Our class emerged the best in the whole school. We received a big glistening trophy. Our head teacher congratulated us and encouraged us

to do better. It was a colourful occasion.

I look forward to a reply from you. How is your school? Pass my regards to your family. I wish you the best.

Your loving friend,
Samuel.

In groups



Discuss the difference and similarities between the two letters with reference to:

1. Address
2. Salutation
3. Subject
4. Language used
5. Letter content
6. Signature

Present your finding to the class.

NOTE

There are two types of letters: (A) is a **informal** or **friendly** letter while (B) is a **formal** or **official** letter.

Present your findings to the class.

Activity 4: Reading a passage

Pre-reading activity

1. Have you ever seen a job application letter?.
2. What was the difference between that letter and a letter you have ever written to your friend?

As a class



1. Listen to the teacher read the passage below.
2. Read the passage below aloud.
3. Read the passage silently.

A JOB APPLICATION LETTER

A job application letter is an official letter. It is a request by an individual for employment in a company or an organization. The person writing the letter is called an **applicant**. The person to whom the letter has been written to is referred to as the **recipient**.

A job application letter has a subject introduced by reference, written as **RE:**

An official letter has no greetings. The applicant goes straight to the subject. It is important to use official and polite language as this is the first interview for the applicant to be short-listed.

Besides the application, the writer needs to attach a **curriculum vitae** abbreviated as CV. A CV is a summary of the applicant's educational background, experience and skills possessed.

It is also an added advantage to mention two or three **referees**. A referee may be contacted to give more information about the applicant. Most prospective employers will ask for a hand-written application.

In groups



1. List down the words written in red from the passage above.
2. Use the passage to write down the meaning of each of the words you have listed.
3. What is a job application letter?
4. List down the features of a good job application letter as indicated in the passage.

5. Why is it important to attach a CV to an application letter?

Present your answers to the class

In pairs



Assuming you are the employer answer the following questions.

- Do you think the applicant is suitable for the position? why?
- Why would you hire the applicant?
- Why won't you hire him?
- Do you think the applicant is polite enough? why?

Read your answers to the class.

In pairs



- List down all the facts about job application letters that you have learned from the passage above.
- Write these facts in your **fact book**.

Share your list with the class

Activity 5: Reading an application letter

Pre-reading activity

- Have you ever seen a job advertisement? Say where.
- What were the qualities of the person needed for the job?

As a class



Read the letter below:

Joseph Oduk
P.O. Box 001000,
Duk Fadiat.
20th January, 2018.

The Head Teacher,
Tambura Primary School,
P.O. Box 255.
TAMBURA.

Dear Sir,

RE: APPLICATION FOR A VACANCY AS A TEACHER

It is with great pleasure that I apply for the position of a teacher of English at your school. This is following your advertisement in Kara Daily on Monday 11th January 2018.

I have a teaching experience of 5 years at different schools as indicated in my CV. I also have an outstanding experience teaching drama.

Currently, I am a teacher at Duk Fadiat primary school. I have attached my CV for your perusal. I am ready to avail myself for an interview at any time.

I look forward to your response.

Yours faithfully,

JOSEPH ODUK.

In groups



Answer the following questions

1. Who is the applicant?
2. How did the writer learn about the job vacancy?
3. Who is the recipient of the letter?
4. What style has been used to write the letter?

Share your answers with the class

Activity 6: Oral discussion

1. Have you ever seen a job advertisement? If yes, say where.
2. What kind of a job was being advertised?
3. What were the qualifications of the job?

In groups



1. Assume your school wants a school bursar and you are interested.
2. Write an application letter for the job.
3. Read your letter to the class.
4. Correct each other's letter.

Activity 7: Features of a job application letter

1. Write address.

Appears at the top right hand corner, properly punctuated with fullstops and commas.

2. Date.

Appears below the writers address.

3. Recipients address.

Appears on the left side after the date

4. Salutation

Appears after the recipient address

5. Subject.

Appears after salutation and is used to state the general reason for writing the letters.

6. Body

Give more information on why the writer is writing the letter. It uses ordinary and familiar language that the writer and recipient can easily understand.

7. Sign off

This goes at the bottom of the letter and contains the signature and name of the writer.

In groups



1. Study the outline of a job application letter below.

Two empty rectangular boxes with dashed borders, one above the other.

Two empty rectangular boxes with dashed borders, one above the other.

A large empty rectangular box with a dashed border, spanning the width of the page.

One empty rectangular box with a dashed border.

2. Label each box above with the key features of a job application letter.

Take turns to present your work with the class

As a class



1. Read the formal letter in activity 2 again.
2. Copy the letter in your notebook.

In groups



Go back to your groups and label the key features of a job application letter that you have learned in this unit.

In groups



1. Read the following phrases that are mostly used when applying for a job using a letter:
 - (a) To whom it may concern.
 - (b) I am currently working as a _____
 - (c) I am currently studying _____
 - (d) I graduated from _____ University with a degree/ master's degree in _____
 - (e) I feel I'm suitable for this role as I have a great deal of experience in _____
 - (f) I look forward to hearing from you _____
 - (g) As you can see from my CV i have worked and gained experience. _____
 - (h) I wish to apply for the position of _____
 - (i) Thank you for taking time to consider my application.

(j) Yours sincerely

(k) Dear Sir or Madam

(l) I believe I would be the ideal candidate based on the fact that I ____

2. The phrases in 1 are used for different purpose in a letter.

Match the phrases/ phrase that perform the functions listed below:

(a) Opening

(b) Reason for writing

(c) Introducing yourself

(d) Talking about your education and experience

(e) Why you are the best for the vacant position

(f) Closing comments

(g) Singing off

Present your answers to the class

NOTE

Dear Sir or Madam is used as the opening of the letter if the name of the manager is unknown paired with **Yours faithfully** as the closing of the letter.

Yours sincerely is used as the closing of the letter if the name of the recipient has been mentioned in the opening, for example, **Dear Mr. Lokonyeen..**

Activity 8: Writing a fictional letter

1. Study the job advertisement below.

Vacancy Advertisement

Sudek hospital is a leading private medical service provider situated in Juba town. It is a policy of the hospital to engage the services of professionals through a competitive selection process. Sudek hospital is seeking to hire a qualified nutritionist process.

Duties and responsibilities

- Supervising cooks and waiters
- Oversee day to day preparation of food.
- Management of the kitchen.
- Offer nutritional guidance to patients.

Required Qualifications, skills and qualities

- Good in cooking
- Degree in nutrition will be an added advantage.
- 3 years experience preferably in hospital environment.
- Strong leadership and communication skills.
- Personal cleanliness and hygiene.
- Ability to give or take directions.

Qualified candidates to send their applications letter together with detailed CV, and three recent referees and their contacts to:

Chief Administrator,
Sudek Hospital,
P.O Box 88100,
Juba.

2. List down the skills, qualifications and qualities of the employee wanted by Sudek Hospital.
3. With reference to the format used in the application letter in activity 4, pretend to be a job seeker with the listed qualifications, skills and qualities and write an application letter for the nutritionist job.
4. Re-visit activity 7 and study the common phrases used in writing job application letters. List those phrases down.



1. Use the outline below to write your letter

Your address

Current date

Recipients address

Salutation

Subject

First Paragraph: Tell why you are writing, name the position for which you are applying and tell how you heard of the opening.

Second paragraph: Mention that you are about ready to graduate or have graduated and what degree you studied. State why you are interested in working for this employer and specify your interests in this type of work. If you have had experience, be sure to point out what particular achievement you have accomplished in this field or type of work.

