



South Sudan

Primary English

3

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 3 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.
- A wide variety of practice exercises, often showing how English can be applied to real-life situations.
- It provides opportunities for collaboration through group work activities.
- Stimulating illustrations.



All the courses in this primary series were developed by the Ministry of General Education and Instruction, Republic of South Sudan. The books have been designed to meet the primary school syllabus, and at the same time equipping the pupils with skills to fit in the modern day global society.

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Primary English

Pupil's Book 3



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English

Pupil's Book 3

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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

Contents

Unit 1:	Commands and instructions	1
Unit 2:	Myself	7
Unit 3:	Our Payam	14
Unit 4:	Economic activities in our Payam	21
Unit 5:	Our environment	26
Unit 6:	Climate and disasters	32
Unit 7:	Games and sports	38
Unit 8:	Physical features in our Payam	43
Unit 9:	Peace and security	48
Unit 10:	Transport and travel	54
Unit 11:	Accidents and safety	60
Unit 12:	Health and hygiene	65
Unit 13:	Occupations in our Payam	69
Unit 14:	Children's rights	77
Unit 15:	Technology	82

Unit 1

COMMANDS AND INSTRUCTIONS

Activity 1: Knowing commands and instructions

a) Sing and do



Stand up. I like it

Sit down. I like it

Stand up. I like it.

Come here. I like it.

Go back. I like it.

Sit down. I like it.



b) Do and match

Stand up.

Run.

Fold paper.

Put ink in the middle.

Open paper.

Show your pattern.

instructions

commands

Activity 2: Practise

a) Look and do these commands.

greet

write

clap

read

touch

point

a



b



c



d



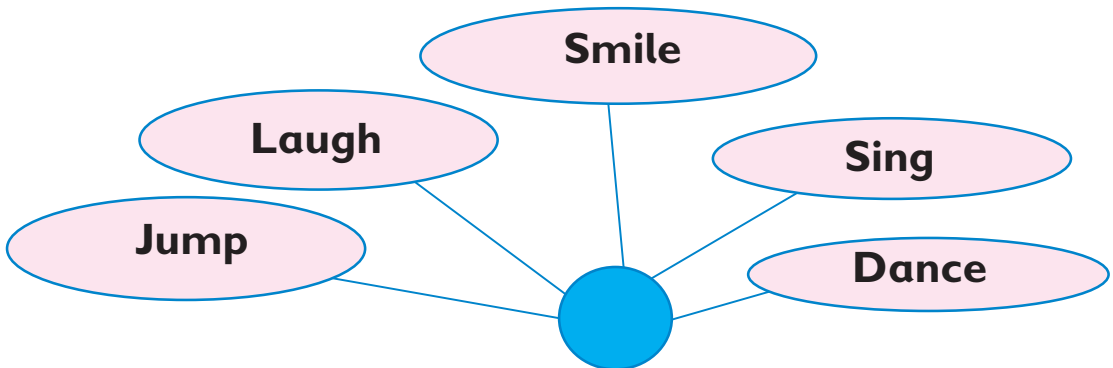
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f



b) Listen and do these commands.



Activity 3: Say and do

1. Tell your partner to do the following.

jump sing clap sit point

2. Now change roles.

Activity 4: Song on commands

Sing and do



Everybody sing

Sing sing everybody sing.
Clap clap everybody clap.
Sing sing Akello sing.
Sing sing Akello sing.
Clap clap everybody clap.



Activity 5: Game on commands

Play this game. Your teacher will direct you.

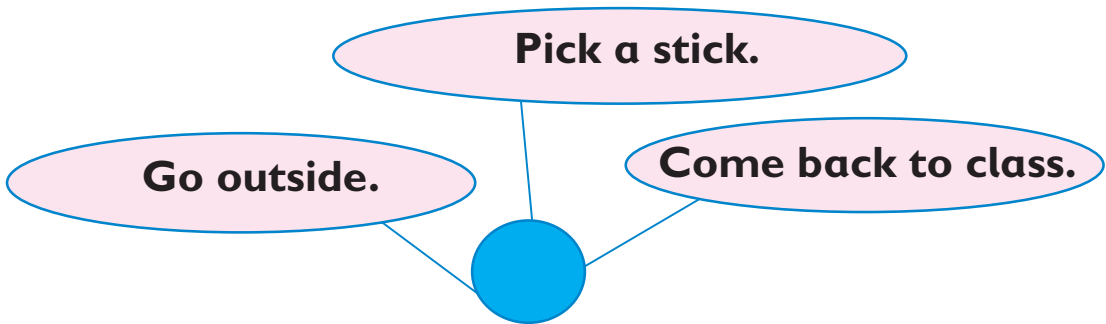


Sit down,
Clap,
Stand up,
Point,
Sing the song: 'Everybody sing'
Sit down, say 'thank you',
Run and tap your next group member.



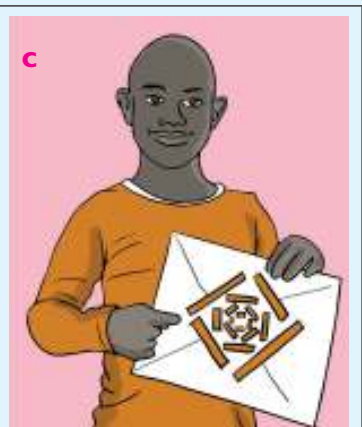
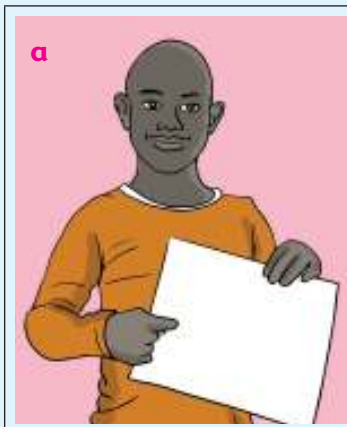
Activity 6: Instructions

a) Follow and do these instructions.



b) Listen and do

1. Take a plain piece of paper.
2. Fold the paper four times.
3. Take a pair of scissors.
4. Cut paper at the centre.
5. Open the paper.
6. Show your pattern to the class.



Activity 7: Story

a) Listen and tell

Fina the forgetful girl

Fina is a young girl who loves to play. She plays a lot and sometimes forgets to eat.

One day Fina was sent to the shop.

“Go and buy a packet of wheat flour,” Mother told Fina.

Fina ran to the shop. She gave the money to the shopkeeper. But Fina had forgotten what to buy. Fina looked up and guessed.



“My mother said you give me sweets,” Fina said.

The shopkeeper could not believe Fina. He called her mother. “What did you send Fina to buy?,” asked the shopkeeper.

“I sent Fina to buy a packet of wheat flour,” her mother answered.

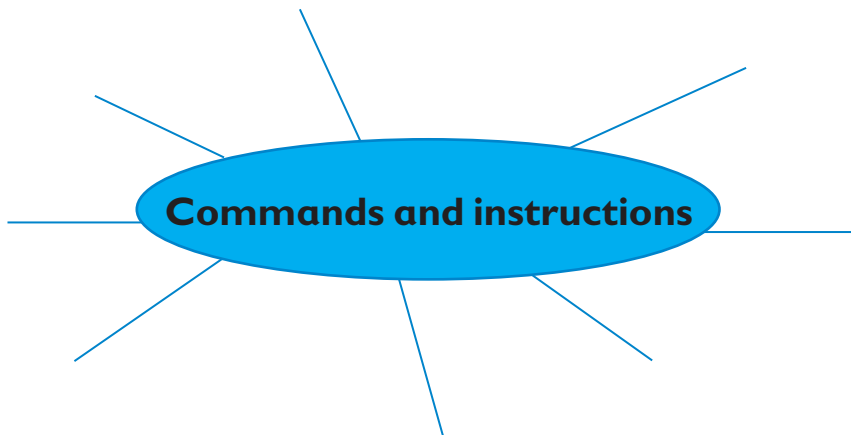
Fina knew she was in trouble.

b) Tell us

1. Say what the story is about.
2. What do you think happened next in the story?
3. If you were Fina, what would you have done in order to remember the item?
4. What do you think Fina's mum said when she got home?
5. Say one instruction your mother gave you.

Activity 8: Word bank

Say and copy new words learnt.



Activity 1: Introducing ourselves

Listen and role-play



Good morning.
My name is Keji.
I am a girl.
I am eight years old.
I am in Primary Three.
I love Social Studies.

Good morning.
My name is Lam.
I am a boy.
I am eight years old.
I am in Primary Three.
I love English.



Activity 2: Introducing our friends

Say and do

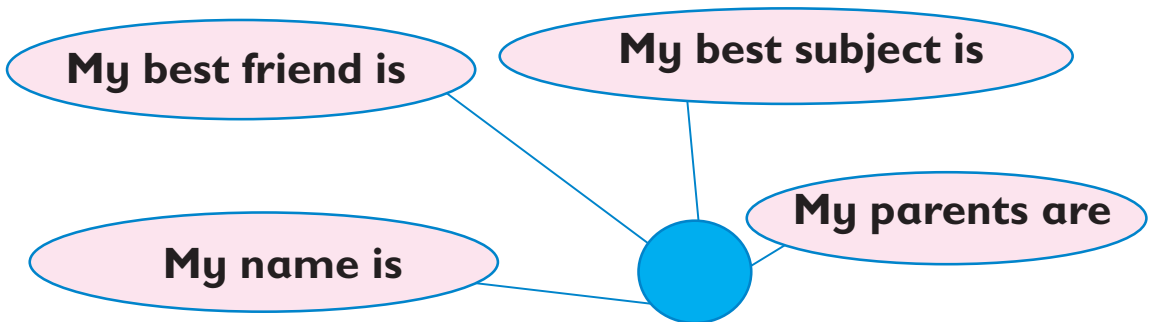


My name is Adut.
This is my friend.
His name is Bol.
Bol is good at Mathematics.
I am good at English.
Bol helps me in Mathematics.
I help him in English.

Activity 3: Draw and write

a) Draw yourself. Write your name.

b) Talk about yourself.



c) Write a sentence about yourself.

Activity 4: Playing a game of 'Who am I?'

Example:



I am a girl.
I am eight years old.
I live in Juba.
I am in Primary Two.
My father is Mr Lagu.
Who am I?

Activity 5: Vocabulary related to introducing self

a) Listen and repeat

myself	ourselves	you
me	I am	his
your	my	

b) Construct sentences using the words above.