Third paragraph: Refer to the enclosed credentials which gives a summary of your qualifications or to whatever media you are using to illustrate your training interests, and experience.

Have an appropriate closing to pave the way for the intrview by offering a suggestion of an immediate and favourable reply.

Sign off

Your Signature

Your name

Activity 9: Reading a poem

1. Listen as the teacher reads the following poem.
2. Read the poem aloud.
3. Read the poem silently.

As a class



Dear sir or madam,
or to whom it may concern,
I am writing to express my interest
in a position with your firm.

My skills are more than adequate,
as I'm sure my refernces agree.
In your search for the best employee,
you need look no further than me.
I am loyal and dedicated,
and professional as well.

When it comes to corporate secrets,
I swear I'll never tell.
My patience is unending
I tend to each detail.
I am also preserving,
In nothing will I fail.

Thanks for taking the time,
to read these words about me.
I hope to hear from you soon.
Sincerely, your future employee.

In groups



1. Listen as the teacher recites the poem above.
2. Recite the poem in your groups
3. Master the poem.
4. Recite the poem to the class.

In pairs



Answer the following question. Refer to the poem

1. What is the poem about?
2. Mention the qualities of the writer of the poem.
3. Mention the salutation phrase used in the poem.
4. A job application letter is the first interview. Explain.

Activity 10: New words and phrases

Individually



1. List down all the words you have learned in this unit.
2. Look up their meaning and add them to your **word bank book**.
3. List down all the new phrases you have learned in this unit.



Read the letter below.

P.O. BOX 654321,
AWELL,
27TH NOVEMBER, 2017.

THE MANAGER,
NASSER SODA COMPANY,
P.O. BOX 18,
NASSER.

Dear sir,

RE: APPLICATION FOR THE POSITION OF A DATA ANALYST

Following your advertisement on the local daily on Thursday 23rd November 2017, I wish to apply for the above mentioned position.

I hold a Bachelor's Degree in statistics from the University of Juba. I have served in various positions as a Data analyst, as shown in my CV.

I greatly look forward to offering my services in your company. I am available for an interview at your convenience.

I look forward to a response from your desk.

Yours faithfully,

RIECH OKAL

Activity 11: Re-writing an application letter

Individually



Re-write the letter for the position of a data analyst. Be as creative as you can.

In groups



1. Discuss the letters you have written.
2. Select the best written letter and make any needed corrections on it.
3. Read the best and corrected letter to the class.

Activity 12: Researching about application letters

In groups



1. Using a digital device, read about application letters on the Internet.
2. Compare the letters you read with the ones you wrote.

Use transition words. For example; **Both, similarly, however, but, on the other hand.**

For example: Both have two addresses.

Activity 13: Further learning

In groups



Find out more about the jobs available in your Payam.

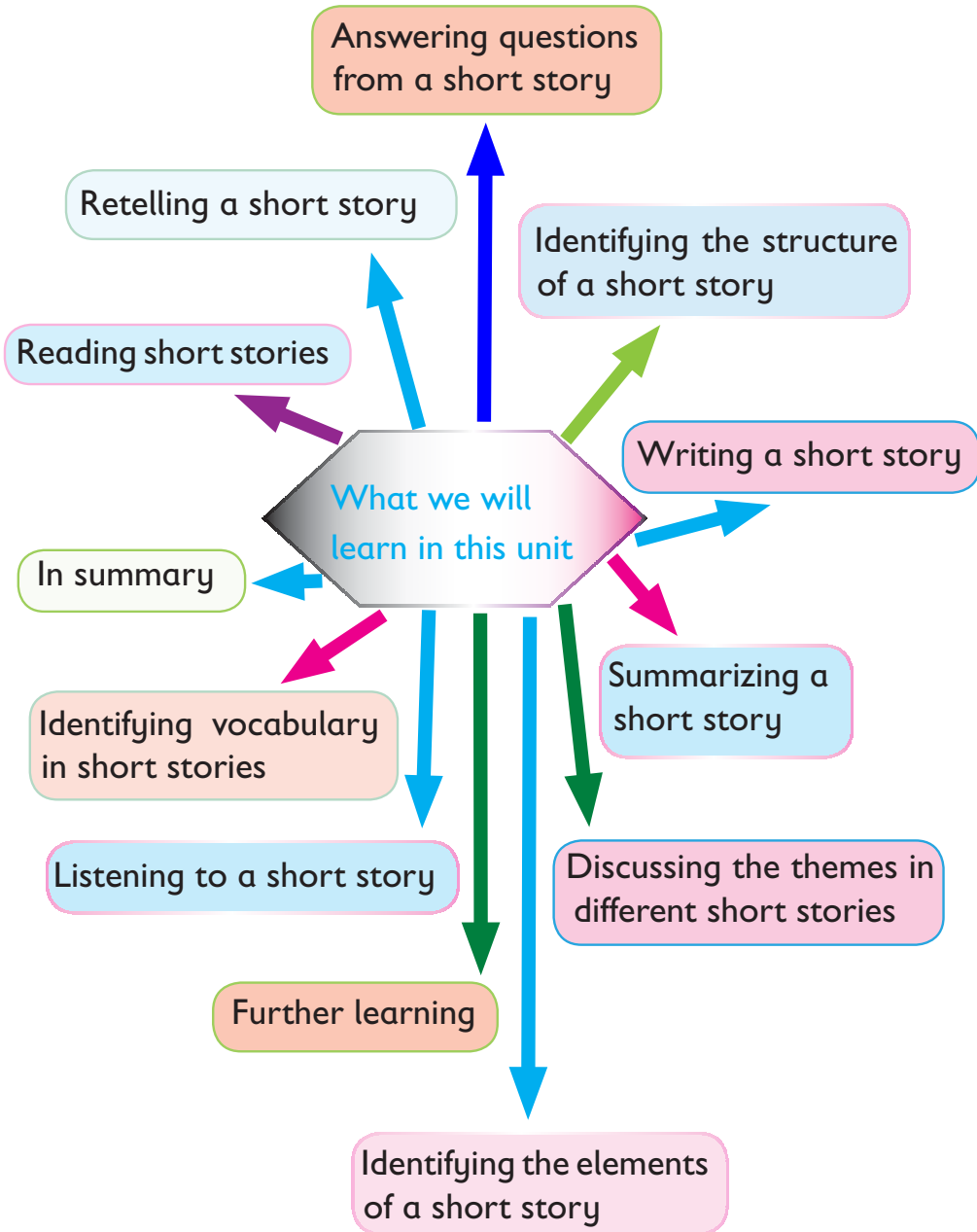
1. List the jobs down in your exercise book.
2. Discuss what the jobs entail
3. What do you think the qualifications for the jobs are?
4. Tell your class about them.

Activity 14: In summary

As a class



1. Write the format of an application letter on a chart.
2. Pin the chart at the back of the class.



Activity 1: Discussing vocabulary on short stories

In pairs



1. Read the following words.

plot setting characters theme conflict narrator

2. Have you come across these words before? Where? What do they mean? Tell your partner.

3. Using a dictionary, find the meanings of the words.

Share your discussion with the class.

In groups



Match the words above with the meanings given below:

- a) The structure of a story.
- b) The events that occur in a story.
- c) The actor (people or animals) mentioned in a story.
- d) The main idea got from a story.
- e) The person who tells a story.
- f) The time or place the story took place.

Share your answers with the class.

NOTE

A story is an **account** with fictitious or real people and events. It can be **oral** or **written**. The aim of a story is to entertain, educate or warn the reader or listener about something. A story can be **sad** or **happy**. The characters can be people or animals. A story has about one thousand words.

Activity 2: Telling oral stories

In groups



1. Pick a title of stories from a box the teacher gives you.
2. Think about the title.
3. Tell a story using the title given.
4. Who has the best story? The person to read his or her story to the class.

Activity 3: Reading a story

Pre-reading activity

1. Look at the picture in the story below and read the title of the story.
2. What do you think the story is about?
3. Have you ever experienced a drought?

As a class



1. Listen as the teacher reads the extract below.
2. Read the extract aloud.
3. Read the extract silently.



1. Look at the picture in the story below and read the title of the story.
2. What do you think the story is about?
3. Have you ever experienced a drought?

LOOKING FOR A RAIN GOD

The rains were late that year. They came in early November, with a promise of good rain. It wasn't the full, steady downpour of the years of good rain, but thin, scanty, misty rain.

It softened the earth and a rich growth of green things sprang up everywhere for the animals to eat. People were called to the village Kgotla to hear the proclamation of the beginning of the ploughing season; they stirred themselves and whole families began to move off to the lands to plough.

The family of the old man, Mokgobja, were among those who left early for the lands. They had a donkey cart and piled everything onto it. Mokgobja - who was over seventy years old; two little girls, Neo and Boseyong; their mother Tiro and an unmarried sister, Nesta; and the father and supporter of the family, Ramadi, who drove the donkey cart all set off.

In the rush of the first hope of rain, the man, Ramadi, and the two women cleared the land of thorn-bush and then hedged their vast ploughing area with this same thorn-bush to protect the future crop from the goats they had brought along for milk. They cleared out and deepened the old well with its pool of muddy water and still in this light, misty rain, Ramadi inspanned two oxen and turned the earth over with a hand plough.

The land was ready and ploughed, waiting for the crops. At night, the



earth was alive with insects singing and rustling about in search of food. But suddenly, by mid-November, the rain fled away; the rain-clouds fled away and left the sky bare. The sun danced dizzily in the sky, with a strange cruelty.

Each day the land was covered in a haze of mist as the sun sucked up the last drop of moisture out of the earth. The family sat down in despair, waiting and waiting. Their hopes had run so high; the goats had started producing milk, which they had eagerly poured on their porridge, now they ate plain porridge with no milk. It was impossible to plant the corn, maize, pumpkin and water-melon seeds in the dry earth. They sat the whole day in the shadow of the huts and even stopped thinking, for the rain had fled away.

Only the children, Neo and Boseyong, were quite happy in their little girl world. They carried on with their game of making houses like their mother and chattered to each other in light, soft tones. They made children from sticks around which they tied rags and scolded them severely in an exact imitation of their own mother.

(Adapted from LOOKING FOR A RAIN GOD By Bessie Head)

Activity 4: Oral discussion

As a class



1. Retell the story in your own words.
2. Is the story a happy or sad one?
3. Who are the characters in the story.
4. Who are the characters in the story?
5. What themes do you identify in the story?

In groups



1. Discuss the story, **looking for a rain god**. Identify the beginning and

middle of the story?

2. How do you think the story ended? why?
3. Come up with the ending in form of a narration. Let one person narrate to the class.
4. Which group had a creative end? Clap for the group.

Activity 5: New words and phrases

In groups



1. Look at the story, 'Looking for a rain god'. List all words or phrases new to you.
2. Try and get the meanings of these words from the story. Check your dictionary if need be.
3. Share your list with the class.

NOTE

Add all the new words you learn to your **word bank**.

Activity 6: Listening to a story

As a class



1. Listen as the teacher tells you a story.
2. Re-tell the story.
3. Who is the main character in the story?
4. Is the story a happy or a sad one? why?
5. Re-tell the story to the class in your own words.

Activity 7: Identifying the elements of a short story

As a class



1. Read the story below aloud.
2. Read the story silently.

THE CHRISTMAS HOLIDAY

It was during the festive Christmas season. We were going to spend the holiday in the countryside with our ever loving but aging grandparents. My siblings and I were extremely happy. We could not wait to listen to Grandmother's stories. Grandfather would slaughter a goat for us.

On the day we were travelling, we got up at the first cock crow. We were travelling by bus. The driver seemed to be care-free and drove recklessly. Despite every passenger's warning, he did not slow down.

Passengers swayed from side to side, as the rickety bus meandered along the dusty road. The driver was either evading a pothole, overtaking or just enjoying the ride in his own dream world.

All of a sudden, we heard a deafening explosion. The driver lost control of the vehicle and we landed in a ditch by the side of the road. It was a tyre burst.

Soon a swamp of on-lookers surrounded the bus. Some broke the windows, others cut the metal, all in a bid to rescue the victims trapped in. Most of the passengers had either deep cuts, bruises or humpy swollen faces. They were screaming and yelling for help. Some were unconscious while others were wincing and writhing in pain.

I had a few bruises. Within a wink of an eye, the air was filled with wails of ambulances and sirens of police cars, thanks to the police station near the scene of the accident. I saw one of the paramedics carry my sister in



a stretcher into the ambulance. I was also carried to hospital in a police vehicle. I found my sister well. My parents had escaped unscathed.

Though we missed the full joy at my grandparents' home, we were happy and lucky to be alive.

In groups



Refer to the story: **The christmas holiday.**

Discuss the following:

1. The characters mentioned in the story.
2. Themes in the story.
3. The conflict.
4. Talk of about the feelings of the passengers in the bus.
5. Describe the shape of the bus after the accident.

Activity 8: Answering comprehension questions

In pairs



Write answers to the following questions:

1. Say what the story is about.
2. Why was the narrator excited at first?
3. Talk about the behaviour of the driver.
4. If you were in the bus, how would you stop the driver from driving recklessly?
5. Do you think accidents on the roads can be avoided?

Share your answers with the rest of the class.

Present your answers to the class.

Activity 10: Make a fact book

In groups



1. Discuss all the elements you have learnt about short stories.
2. Make a fact book about these elements.
3. Share your fact book to the class.

Activity 11: Summarising a story

In groups



Read the story below:

THE ANIMAL KINGDOM

Long ago, there was a beautiful valley. It was dotted with flowers of all colours, beautiful trees and a clear flowing river with all marine animals. All kinds of animals, birds, insects including man lived harmoniously in the valley.

There were no laws or regulations as all inhabitants lived a happy life. As time rolled by, some animals took advantage of the goodness of other animals.

Giraffe, the leader convened a meeting. He gave each animal special and specific roles to play. This was to ensure that all work was done equally for a better co-existence.

First, he called man. He assigned him the role of an overseer in all the



work to be done. Hare would be the messenger to run errands. Birds of the air were to keep an eye on the ground of what was going on. He gave marine animals, fish, crocodiles and hippopotamus the responsibility

of cleaning the water in the river of any dirt that came with the floods during the rain.

The animals thanked the Giraffe for his great solomonic wisdom. Each animal was to report to Giraffe of the progress made daily.

If any animal disobeyed, he would be presented before Judge Lion, who would listen and determine the case.

With time, all went well until Hare misused his errand missions. Anytime he met an animal on his way, he would give wrong information about other animals. He was a gossip. This brought conflict among the once happy family in the jolly valley. The union collapsed and each animal set on their own.

Man, being the cleverest, summoned all animals in his camp. He called his followers Domestic Animals. Giraffe and Lion agreed to summon other animals and called them Wild animals with Lion as their head. Their home was called The Jungle. Eagle formed the Birds of the air kingdom. Whale led the Marine kingdom.