Activity 6: Daily activities

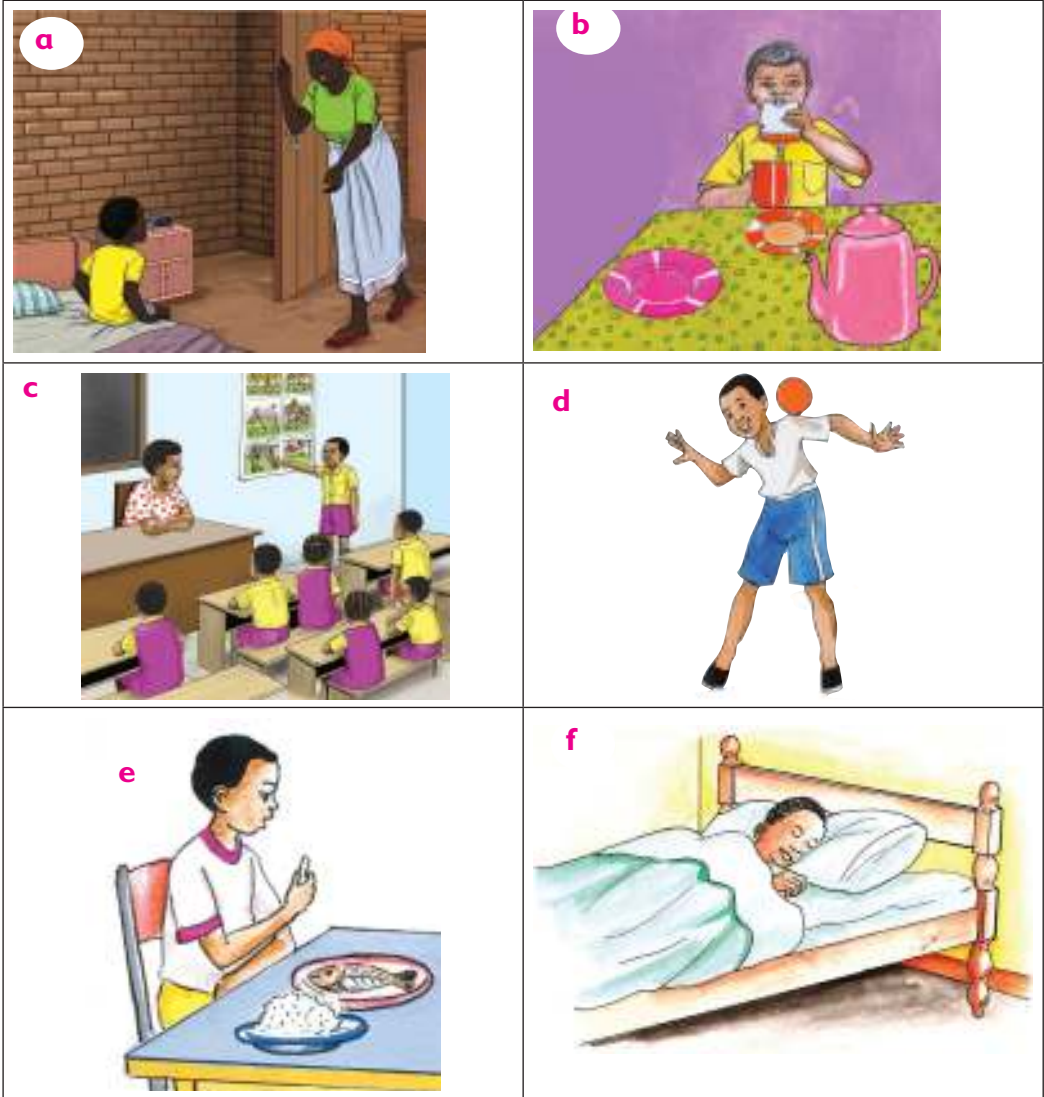
Say and mime



My name is Buwa.
I get up in the morning.
I make my bed.
I brush my teeth.
I wash my face.
I eat my breakfast.
I go to school.

Activity 7: Order of daily activities

a) Look and say



b) Copy and arrange these sentences correctly.

1. Okello wakes up.
2. Okello learns in class.
3. Okello eats his supper.
4. Okello eats his breakfast.
5. Okello plays with his ball.
6. Okello sleeps.

Activity 8: Story

Listen and tell

My name is Judy. I wake up at seven o'clock every morning. I eat my breakfast at half past seven. I go to school at eight o'clock.

At school, I go for break at a quarter to eleven. I go back home at half past twelve.




I take my lunch at ten minutes past one. In the afternoon, I do my homework. I take two hours to complete my homework.

In the evening, I eat my supper at seven o'clock. I go to sleep at a quarter past eight.



Activity 9: Making a daily timetable

a) Say what Judy does at the given times.

Time	Activity
	
	
	

b) Say your own daily timetable. Write it down.

Activity 10: Care for oneself

Look and tell



Activity 11: Poem on body cleanliness

Recite and act



Clean all the time

Brush brush your teeth everyday.
Bathe bathe your body everyday.
Wash wash your hands for every meal.
Cut cut your nails every week.
Stay stay clean all the time.

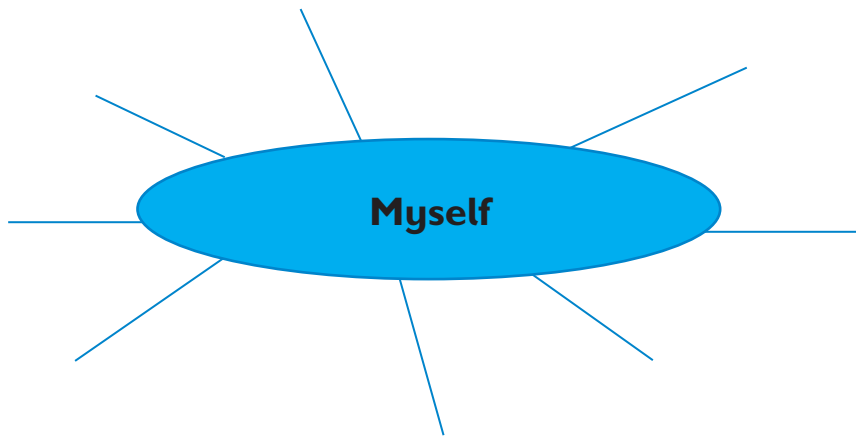
Activity 12: Feeling sorry for others

Look and talk



Activity 13: Word bank

Say and copy new words learnt.



Activity 1: Where you live

a) Listen and role-play



Good morning.
My name is Akello.
I live in Ayid Payam.
I love my home.

Good morning.
My name is Odong.
I live in Loka Payam.
I love our Payam.



b) Tell us about your Payam.

What do you like about your Payam?

What do you not like about your Payam?

Activity 2: Vocabulary related to our Payam

a) Look and name

school

shop

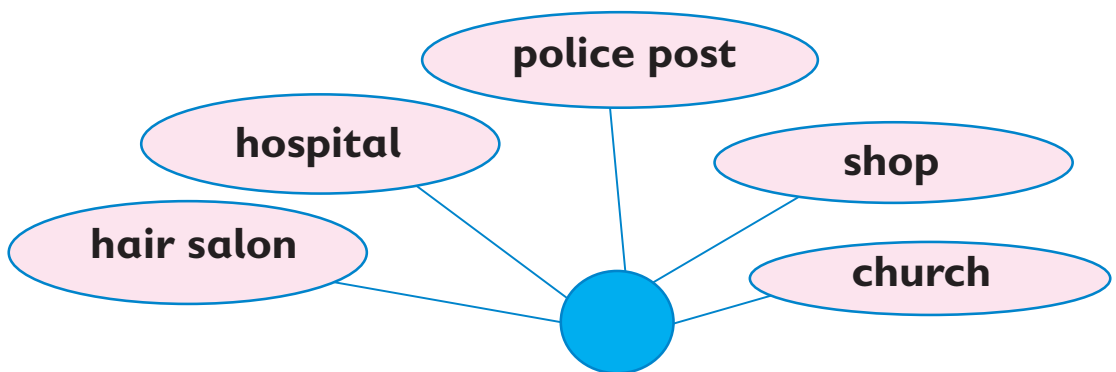
grocery

post office

bank



b) Talk about these places in your Payam.



Activity 3: Important places in our Payam

Look and talk



Activity 4: Social services in our Payam

a) Listen and tell

My name is Jane.

I live in Lainya.

My home is near Lainya Shopping Centre.

We buy food, clothes, meat and fruits easily.

There is a good school near my home.

Going to school is fun.

There is also a hospital nearby.

We get medicine easily.



b) How do you get medicine in your Payam? Tell us.

Activity 5: Reciting poems on social services

a) Listen and recite



The big shiny building
We call the bank
Many people go there
Because you can get money at a bank.



The building by the corner
We call it the bakery
Always having a good smell coming from it
Because you can get bread at a bakery.



b) Write one more stanza for the poem.

Activity 6: Playing a game of 'Where'

Example:



Where can I buy
some sorghum?

I can buy sorghum
from a food shop.

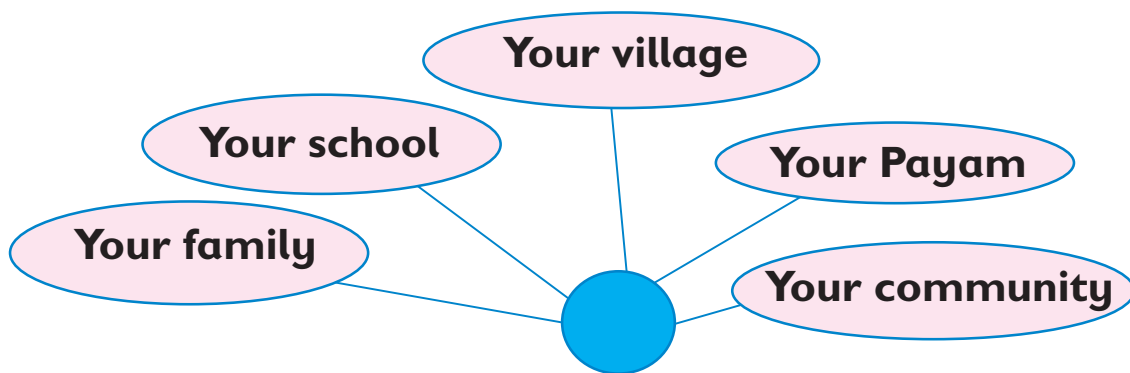


Activity 7: Number of people in your Payam

a) Guess how many



b) Guess how many people are in:



Activity 8: Story

a) Listen and tell

Fangak Payam

Fangak Payam is a good place to live in. The chief's office is located in the middle of the Payam. There are many homes, schools, hospitals and police posts in Fangak.

The main hospital is in the North of the sub-county. The police station is located in the south of the chief's office.



Fankak Primary School is located to the west of the police station. Evans goes to this school. He is in Primary Three. His home is south of the school. He passes the Catholic Church to the east on his way to school.

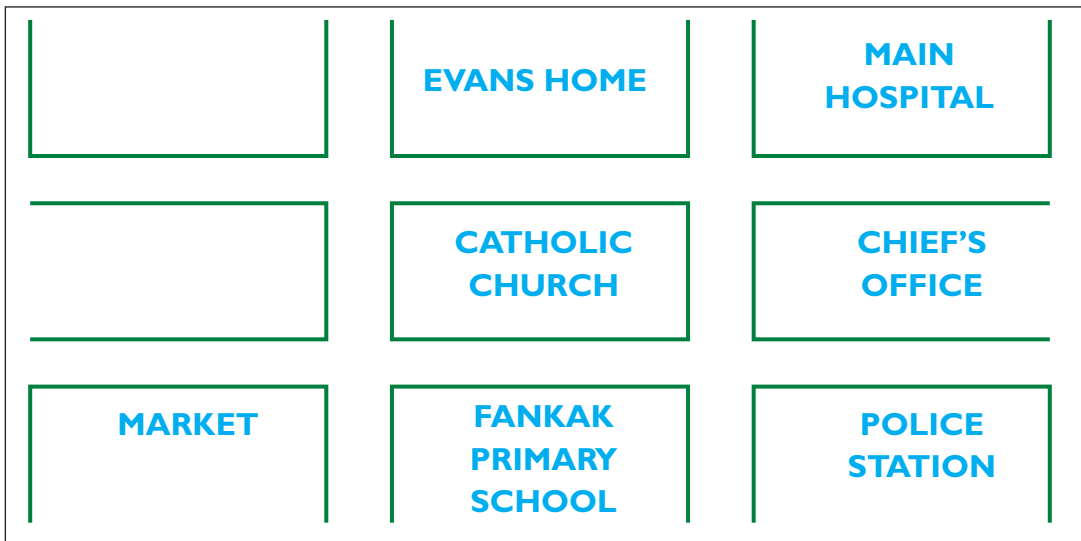
The Payam has a very big market near the Catholic Church. Evans and his mother go to the market on Sunday afternoon. He likes his Payam.

b) Write answers. Read them to the class.