In pairs



1. Read the story above again.
2. Talk about the qualities of Giraffe, Lion and Man as leaders.

Individually



1. Summarise the story 'THE ANIMAL KINGDOM'
2. Use the outline provided below to write your summaries. Write only one sentence for each category.
 - (a) Who is the main character?
 - (b) What did the character want?
 - (c) What was the problem?
 - (d) How was the problem solved?
 - (e) What was the resolution to the problem?

3. Join your sentences into a paragraph not exceeding 120 words.
4. Read your summary to the class.
5. Who has the best summary? Clap for him or her.

NOTE

1. Do not rewrite original piece.
2. Use your own words when summarizing.
3. Do not put in your opinion of the issue or topic discussed in the original piece.
4. Keep your summary short

Activity 10: Conflict in a short story

In groups



Refer to the story: **The animal kingdom**

1. What is a conflict?
2. How did conflict happen in the story?
3. Did the conflict benefit the animals in the end? why?
4. How should we solve conflict at home? Discuss

Share your answers with the class

Activity 11: Writing a story

In pairs



- i) Pick five sentences in the story, the **Animal Kingdom**.
- ii) Underline the connecting words (conjunctions) in the sentences.
- iii) Write your own sentences using the connecting words.

Individually



1. Write your own story.
2. Read your story to your group.
3. Present your story to the class and let the class vote for the best story.
4. Make correction on the best story with the teacher's help.
5. Print out the best story and send it to the journalism club in your school..

All the short sentences below have atleast one character. Circle the letter of the character or characters in the sentences.

1. Achol ran past the trees to the house.
(a) Achol (b) trees (c) house
2. Later that night the owl left its nest.
(a) night (b) owl (c) nest
3. The dog chased a cat into a hole
(a) hole (b) cat (c) dog
4. Diing's mother closed the window when the rain started falling.
(a) rain (b) Diing (c) mother (d) window
5. Since Maria was not home, Salim went to watch the game alone.
(a) Maria (b) home (c) game (d) Salim

Activity 12: Further learning

In groups



1. Using a digital device, read more about short stories from different communities.
2. Make the following comments about them:
 - a) How is the conflict solved?

- b) How is the plot?
- c) What type of story is it? Happy or sad?

Share your work with the class

Activity 13: In Summary

Individually



1. Draw a content tree of what you have learnt about short stories.
2. Display the best picture on the class board.

Phrases that can be used to write a story:

To start a story.

It started when.....

One day, not too long ago.....

Once upon a time.....

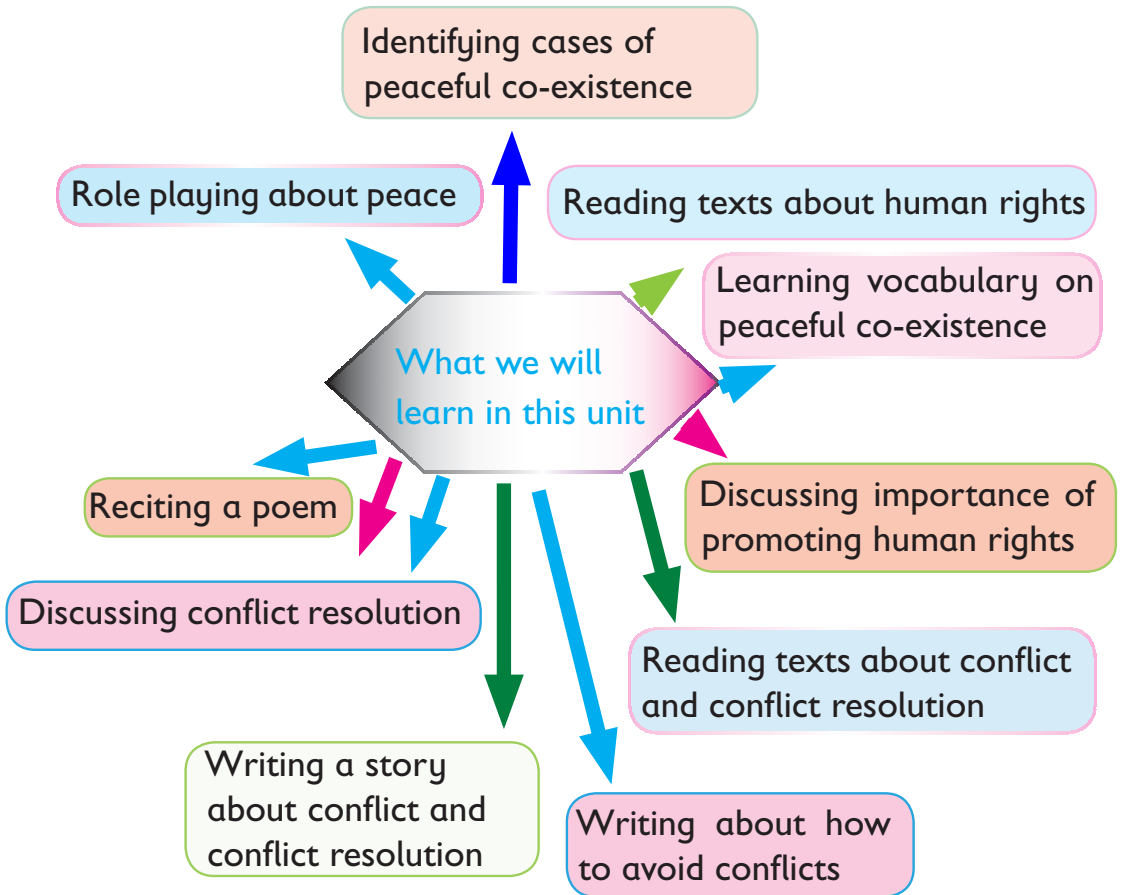
Long, long ago.....

Ways to end a story.

..... and so it was all over.

..... it had finished at last.

..... there was home at last. They had made it.



Activity 1: Identifying cases of peaceful co-existence

In pairs



Look at the pictures below:



1. Name the activities going on in the pictures above.
2. Which pictures show people living together peacefully? Why?
3. Which picture shows lack of peace?
4. Mention three things you do together as a class.
5. Say how people at home and in the community can live together in peace.

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

NOTE

Peace is the situation of no violence or war. **Co-existence** is the ability of people to live, work together and share resources available equally. **Peaceful co-existence** means living together in harmony and without quarrelling.

Activity 2: Learning vocabulary on peaceful co-existence

In groups



1. Read the words below:

mediator	solution	agreement	violence
opinion	peace	conflict	resolution

What do the words above mean? Tell your guesses to the class.

In pairs



2. Match the words with the given meanings below.

- a) A person who tries to bring together people or groups that have a disagreement.
- b) A feeling or a view rather than a fact
- c) When there is no peace
- d) A situation of no violence or war
- e) An arrangement to share some opinion
- f) A behaviour that is likely to break peace
- g) An arrangement to share some opinion

Share your answers with the class.

Individually



Make your own sentences. Use the words in the box.

anger, hatred, peace, acceptance, bravery, harmony.

Activity 3: Listening to a passage about Human rights

As a class



1. Listen to the teacher read a passage about human rights.
2. Write the main points from the passage.

Individually



1. Use the points you wrote to write a summary (of about 100 words) about human rights.
2. Read your summary to the class. Let the class correct your work.
3. Re-write your work incorporating the comments given.
4. Read the final work to the class.

NOTE

Human rights are the basic privileges that a person should enjoy freely. They include a right to education, food and shelter. There are social, religious, cultural, human rights.

Activity 4: Reading a passage about conflict

Pre-reading activity

Have you ever seen people in your community disagree? Tell the class what you witnessed.

As a class



Read the passage below.

The world is becoming smaller by the day. In fact, we can say it is diminishing. This is as a result of a many factors. The population is

increasing, yet the resources remain the same. Global warming is taking a toll on us; hindering productive human activities. Rural-urban migration has conveyed people into towns. The decadence of modern human society cannot go unmentioned.

As the population increases, human beings scramble to share the limited resources. Grazing ground, habitation land and cultivation fields become conflict basis. People rise against each other for supremacy and domination.

Religion is another cause of conflict. Where one religion believes it is superior to the other, conflict emerges.

Differing political opinions hatch uncontrollable enmity which result to death, displacement and migration. This conflict can tear a nation apart, leaving conspicuous wounds and scars. Family feuds can break up families into irreparable measures. Where family members eye one another with suspicion and envy, hatred and vengeance creep in like a venomous serpent, spitting conflict that destroys this very basic unit of every society.

Some cultural practices are a menace to peace and stability. With the flooding of people in big towns, everyone carries and upholds his/her culture with such tenacity. My culture may not be accepted by you and vice-versa, hence the genesis of disagreement.



Activity 5: New words and Phrases

As a class



1. Identify any new words or phrases from the story you have read.
2. Try to infer the meaning of these words. (you may use a dictionary)
3. Add the new words to your **word bank**.

Activity 6: Oral discussion

In pairs



Discuss the questions below:

1. Identify the conflicts in the passage above.
2. Which of these conflicts have you witnessed? Talk about them.
3. What are some of the causes of family-based conflicts?

Take turns to share your answers with the class.

Activity 7: Discussing conflict resolution

In groups



Read the passage above, again and answer the following questions.

1. How can the conflicts highlighted in the passage be resolved?
2. Discuss how the following can contribute to co-existence:
 - (a) sports
 - (b) cultural festivals
 - (c) religious leaders
3. Talk about how learning institutions are a source of co-existence.

Read your answers with the class.

As a class



Study the conflicts below and suggest the best ways to solve each conflict.

1. Buwa and Lagu wanted to play together but Buwa wanted to skip rope while Lagu wanted to play football.
2. Deng and Lam both wanted a piece of cake but there was only one piece left.

3. Kenji and Wani were really good friends but Wani said something that hurt Kenji's feelings.

Individually



1. Has someone ever wronged you?
2. What had he or she done to you?
3. Express yourself to that person in an effort to resolve your conflict. Complete the following sentences:
 - (a) I didnt like it when you _____
 - (b) It made me feel _____
 - (c) Next time please _____

NOTE

Communication is the resolution to the majority of conflicts

Activity 8: Role-play

In groups



Role-play a court session.

- i) You are a judge in a case between two conflicting people.
- ii) The people support two different political parties
- iii) Listen to their case and deliver a judgement.

Take turns to role play before the class.

Activity 9: Reciting a poem on peaceful co- existence

As a class



Recite the poem below:

THIS LAND

God gave me this land,
God gave you this land,
To me and you freely given,
To share all in it, you and me.

He gave you a brain
He gave me a brain
Brain was given to us both
To share and better the world.

God made you different
He made me different
Our difference diversity
As one, we live in harmony
The land He created,
And all in it he created
To enjoy and use
You and me, all is ours.



In groups



1. Recite the poem above and introduce gestures.
2. Recite the poem to the class using gestures.

Individually



1. Re-read the poem and write down how it makes you feel.
2. What do you think is the writer's message in the poem?
3. Has the poem influenced your views towards conflicts?

Share your answers with the class

Activity 10: Further Learning

As a class



1. Talk about conflicts in our country.
2. Talk about how these conflicts can be avoided.

In groups



Think of some of the conflicts in our country.

1. Write your own short poem on how to resolve these conflicts.
Use words such as: **brotherly, harmoniously, well, happily, friendly.**
2. Recite this poem in your group.
3. Recite the poem to the class using gestures.
4. Clap for the group with the best poem.

Activity 11: Discussing peaceful co-existence

In pairs



Assume you are the head of your Payam.

- a) Talk about two neighbouring disagreeing communities.
- b) Discuss the causes of the disagreement and how you can resolve them.

In pairs



1. Read the following:
 - (a) Help
 - (b) be mean
 - (c) bully
 - (d) share
 - (e) care
 - (f) hurt other
 - (g) be kind
 - (h) abuse my neighbour
2. Fill in the table below appropriately using the words and phrases you have read in 1

To promote peace:	
I will...	I will note...

Individually



1. Write a letter to the leaders of the two communities.
2. Convince them of the importance of peaceful co-existence.
3. Read the letter to the class.

As a class



1. Correct each other's letter as per the formats you read earlier.
2. Each person to re-do their letter as per comments.
3. Pin the best letter to the class notice board.

As a class



1. Your teacher will help you access a digital device that can access youtube.
2. Watch the following video: <https://youtube.be/5dBKGGZjuuMs>.
3. What has the song taught you?

In groups



1. Do you know of a song that promotes peace?
2. Practise it in your groups and master the song.
3. Present the song to the class.

The group with the best presentation to be.

Activity 12: Presenting a song

In groups



1. Write a song you will sing during a national holiday event.
2. It should be about how to promote Peace and Co-existence in South Sudan.
3. Sing the song to the class.

Activity 13: Further Learning

In groups



- a) Using a digital device.
- b) Research on how HIV and AIDS can cause conflict in a family.
- c) How can the conflicts be resolved?
- d) Write a composition.

Present your composition to the class

As a class



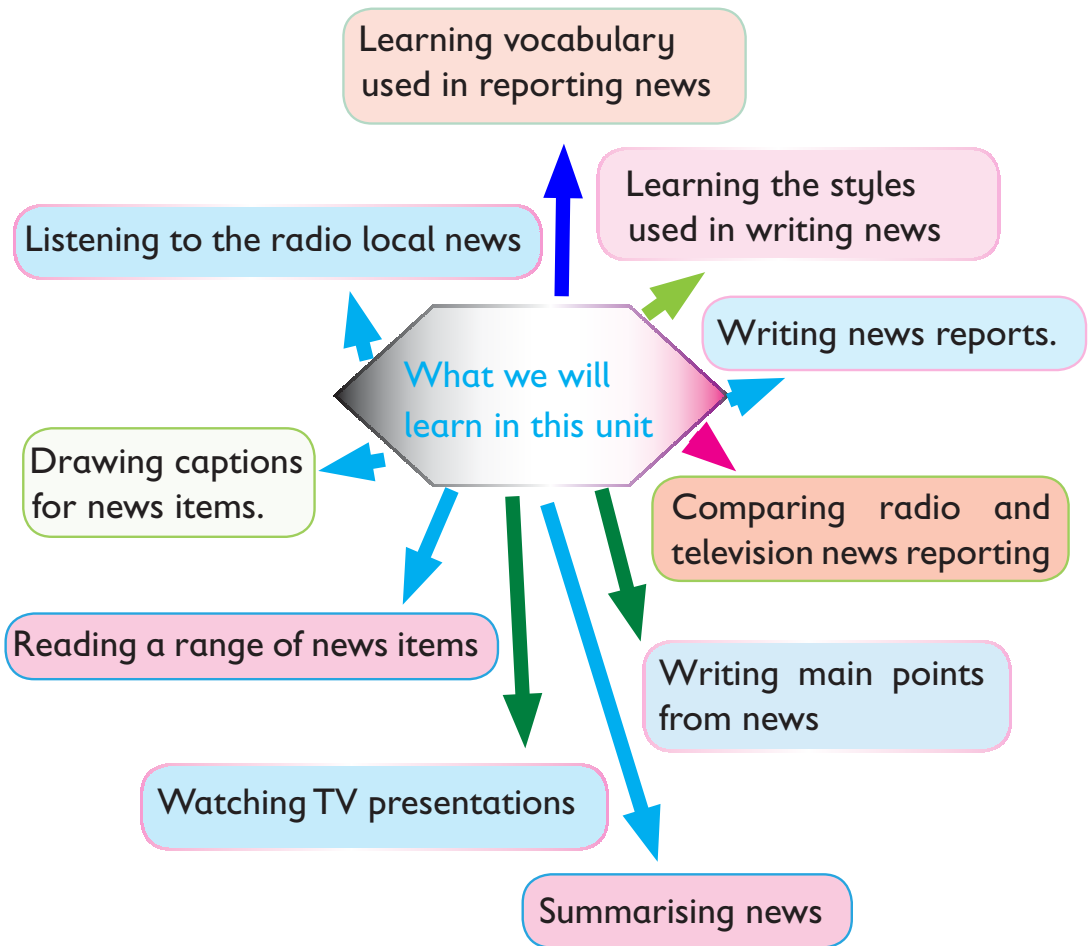
1. Correct each other's composition.
2. Write one composition which has all the news considered.
3. Share your points with family members.