1. Which Payam is being talked about in the story?
2. Where is the chief's office located?
3. How does Evans get to the school?
4. Give your own directions on how you get to school.
5. What do you like most in your Payam? Why?

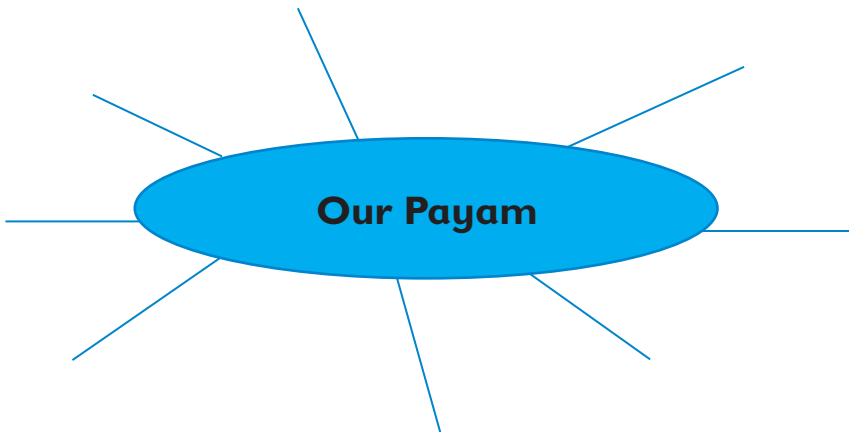
c) Role play

Use the map to get to school from Evan's home.



Activity 9: Word bank

Say and copy new words learnt.

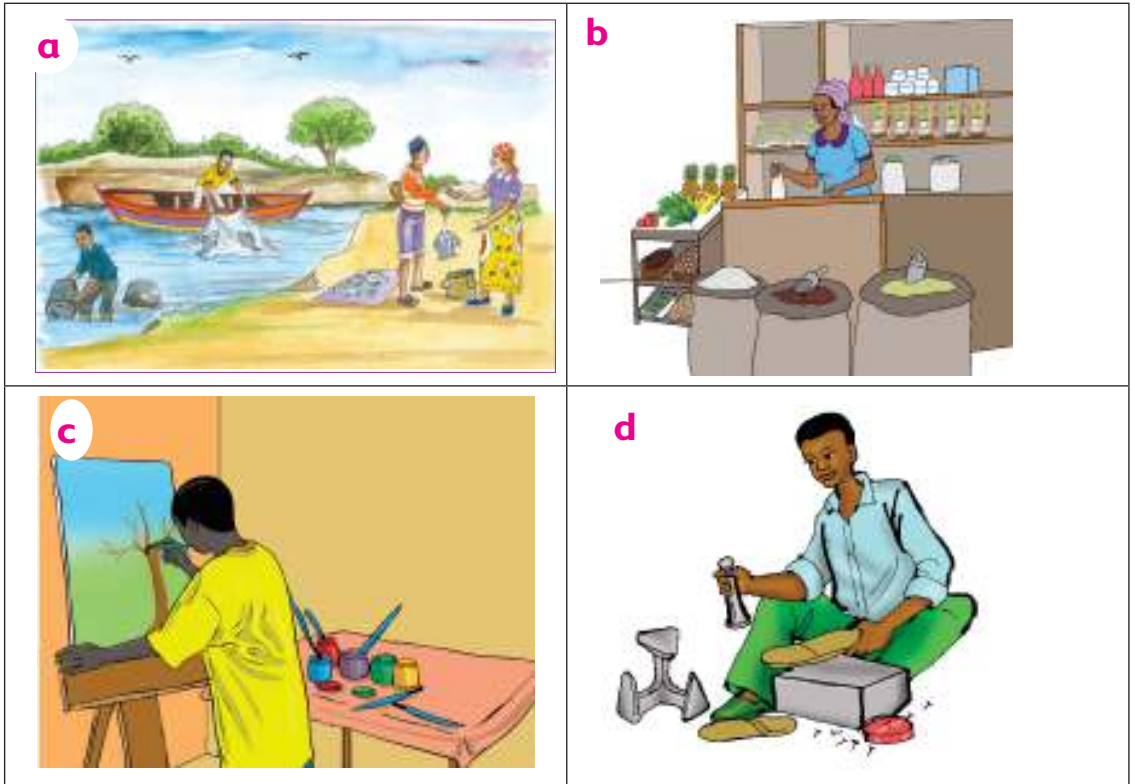


Unit
4

**ECONOMIC ACTIVITIES IN
OUR PAYAM**

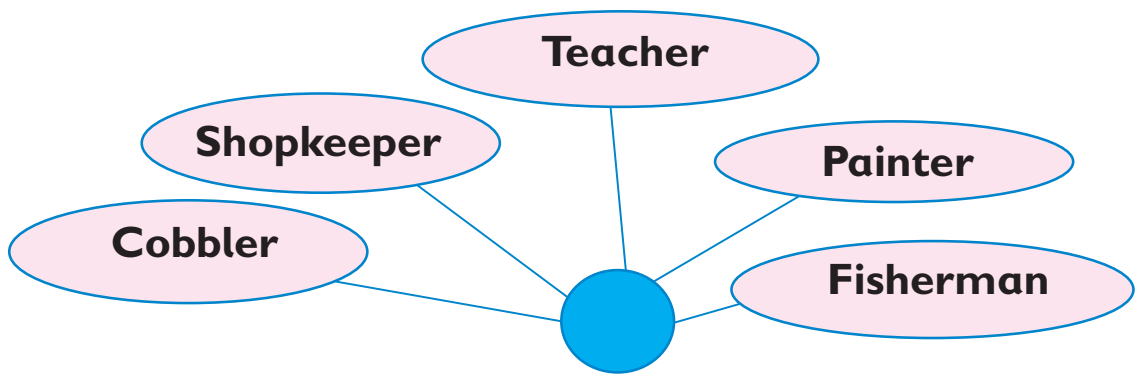
Activity 1: Economic activities

a) Look and name



b) Name these people in your Payam.

What jobs do they do?



Activity 2: Various economic activities

a) Listen and recite



Buy the fish, says the fishmonger

Take some meat, says the
butcher

Learn some English, says the
teacher

Order some cloth, says the
tailor

Play the drums, dance and sing,
We all dance and play.

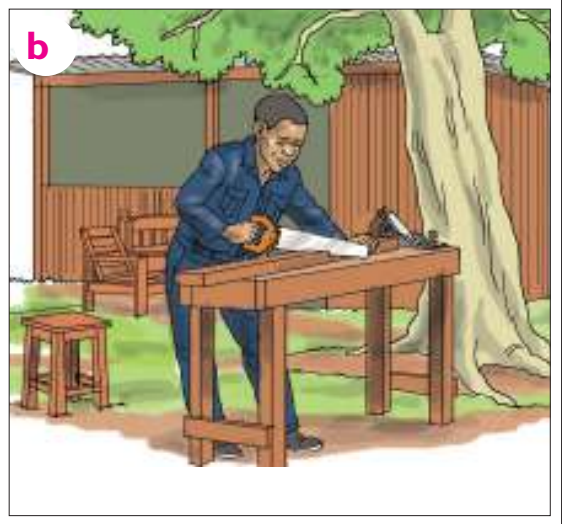


b) Answer in complete sentences to your partner. Now write the sentences.

1. Who teaches children?
2. Who sells fish?
3. Who sews clothes?
4. Who makes furniture?
5. Who sells things in a shop?
6. Who sells meat?
7. Who can cook food?

Activity 3: Where people work

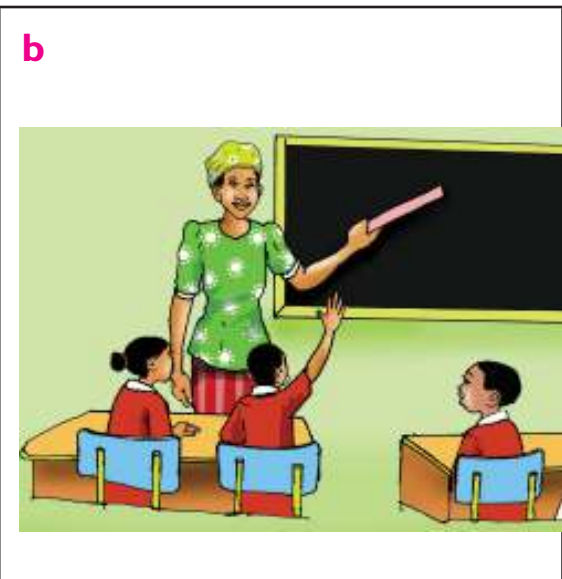
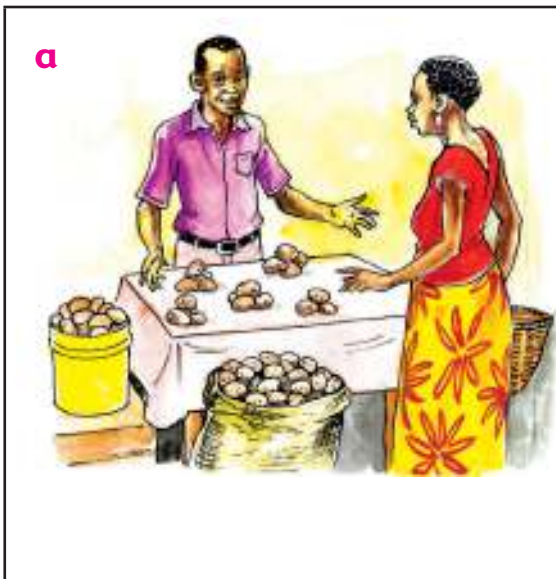
a) Where



b) Name places where people in your Payam work from.

Activity 4: Benefits of economic activities

Look and say



Activity 5: A conversation

a) Listen and act



Teacher: What is your mother's job?

Annet: She is a doctor.

Teacher: What is your father's job?

Annet: My father is a teacher.

Teacher: What is your aunt's job?

Annet: My aunt is a farmer.



b) Act using your family members.

Activity 6: Story

a) Listen and tell



When I grow up,

I look into the future,

I shall treat the sick,

I shall give them medicine.



When he grows up,
He will be a pilot,
He looks into the future,
He will fly to many places,
He will fly you far away.



When she grows up,
She will be an engineer,
She looks into the future,
She will build tall buildings,
She will make a racing car.

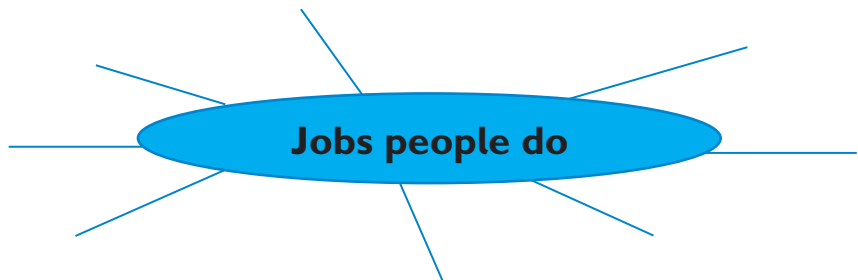


b) Answer orally

1. Whose job do you admire most? Why?
2. Say what you want to be in future.
3. Tell the class why you have picked that job.

Activity 7: Word bank

Say and copy new words learnt.