Activity 14: In summary

Individually



1. What conflicts have you or other people encountered in your Payam?
2. List all the ways we can solve the conflicts.
3. Make a chart of all these points and pin it outside the school gate the community.

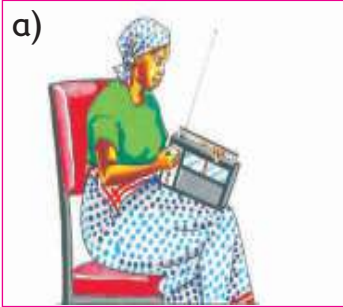


Activity 1: Identifying news sources

In pairs



Look at the pictures below:



1. What are the sources of news in the pictures above?
2. Which one is more common in your community? why do you think it is common?
3. Which one would you prefer? why?

Share your answers with the rest of the class.

As a class



- i) Mention the radio and television channels in your community. Say how the channels are different from each other.
- ii) Mention the local newspapers in your country.
- iii) Write these lists in your exercise books.

NOTE

News is the latest information about what has happened or will happen. News is transmitted through **Media**. Media include **television**, **radios**, and **newspapers**.

Activity 2: Learning vocabulary

In pairs



1. Look at the pictures below. Tell your neighbour what you can see.
2. Identify the media shown in each picture.



c)

caption

d)

newscaster

As a class



1. Read the words below

media headline recap newscaster editor
newsroom caption journalist breaking news reporter

2. Try and guess their meanings. You can use a dictionary.

Individually



Match the words above with their meanings below

- i) Printed words underneath a picture

- ii) Television, radio and newspapers
- iii) A person who collects and reports news for radio, television and newspapers
- iv) A person who collects and writes news stories
- v) A person who receives news and decides what should be included for reporting
- vi) A room where news is received and prepared for reporting
- vii) To give a summary of news already read
- viii) News arriving about an important event that has just happened
- ix) A person who reads news on radio or television
- x) The title of a newspaper news item

Read your answers to the class.

Activity 3: Listening to radio local news

As a class



1. The teacher will play a radio programme.



2. Listen to the tape played by the teacher.

In groups



1. Talk about what the news is about.
2. What do you think about the newscaster?
3. Rate the newscaster on the scale of 1-10.
4. What do you think about the news caster's
 - i) fluency

- ii) audibility
- iii) pronunciation of words

Share your answers with the class.

Individually



1. Imitate the newscaster and read one item of news.
2. Who read the best? clap for him or her.

Activity 4: Writing radio news reports

In groups



Talk about an event that happened in your school.

- i) List down the main points of the event.
- ii) Write a report about the event.
- iii) Read the report.
- iv) Tape yourselves.

Play the report to the class.

NOTE

A news report is information reported in a newspaper or news magazine about a certain event that happened. It is also to give a description of something or information about it to someone.

Activity 5: Watching TV news presentations

As a class



Watch a TV news presentation.

- i) Talk about the news you have watched.
- ii) How long did each item of news take?
- iii) How was the news presented?



Take turns to share your answers with the class.

Activity 6: Comparing radio and television news

In groups



Compare radio news and television news.

Use the items you have watched or listened to so far.

- Which news takes longer?
- Which news is more clearly understood? why?

Report your answers to the class.

Activity 7: Writing news items

In pairs



Complete the sentences below: They are highlights for a news bulletin.

- Today at State House Juba _____
- The southern Sudanese Soccer Team _____
- Four heavily armed _____
- President Salva Kiir signs _____
- Four people perish in _____

Read your sentences to the class.

Individually



- Read the sentences above.
- Pick one of the items.
- Use the item you have picked to write a news article.

Read your article to the class

Activity 8: Reading a newspaper item

As a class



1. Choose two best articles and improve them.
2. Write the final articles.
3. Publish/ Print the best articles and give them to the journalism club in your school.

Individually



Take turns to read the article to each other.
Tape the best voice.

Let the school listen to the tapes during assembly.

Activity 9: Reading a newspaper item

In pairs



Read the newspaper story below:

SOUTH SUDAN ECONOMY CRUMBLES

“I sell the small bottle of cooking oil for 140 SSP. Six months ago, it was 70. The customers complain,” said James Deng, an 18-year-old stallholder in Aweil, South Sudan.

In this regional market in the country’s northwest-just as at the main Konyokonyo market in the capital Juba, 800 kilometres (500 miles) to the south, and other towns across the country-prices of essential items have rocketed as a direct consequence of almost uninterrupted civil war since December 2013.



The South Sudanese Pound (SSP) has collapsed from 18.5 to the dollar in December 2015 to around 140 now in black market transactions in Juba.

Inflation has reached record levels increasing by 730 per cent in the 12 months up to August 2016, according to World Bank figures.

Kamala should receive 2,000 pounds a month, a salary that has not increased for years. In early 2016 it was worth about \$65 (58 euros). Now it's worth just \$15. This is a particular problem in South Sudan where almost everything is imported.

“This money we are pulling out now, it's money we saved for the future, to cater for issues of children, medicine or education for children. But this money, now we are finishing it for food,” she said.

“The first solution to this problem is for the conflict to stop. This will give us opportunity to cultivate and grow our own food,” Kamala said.

In South Sudan, 85 per cent of the working population is self-employed, the overwhelming majority engaged in small scale farming. But the conflict has severely disrupted agricultural production, triggering a major food crisis nationwide and even famine in some areas.

<http://www.nation.co.ke/news/africa/South-Sudan-economy-crumbles/1066-3971974-xg1tdaz/index.html>

Activity 10: New words and phrases

As a class



1. Identify any new words and phrases from the story above.
2. Try and infer the meaning of these words. (you may use a dictionary)
3. Add the new words to your **word bank**.

Activity 11: Oral discussion

In groups



Answer the following questions:

1. What are the problems facing South Sudan according to this passage?
2. What is the solution given to the problems facing South Sudan?
3. Discuss other solutions you would recommend.

Activity 12: Evaluating a news report

As a class



Read the article below.

MOURINHO KNEW MAN UTD JOB ‘WOULDN’T BE EASY’ AS TITLE QUESTIONS REMAIN

Jose Mourinho insists he took the reins at Manchester United aware that it “wouldn’t be an easy job”, but he remains fully committed to it.

The Red Devils turned to the Portuguese after seeing David Moyes and Louis van Gaal struggle to fill the void created by Sir Alex Ferguson’s retirement.

Mourinho was acquired on the back of a proven track record of delivering success across Europe.

Mourinho landed three trophies in his debut campaign, but anyone in charge of United is expected to challenge for the Premier League title and questions have been asked of the Red Devils this season and the ability of

their manager to claim that crown while favouring a cautious approach.

Mourinho, though, is accustomed to facing criticism and continues to work towards long-term goals, telling reporters ahead of a trip to West Brom: “We are second, this is where we are, not first and not third.



Jose Mourinho

“We take one match at a time, let’s see where we are at the end of the season. I signed a three-year contract because that was the time that myself and the board decided to be my contract at that time.

“I knew that it wouldn’t be an easy job, I had a similar experience before in huge historic clubs.

“In big clubs people look to the history of the club and not the current moment, that is difficult.

By Chris Burton

<http://www.goal.com/en/news/mourinho-knew-man-utd-job-wouldnt-be-easy-as-title-questions/1gn02yo1znxn515ih5csaon10e>

In pairs



Identify.

- i) Which is the heading of the news item?
- ii) Who is the reporter of this news item?

Report this to the class.

In groups



Discuss the following:

- i) What is the article above about?
- ii) Talk about the tense used in the article above.
- iii) Identify the direct speech used.
- iv) Talk about the length of the sentences.

Take turns to report to the class.

Activity 13: Reporting news about school events

In groups



Talk about the following:

1. Which event took place in your school recently?
(Sports day, prize giving day, parents day etc)
2. How was the programme? Talk about main activities of the day.

Individually



1. Write a newspaper report about the event.
2. Pretend you are a reporter. Read the report to your class.

Who had the best report? Clap for him or her?

Activity 14: Role play in TV news reporting

In groups



Compile the news reports you have written in this unit.

1. Read the news to the class.
2. Include commercial break advertisements.

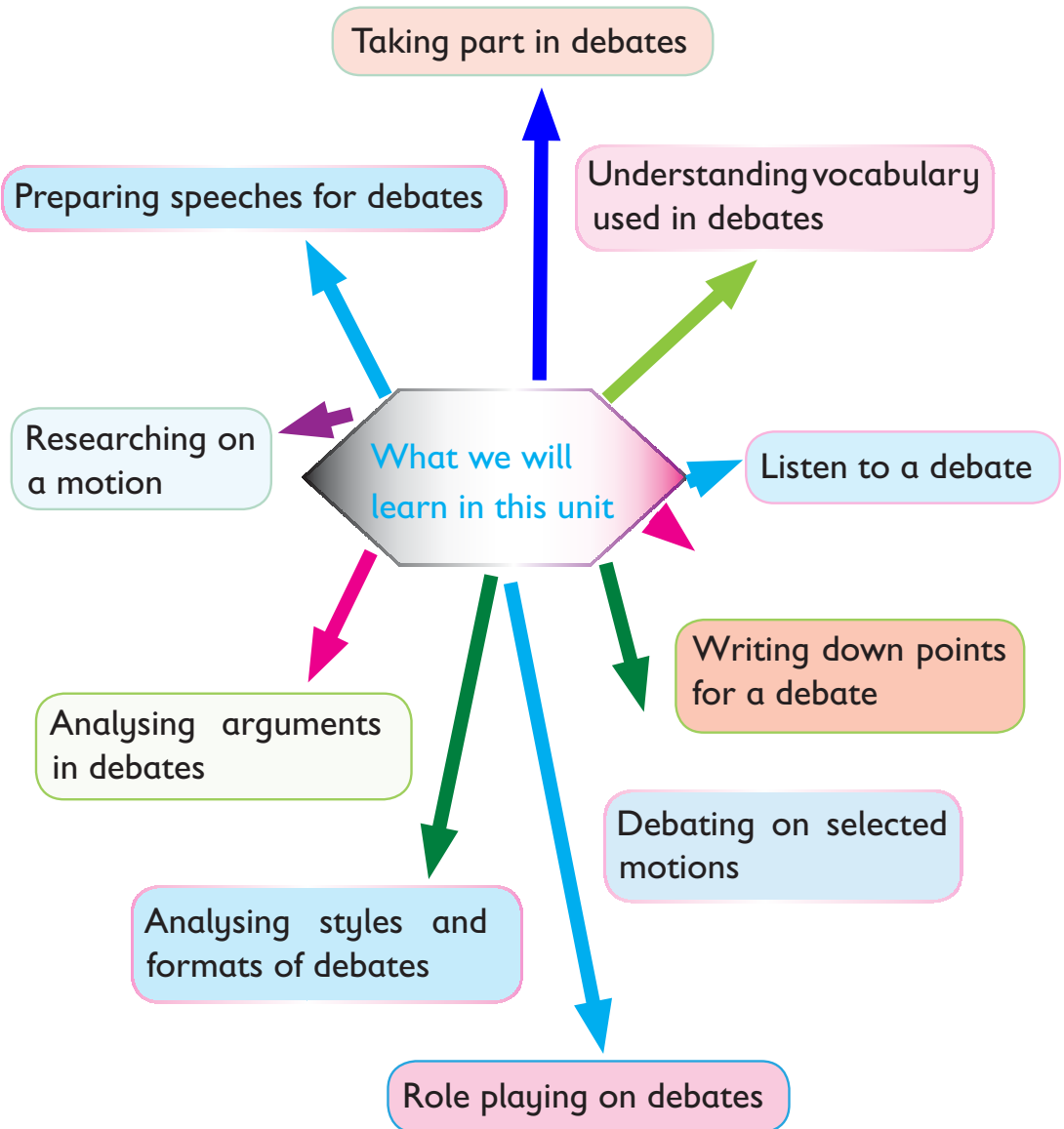
Read the news to the class plus the commercial break advertisements. Which pair did it best?

Activity 15: Further learning

As a class



1. Think of how you can start a school newspaper.
2. Discuss about what will make your news.
3. Decide how regular you will write for the paper.
4. Choose officials for the paper, for example reporters, writers, editors etc.
5. Let the project start by setting a date for the first article.
6. The article to be read during school assemblies.