Activity 1: What is around us

a) Look and read

school trees grass hills high tall green



On my way to school
I see tall trees
I see green grass
I see high hills

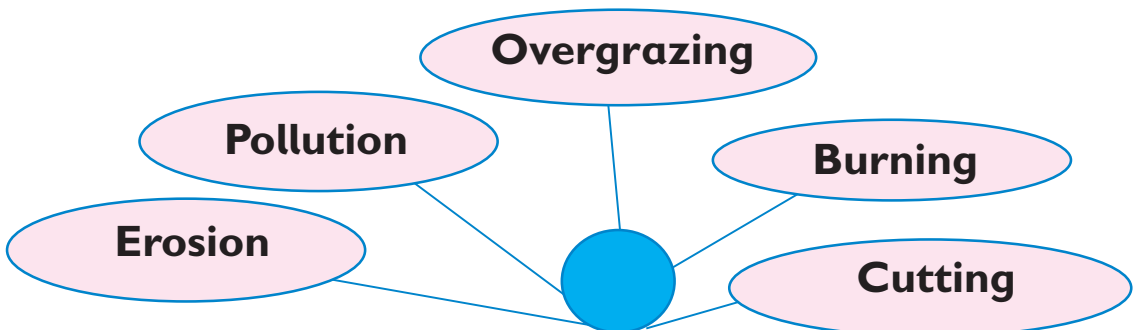
b) Draw and tell

Draw what you see on your way to school.

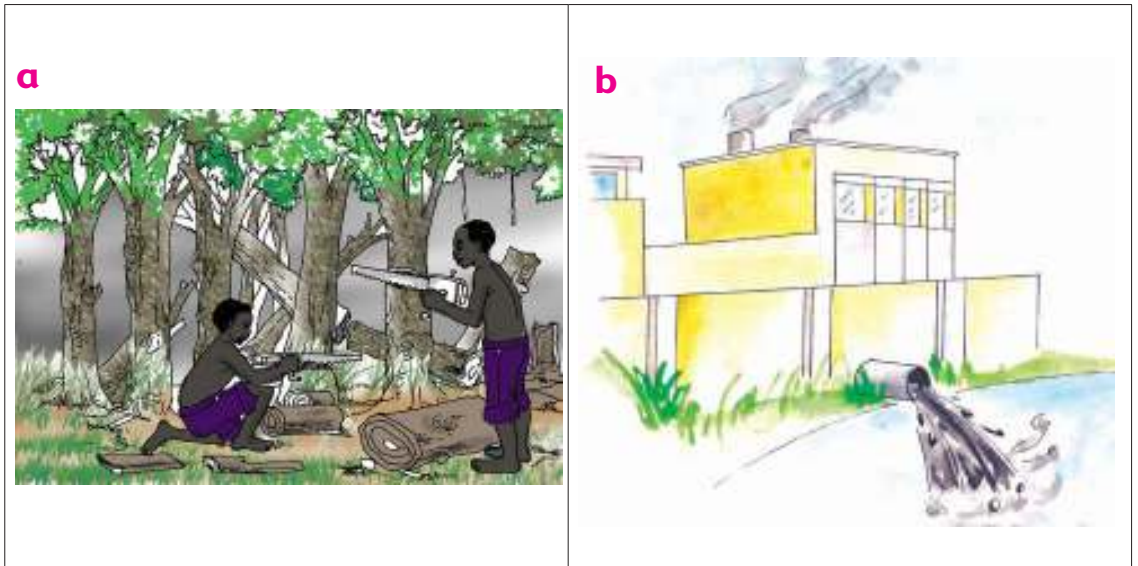
Write a rhyme as above.

Activity 2: Vocabulary on environmental pollution

a) Listen and say



b) Look and say



c) Listen and match

A	B
1. Drought	Very strong winds, heavy rain and often thunder and lightning.
2. Storm	To make water, air or land dirty or dangerous for people, plants and animals.
3. Pollute	A long period with little or no rain.

Activity 3: Environmental pollution

a) Look and talk



b) Use these words to describe the picture above.

sewage

chemicals

smoke

water

air

pollute

Activity 4: Poem

Read and recite



Trees swing high right to the sky.

Birds nest high ready to fly.

Save our trees for us to breathe.

Help us to see we need our trees.



Activity 5: Keeping our school environment clean

Sing and do



Bits of paper,
Pieces of chalk,
Lying on the floor,
Lying on the floor,
Make the place untidy,
Make the place dirty,
Pick them up,
Pick them up.



Activity 6: Story

a) Listen and say

Kenyi was taking a walk into the forest when he heard a lorry coming. He hid behind a big tree.

The lorry was now close. Kenyi looked through the bushes. It was carrying freshly cut timber.



Kenyi waited until the lorry was gone then continued walking. Then he heard sounds of chain saws. He looked and saw men and women cutting many trees.

Kenyi ran back. He met two forest rangers and informed them of what he saw. The rangers thanked Kenyi for telling them. They went to talk to these people and told them to stop because they should not be cutting trees.

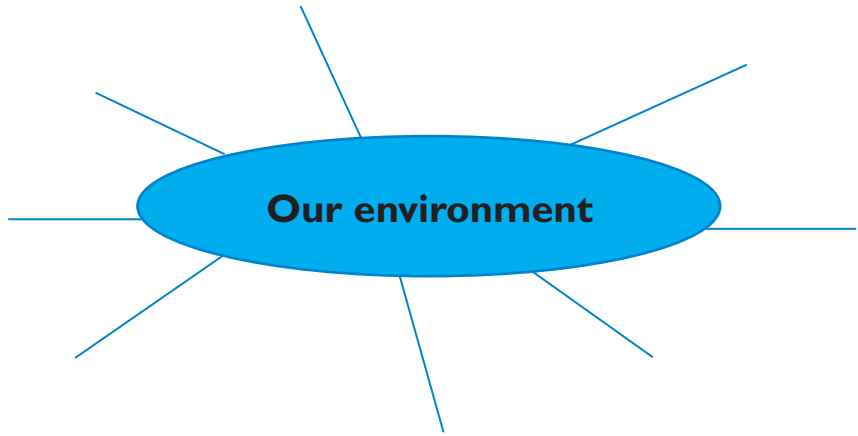
The rangers told them all why we should save our trees.

b) Tell us

1. Say what the story is about.
2. Where do you think the logs were being taken?
3. Why do people cut down trees?
4. What do you think the rangers said about why we should save our trees?

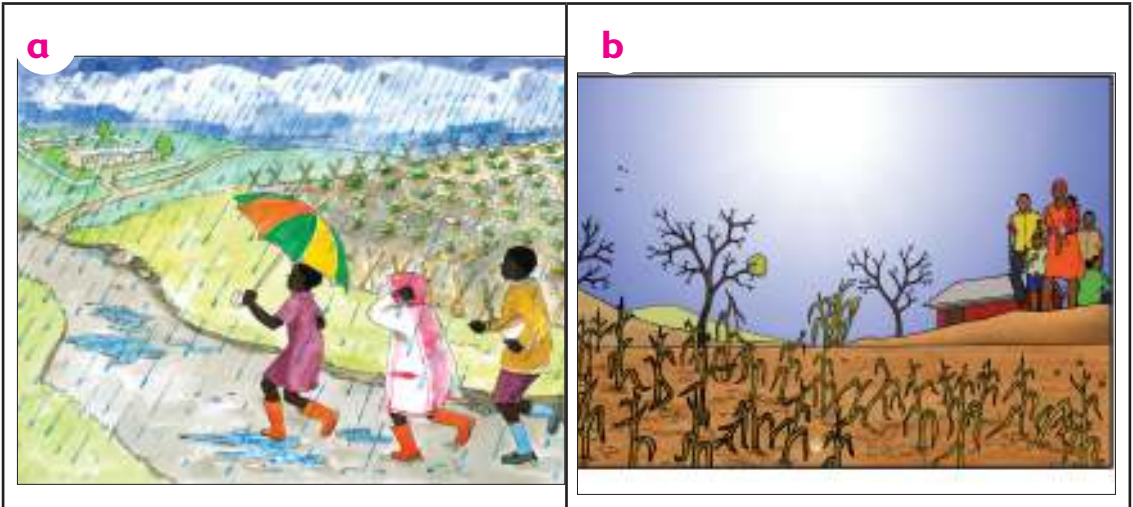
Activity 7: Word bank

Say and copy new words learnt.



Activity 1: Defining weather and climate

Look and talk

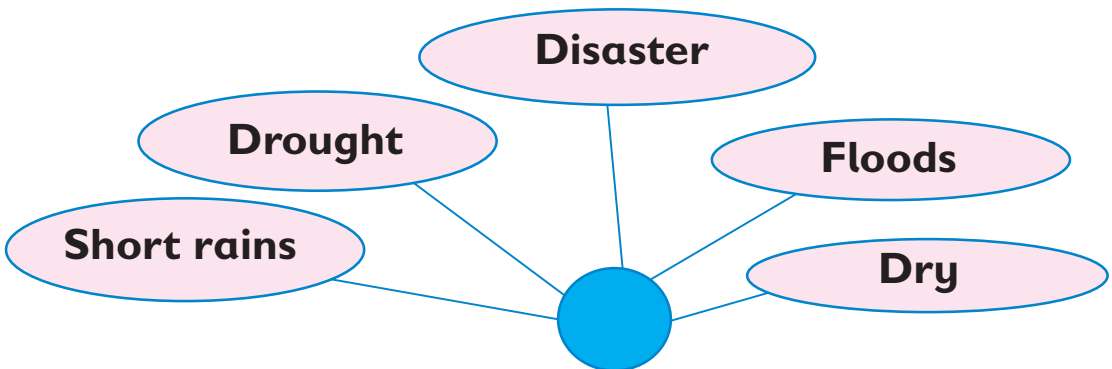


Activity 2: Draw and tell

Draw the weather today.

Activity 3: Vocabulary

a) Listen and say

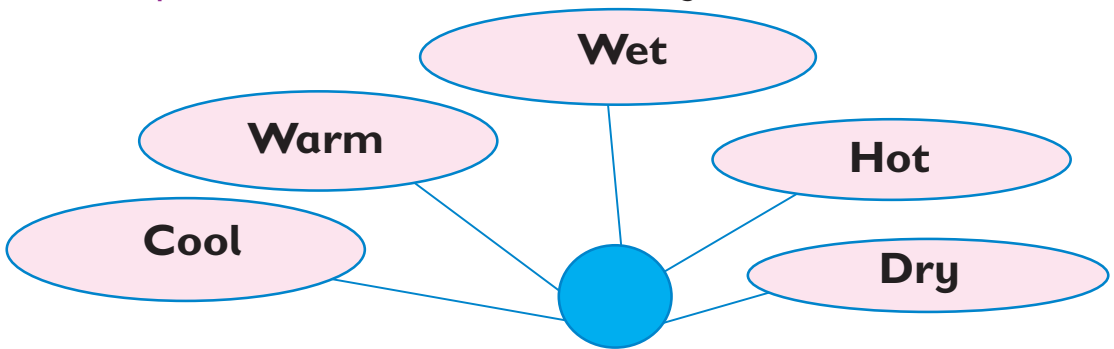


b) Match and say

A	B
Season	Rains that last less than one and half months
Floods	Rainy season or a dry season
Rainfall	Too much rainfall
Famine	A sudden event that causes great damage
Short rains	The fall of rain
Disaster	A great lack of food

c) Make oral sentences using the words below.

Example: It is cool in the month of July.



d) Play a word game

Activity 4: Climatic conditions in our Payam

a) Listen and tell

My name is Sara Omar. I live in Kodoko. Our Payam is found in the Northern part of South Sudan.

We always have our dry seasons from November to February. Our most dry month is January.

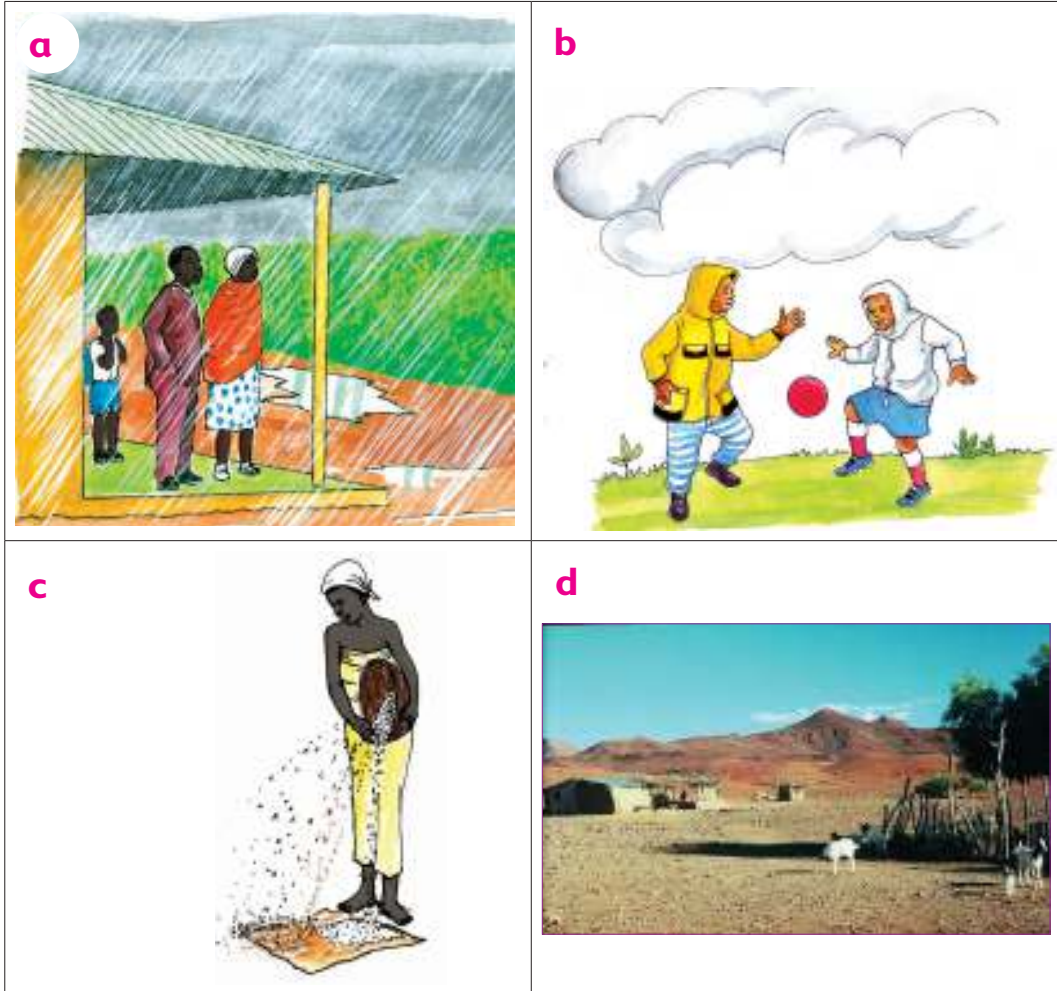
Our wet season starts from mid April to end of September. Our coolest month is July.



- b) Talk about seasons in your Payam.
- c) What is your favourite season and why?

Activity 5: Activities people do during different seasons

a) Look and say



- b) Match the activities with times of the year.
- c) Debate

‘Wet season is better than the dry season.’

Activity 6: Poem

a) Recite the poem



My name is January.

I am always dry in most places of the country.

I like being dry.

My sister is December and my brother February.

My cousin is March.



My name is April.

I am wet in most places of this country.

My two little sisters May and June are normally wet too.

When I am wet, people plant their crops.

I make people happy.

b) Write a poem

- i) Choose a month. Write a poem for that month.
- ii) With your partner, recite the poem to the class.

Activity 7: Story

a) Listen and tell

I remember a long time ago when there was a disaster in our Payam.

Floods, storms and strong winds came.

The rainy season did not stop. All the crops were destroyed.

I remember how we helped each other in the community.

We cooked and ate together as there was no much food to eat.

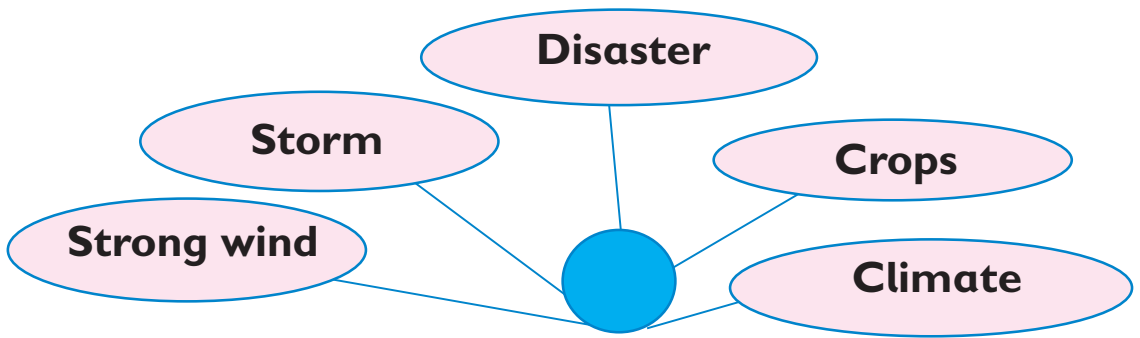
I was happy when the rainy season stopped. We all planted our crops again.



b) Tell us

1. Say the story in your own words.
2. What happened when the rainy season did not stop.
3. What would happen if the dry season did not stop?

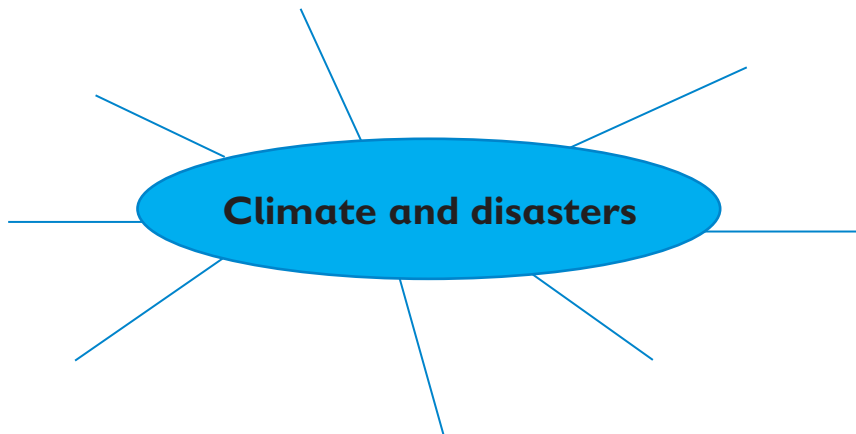
c) Read these words. Discuss their meanings.



d) Use the words above to make sentences.

Activity 8: Word bank

Say and copy new words learnt.



Unit 7

GAMES AND SPORTS

Activity 1: Identifying games and sports

a) Look and name

swimming

volleyball

football

hide and seek

skipping



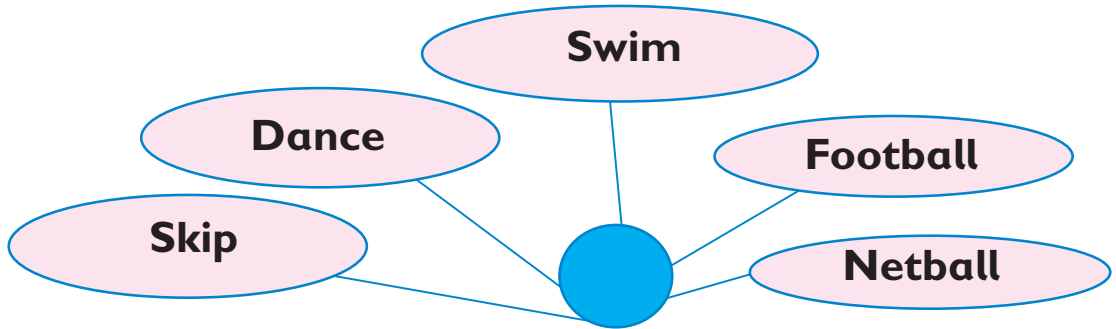
- i) Choose the correct word.
- ii) Match the word to the picture.
- iii) Write the word.

b) Use the words in (a) to make sentences.

Example: I like skipping with my friends.

Activity 2: Vocabulary for games and sports

a) Mime

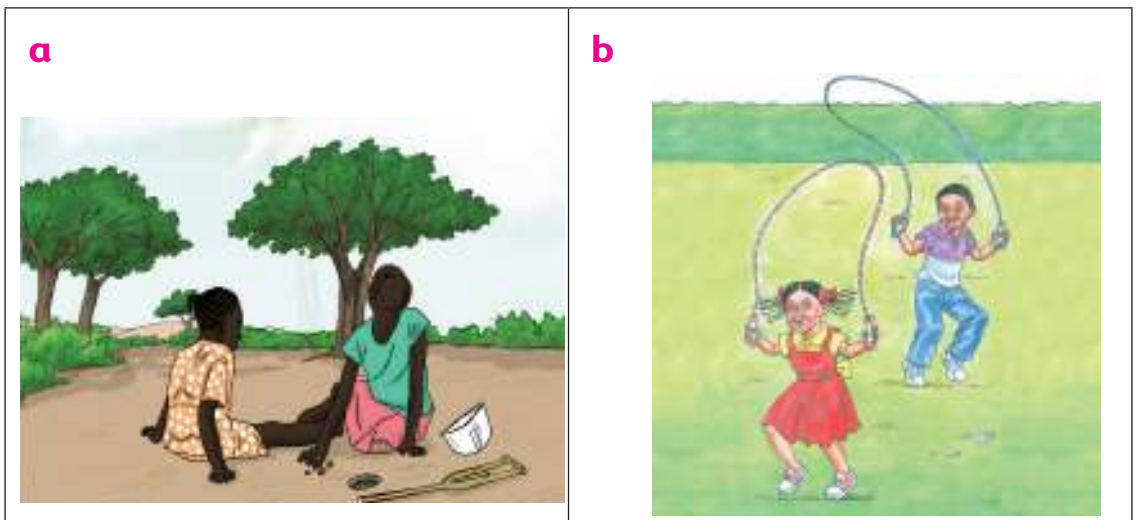


b) Make sentences.

- (i) netball
- (ii) football
- (iii) stockings
- (iv) dancing
- (v) clapping

Activity 3: Talking about our games

a) Look and name



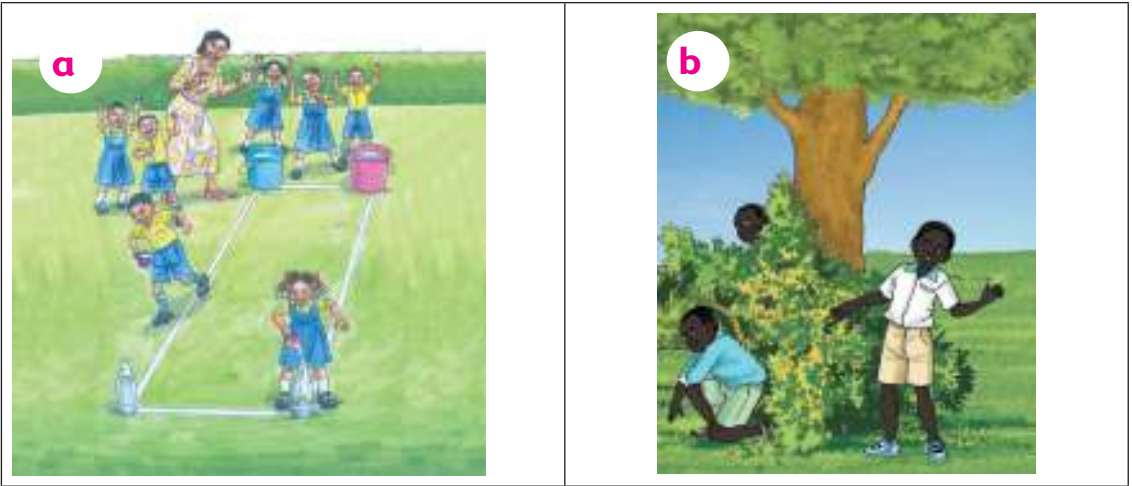
b) List other traditional games you play.