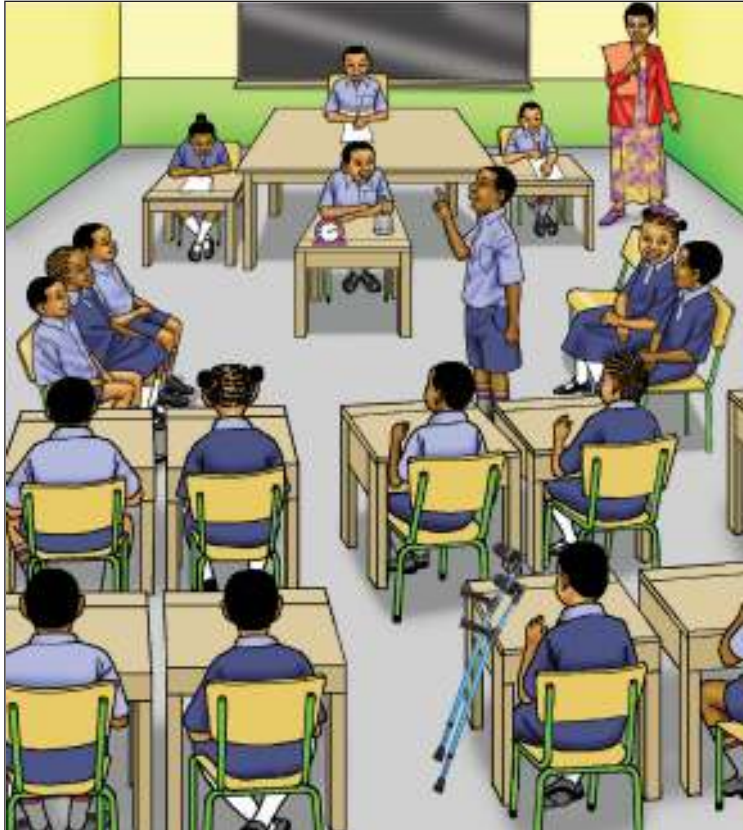


Activity 1: Learning vocabulary used in debate

In pairs



1. Look at the picture below.



2. Tell your partner what you see.

In groups



1. Read the words below.

speaker arguments time keeper sergeant-at-arm debate
opposers proposers speech counter-argument secretary

1. Match the words above with the meanings given below.
a) A symbol of authority in a debate room

- b) An official who maintains order and discipline during a debate
- c) One who controls the debate
- d) A person who takes down points spoken during a debate
- e) The points spoken for or against a motion
- f) The person who keeps time given to each speaker
- g) Those who are opposed to the motion are _____.
- h) Those supporting the motion are _____.
- i) Those on both sides who deliberate more either for or against the motion

Read your answers to the class.

NOTE

A **debate** is an argument for or against an issue. Those who argue for are called proposers or supporters. Those who argue against the motion are **opposers**. The issue or idea being discussed is a **motion**.

Individually



1. List the words you have learnt about debates.
2. Write them with their meanings in your word bank.
3. Share your list with a friend.

As a class



1. The teacher will play a recorded debate.
2. Listen to the debate.
3. What is being discussed in the debate?

Activity 2: Listening a debate

In groups



1. Talk about the points raised by the two groups in the debate in Activity 2.
2. List down the main points from the proposers.
3. List down the main points from the opposer.
4. Add more points you think the proposing speakers left out.
5. Make an argument to oppose the other speaker.

Report your answers to the class.

Activity 3: Reading a debate

In pairs



1. Listen as the teacher reads the debate below.
2. Read the debate silently.
3. Role-play the debate. Each of you should assume one role.

Activity 4: Discussing a debate

In groups



1. What do you think about the motion?
2. Which points did Hellen give that you don't agree with?
3. Which points did Michael give that you don't agree with?
4. Assume you were the judge at the debate. Which side could you have awarded a win?

TOPIC: MIXED SCHOOLS SHOULD BE ABOLISHED

Hellen: Thank you madam speaker and the house at large. I stand here to support the motion under debate. I agree with it totally. Mixed schools should be abolished. If boys went to boys schools only, this would make boys learn masculine subjects such as football, craft and carpentry.

Likewise with girls, they would like to learn home science, and other subjects related to girls.

My second point is that either gender will feel free in the learning environment. There are some things that teachers mention in class while teaching and make us feel embarrassed. If a boy makes a mistake and the teacher reprimands him, the boy is subjected to humiliation in front of the girls. Same case to the girls.

I am, therefore, of the opinion that we have girls and boys school separately. Thank you for the opportunity.

Michael: Madam speaker, I beg to oppose the motion. Both boys and girls have the potential to perform equally well in all subjects. This will allow them to pursue careers of their choice without discrimination.

My second point is that when boys and girls learn together, they exchange ideas in life issues. This develops a feeling of a family atmosphere. When they get to the university, where there are male or female institutions, there is no newness in interaction.

We should let boys and girls go to school together.

Activity 5: Oral discussion

As a class



Read the debate in Activity 5 above.

1. Is your school mixed?
2. How do you feel about it?

3. Who is more persuasive in the debate you read?
4. If you took part in the debate, would you support or oppose the motion?

Activity 6: New words

In pairs



Discuss the following questions:

1. How is the debate written?
2. What new words did you see?
3. Add these new words in your **wordbank**.

Share your list of words with the class

Activity 7: Holding a debate

As a class



Divide the class into two groups.

1. Divide yourselves into two groups: the opposers and proposers.
2. Set up your classroom.
3. Choose the officials in a debate situation (speaker, secretaries etc)

In groups



1. In your groups, deliberate on the topic: “Gender roles should be separated in a home.”
2. Come up with points on the side you were delegated by the teacher. All group members are expected to participate in the research. Use the library or internet.
3. Appoint the individuals that will represent your group during the debate. These people will present the points that you have come up with.

The debate

1. Take your places in the classroom arrangement and get ready to start your debate.
2. Every learner will have three minutes to present their points starting with the proposers then the opposers. They should take turns to present their points. They should start their sentences with: I agree because... or I disagree because....
3. The speaker will maintain order during the debate.
4. The leader of both teams will present their closing arguments after all speakers have presented their points.
5. Video tape yourselves for post-debate analysis.
6. The points will be gathered and the winner declared.

Applaud the winning group

NOTE

A good debater;

- (a) States facts, not opinions.
- (b) Respects his or her opponents.
- (c) Speaks, doesn't shout.
- (d) Doesn't interrupt when someone else is speaking
- (e) States reasons to support his or her points.

Ask the other side questions.

Activity 8: Watching a debate

As a class



Watch the tape of the debate you held in Activity 7.

1. Talk about the debate.
2. Which side had persuasive facts?

In pairs



1. Think of a topic/motion.
2. Argue and counter argue.
3. Report your motion to the class.

Activity 9: Writing points for a debate

In groups



Read the motion below:

‘Children should be allowed to study at home instead of attending school.

1. Divide the class into 4 groups
2. Two groups to write points for.
3. Two groups to write points against the motion.
4. Each group to read their points to the class.
5. Pick only convincing and authentic points.

Use phrases like:

- I would like to argue that...
- One reason for this is.....
- Furthermore,
- In addition to this
- As a result of this I would like to conclude that.....

As a class



Vote to see which group has winning points.

Activity 10: Role play

As a class



1. Think of a road accident where two vehicles are involved in an accident.
2. The driver of one vehicle is accused of driving while drunk.
3. Select two 'lawyers' on each side.
4. One of the lawyers is a complainant and the other one a defendant.
5. The lawyers are to argue out the case defending their clients.

In groups



Summarise the points argued by the lawyers.

1. Determine the case in your judgement.
2. Which 'lawyer' had convincing points?

Activity 11: Creating a debate from an outcome

In groups



Discuss the following motion.

1. Assume you watch a football match between two South Sudanese football teams.

2. The game ends in a draw.
3. You believe that your favourite team should have won, but the other group believes a draw was the best outcome.
4. Write down a debate of the argument.
5. Mention the referee's decisions, the players, the weather, the venue etc.

As a class



1. All the groups to combine into two groups as either opposers and proposers into two groups.
2. Read out your arguments to the class.
3. Summarise the points read out.
4. Conclude on who should have won the match.

Activity 12: Further learning

As a class



Visit the national assembly during session.

- a) Listen to the members debating.
- b) Write down points aired as the motion progresses.
- c) Write down vocabulary used during the debate.

In groups



Write a report about your visit.

Activity 13: Further learning

Individually



1. Draw a picture of a debating floor or room.
2. Name the participants in debate.
3. Hang the best pictures in your class.