Activity 4: Play games

The teacher will guide you.

Activity 5: Favourite sport in our class

a) Look and name



b) Say your favourite game.

Activity 6: Survey to find the favourite sport in school

Fill the questionnaire below.

1. Do you like playing football? Yes No
2. Do you like athletics? Yes No
3. Do you like watching TV? Yes No
4. Do you like playing volleyball? Yes No
5. Do you like cycling? Yes No

Activity 7: Story

a) Listen and tell

Richard Justin Lado

Richard Justin Lado is a famous South Sudanese footballer. He was born on October 5, 1979 in Khartoum. He is a defensive mid fielder currently playing for Al-Malakia FC.

Justin was a member of the South Sudan National Football Team. He scored the first goal for South Sudan in an official international game.

Richard Justin has been playing football for many years. He dribbles the ball skilfully. He defends and scores easily. He has continued to gain experience with time. His fans and fellow players admire him. He is really one of the football stars in this region..



b) Tell us

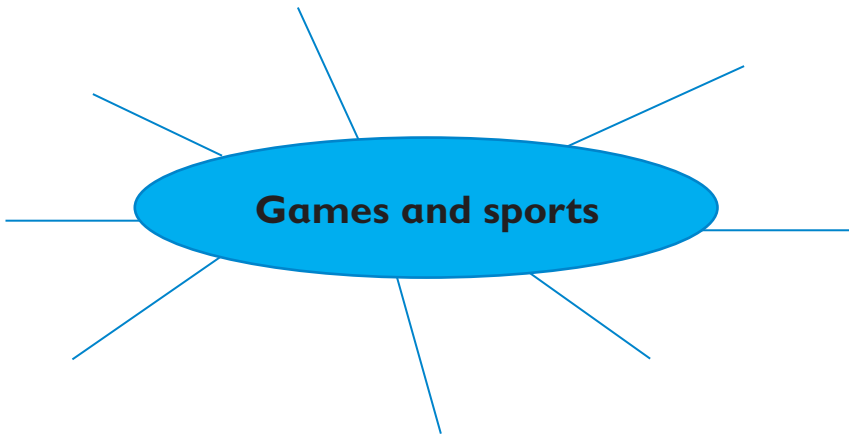
- (i) Retell the story in your own words.
- (ii) Why is Richard Lado a football star?

c) Make sentences

- (i) football
- (ii) score
- (iii) born
- (iv) goal
- (v) famous

Activity 8: Word bank

Say and copy new words learnt.

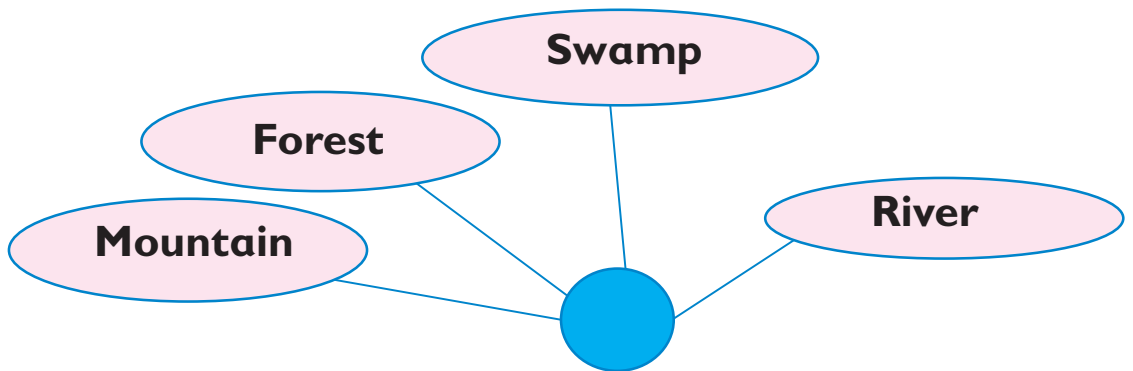
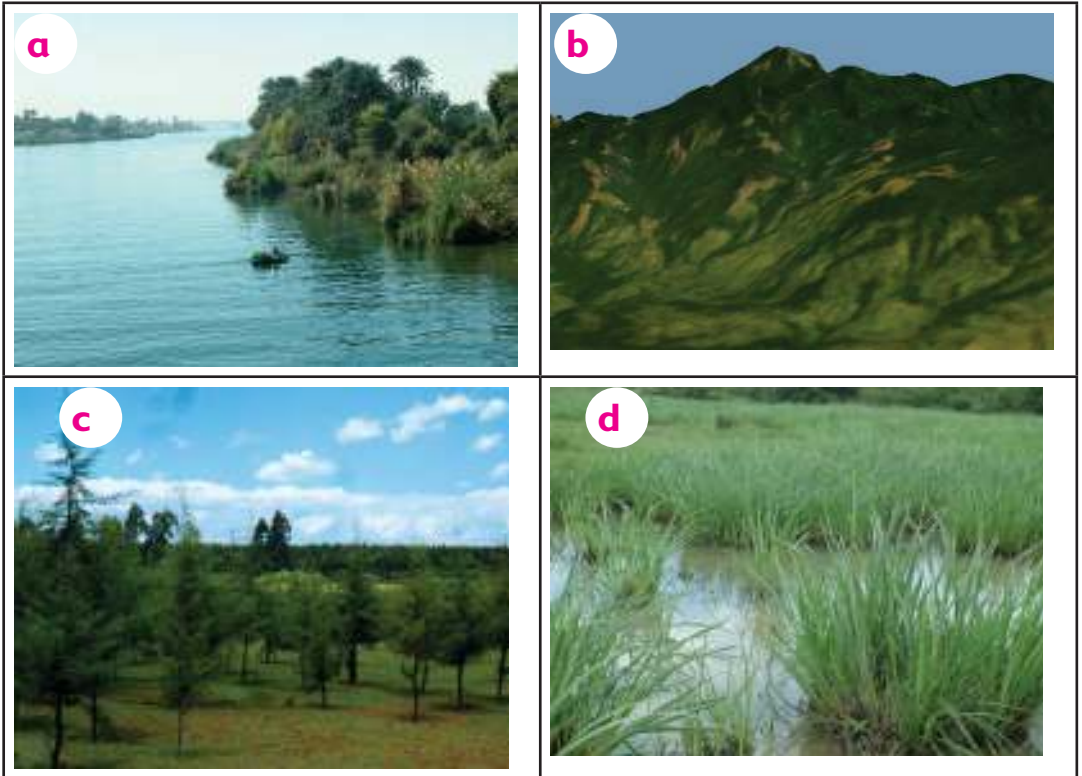


Unit
8

**PHYSICAL FEATURES IN
OUR PAYAM**

Activity 1: Naming physical features

a) Look and match



b) Listen and match

A	B
Rivers	These are highlands with a lot of rocks.
Mountains	These are big streams that flow into main rivers or lakes.
Forests	A wetland with a lot of grass, papyrus and reeds.
Swamps	These are thick tree plantations.

c) Make sentences using the words in A.

Activity 2: Materials found in our environment

a) Look and name

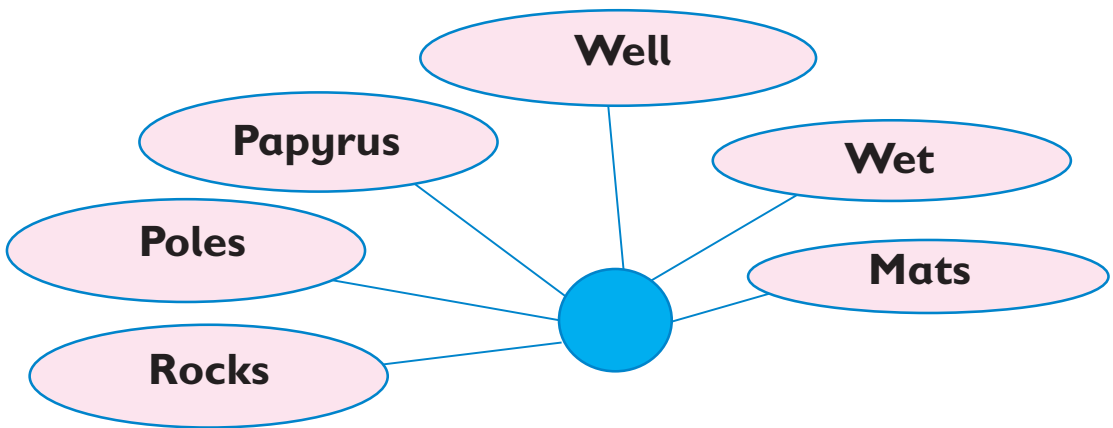


b) Have you seen the things above in your Payam?

c) Listen and match

Vocabulary	Definitions
Rocks	Tree trunks cut for construction.
Water	Reeds used for making mats and fishing baskets.
Poles	Liquid got from rain, rivers, boreholes, etc.
Papyrus reeds	Big hard stones.

d) Copy and write answers.



- (i) Our mothers use _____ for grinding.
- (ii) Peter sells _____ made from papyrus reeds.
- (iii) Our village members fetch water from a _____.
- (iv) My father brought _____ for constructing our fence.
- (v) Aunt Mary collected _____ reeds for making fishing baskets.
- (vi) Wetland rice is grown in a _____ place.

Activity 3: Describing physical features

a) Look and read



This is a river.



These are rivers.



This is a rock.



These are rocks.

b) Complete

- (i) This is a forest.
- (ii) This is a rock.
- (iii) This is a mountain.
- (iv) This is a river.

These are _____.

These are _____.

These are _____.

These are _____.

Activity 4: Poems

(a) Listen and recite



Roaring river

The water races by,
Underneath the blue sky,
Fish are jumping high,
Can you catch one for me?



Magical Mountain

Searching, calling up to the sky,
Gathering clouds floating by,
Climbing through the mist,
Trees that bend and twist.
The magic of the mountain side.



(b) Write a poem

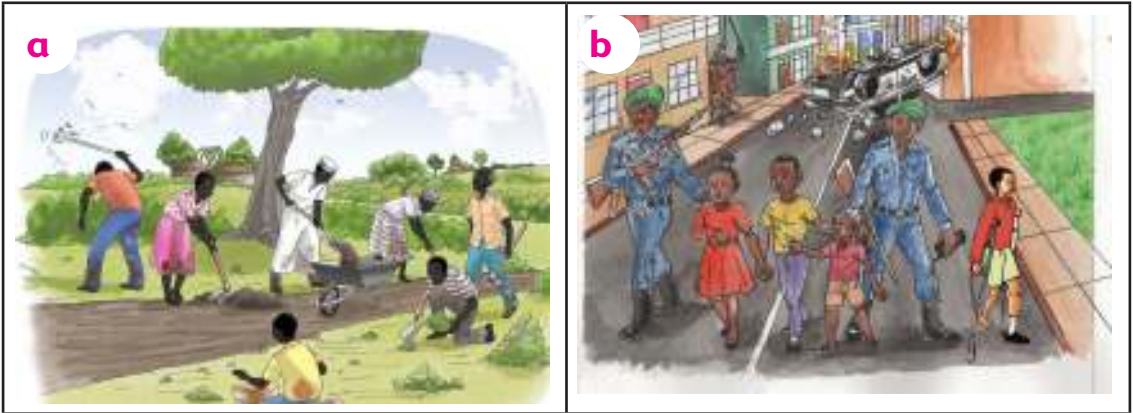
Activity 5: Word bank

Say and copy new words learnt.

**Physical features in our
Payam**

Activity 1: Defining peace and security

Look and talk

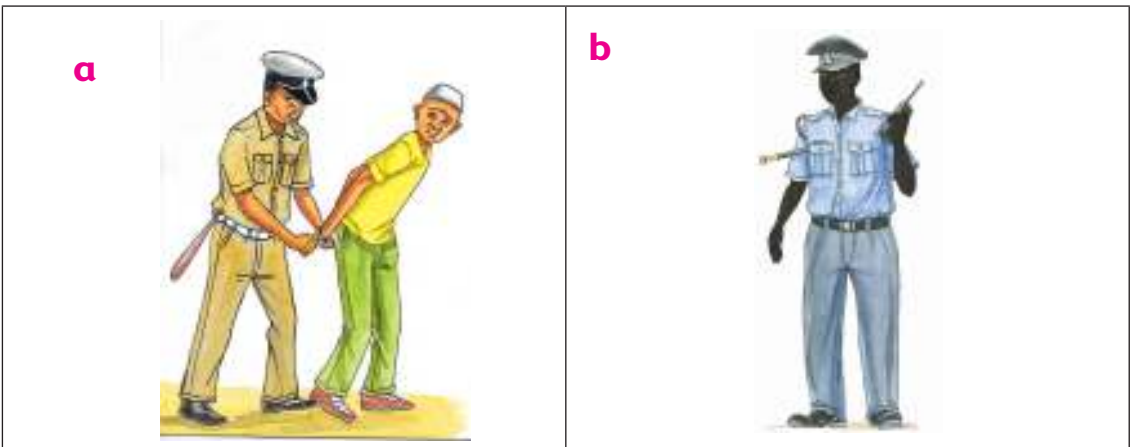


Activity 2: Vocabulary for peace and security

a) Say

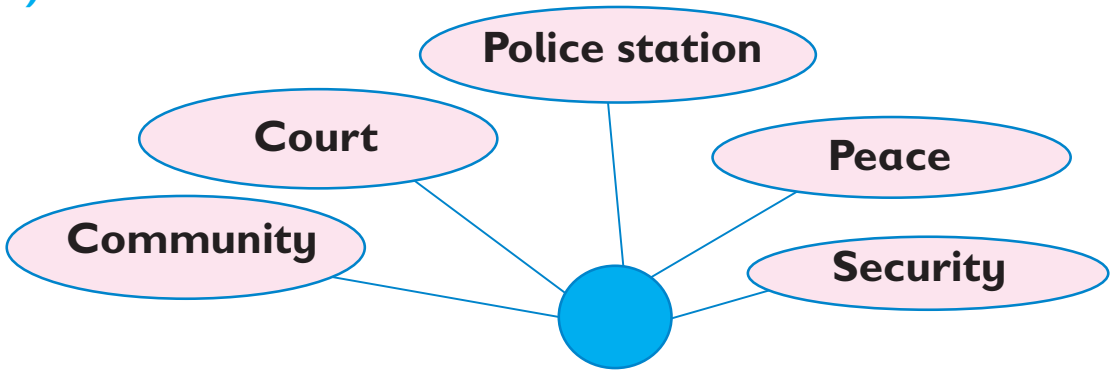
court criminal police officer
community leader

b) Name the pictures





c) Make sentences.



Activity 3: Poems

a) Listen and recite



Akello's home

My name is Akello.
 I love my home
 Where I stay and live
 Where I grow up and learn
 I learn to cook, I learn to care
 I play with my brothers and sisters
 I love my home.



Odong's home

My home my home

I did not like my home

My father quarreled with my uncle

My mother did not talk to my aunt

I wished my mother would not beat
my cousins

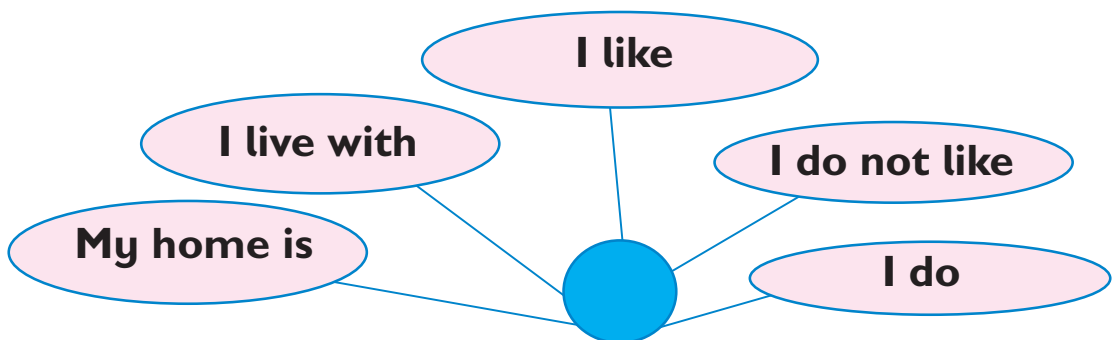
I wish one day, we will live in peace

I wish one day I can rest and eat well

I wish one day I will love my home



- b) **What can you tell us about Akello's and Odong's homes?**
- c) **Talk about your home in the present tense.**



- d) **Copy and complete the table. Add one more sentence.**

Present	Past	Future
I play with my sister and brother.		
	I helped my mother to cook.	

Activity 4: A conversation

a) Listen and act



Olupot: Look at those people.

Wabwire: Look! They have guns. And one of them has a bow and arrows.

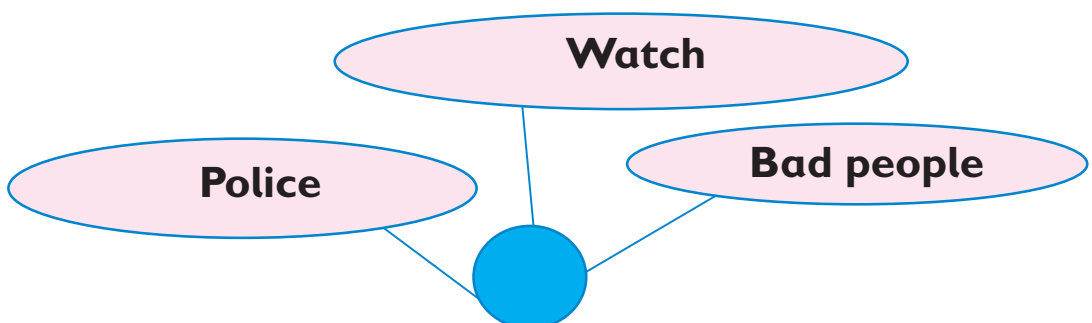
Olupot: They are bad people. Let us go and call the police.



Wabwire: Go and call the police while I watch them.

Olupot: Okay. (Runs to the police station)

b) Make sentences



Activity 5: Story

a) Listen and tell

Mr Walla and his daughter

One evening Mr Walla was taking a walk with his daughter. They were walking as they talked. Mr Walla was telling his daughter to work hard in school. He also told her that she should live well with people.

Mr Walla said that if people live together well, there is peace. He also advised his daughter to avoid bad company since bad company spoils good morals.



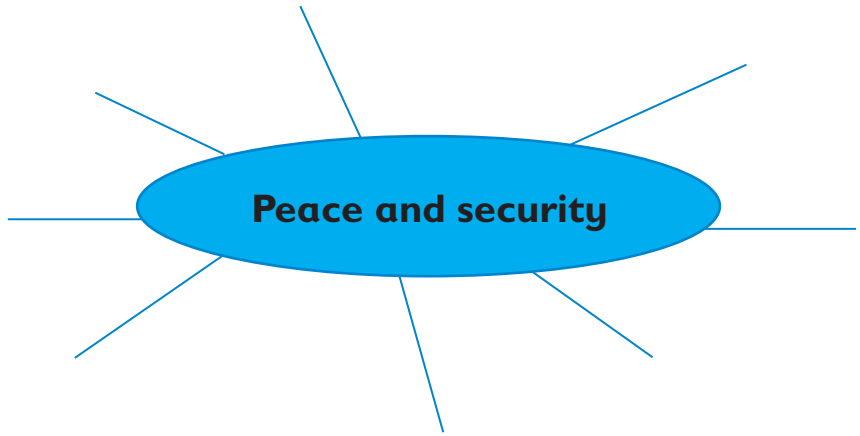
Mr Walla said that when people live in peace, they also work hard. They take their children to school and everyone is happy.

b) Tell us

- (i) Say what the story is about.
- (ii) What lesson do we learn from the story?
- (iii) What can we do to stay in peace in our community?

Activity 6: Word bank

Say and copy new words learnt.



Activity 1: Means of transport

a) Look and name

a



b



c



d



b) Talk about one of the means of transport used in the past

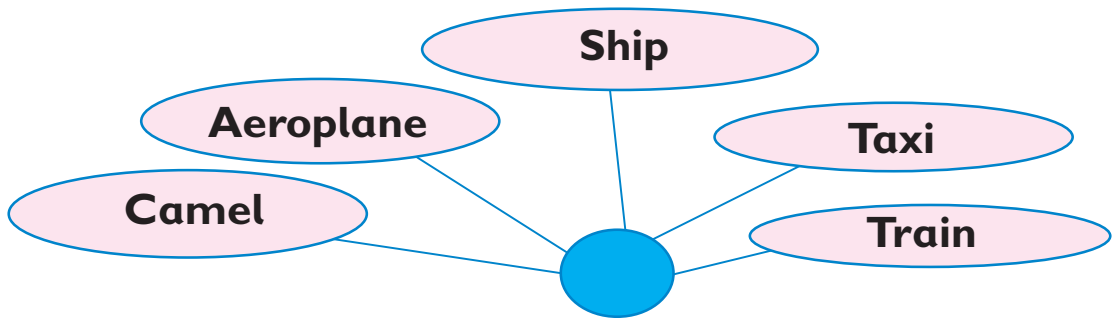
Start your sentence with: In the past...

Activity 2: Vocabulary for transport

a) Look and talk



b) Make sentences



Activity 3: Talking about how transport has changed

Look and compare



Activity 4: Rhyme

a) Listen and recite



Slowly, slowly, very slowly
Climbed the long train
Slowly, slowly, very slowly
Up the big mountain it went.



High, high, very high
Flew the big aeroplane
High, high, very high
Up into the skies it went floating.



Floating, floating, floating
Moved the big ship
Floating, floating, floating.
Along the deep blue sea, it went.



b) Write a poem

Write a poem as above about the fast car in the past tense.

Activity 5: Story

a) Listen and tell

Transport at different times

In the past, transportation of people and goods was slow and tiresome.

People had to walk long distances. Others rode on the backs of animals for long distances. All these means of transport were slow and very tiresome.



Today, transportation is much easier than it was in the past. The different means of transport have made travelling easy. We use air transport when we are travelling overseas. This is because it is fast.

Road transport is the means used most. People travel from one place to another through road.

Trains and ships are also used to transport goods and passengers but they are slower.

In the future, we will be moving to electric flying cars. Do you think so too?

b) Talk about transport in the past, present and future

c) Tell us

- (i) Say what the story is about.
- (ii) Tell how transport has changed.
- (iii) Which transport do you use most? Why?
- (iv) Which transport is commonly used in your Payam? Why?


Activity 6: Hold a debate about transport

Debate

Road transport is better than air transport.

Activity 7: Acting about means of transport

a) Listen and mime



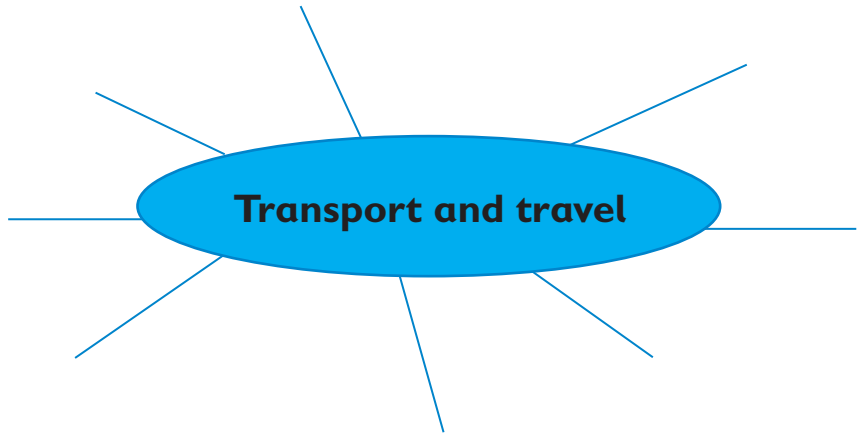
Ship:	I am the best because I carry heavy goods on water and I cannot sink.
Aeroplane:	I am the best because I fly in the air without falling down.
Train:	I am the best because I am long, I carry heavy goods yet I use a narrow path.
Horse:	I am the best because I can pass everywhere, anytime without using road signs.
Bicycle:	I am the best because I am the cheapest and used by many.
All:	We are all useful.

b) Write sentences

Write sentences about your favourite way of travelling.

Activity 8: Word bank

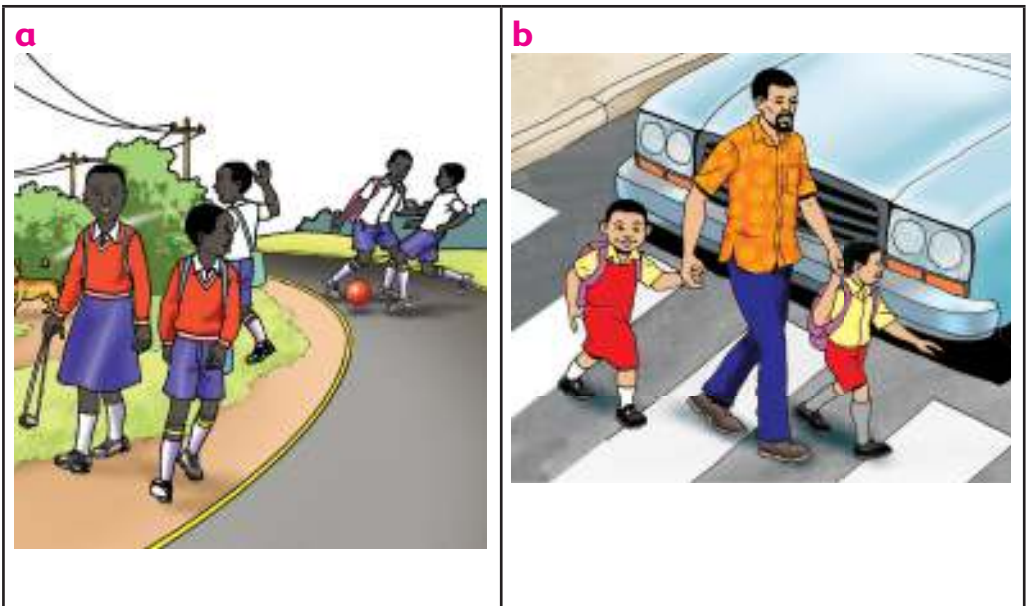
Say and copy new words learnt.



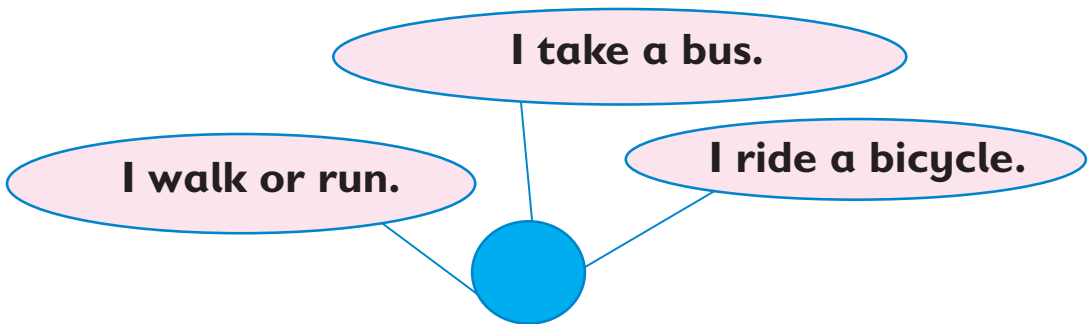
Activity 1: Defining accidents and safety

a) Look and talk

Which children are safe and why?



b) Say how you get to school.

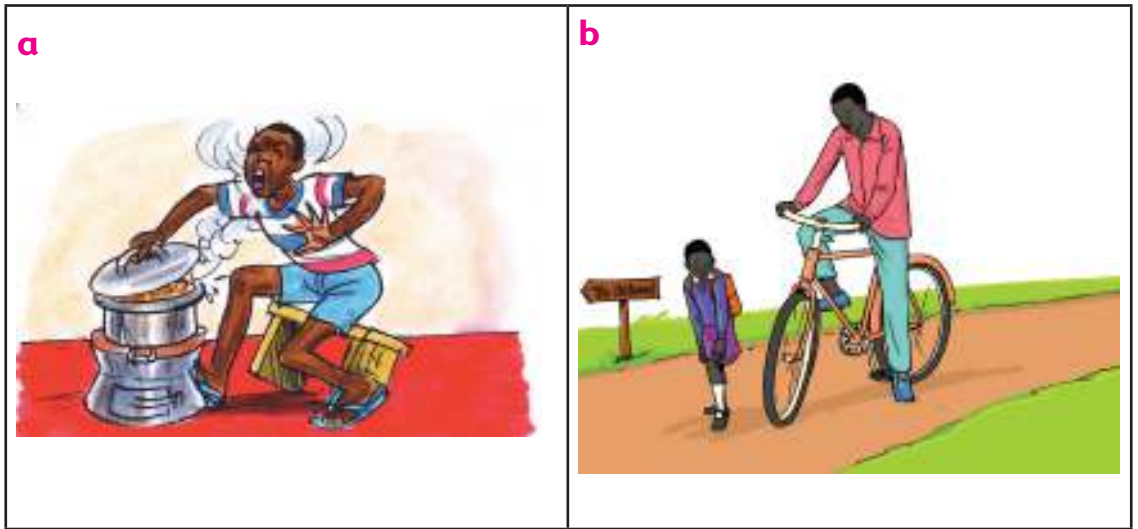


c) Write sentences

Now write your sentences in the past, present and future tense.

Activity 2: Common accidents and how to avoid them

a) Look and talk



b) Talk about common accidents in your Payam

Activity 3: Safety on the road

a) Say how you cross the road.

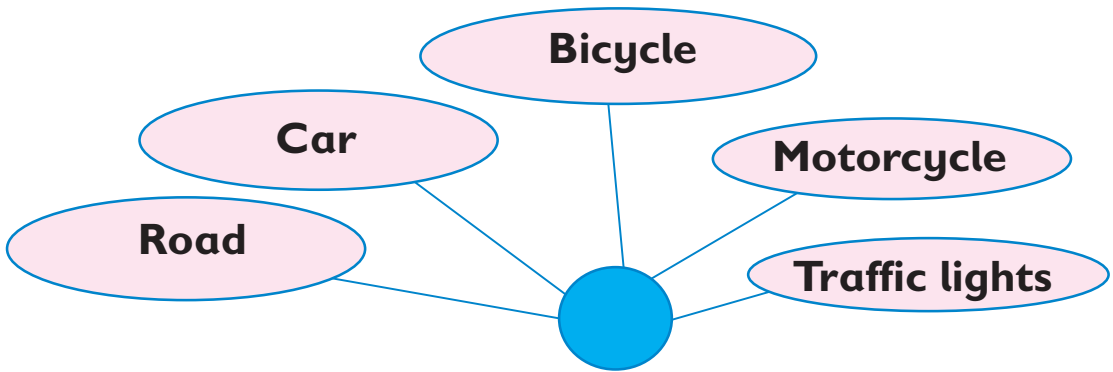


b) What are traffic lights for?

c) Write instructions

Write instructions for your friend to use when crossing the road.

d) **Make sentences in the past tense.**



Activity 4: Poem

a) **Recite**



Before you cross the road,
Stop.
Look right, look left,
look right again.
If the road is clear,
cross quickly but don't run!
Do not play on the road.
Always cross in a single file!



b) **Mime the poem above**

Activity 5: Story

a) Listen and tell

The accident

Yesterday on the way to school Akello saw a tanker overturn on the road.

Akello remembered that her teacher had told her not go near a broken down vehicle.

Akello also remembered that her teacher told the class that a broken down vehicle could catch fire.



Akello was excited at school about the tanker. When Akello was telling her friend Jane about the tanker she told her that she also saw the tanker. It had caught fire.

b) Tell us

Say what the story is about.

- c) Write three sentences from the story to show past tense. Read them.
- d) Write the story into the present continuous.

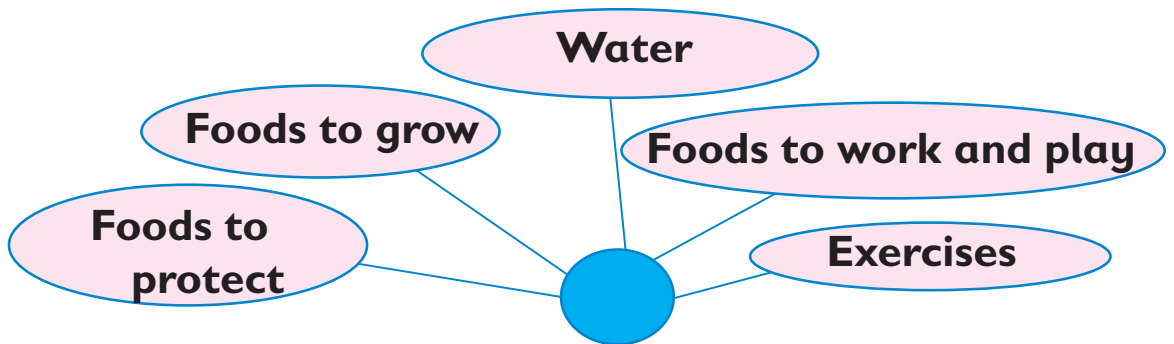
Activity 6: Word bank

Say and copy new words learnt.



Activity 1: Vocabulary

a) Look and name



b) Draw the food you ate this morning. Write a sentence.
Example: I ate potatoes this morning. It was healthy because...

Activity 2: Poem

a) Recite



Healthy eating



Eggs, beans and meat
Help keep me on my feet
To play and work all day
Rice, wheat and maize.
Keep me healthy my mother says
To play and work all day.
Fruits and vegetables to crunch.
Help me have a healthy body when to play
and work all day

b) Say more good foods to eat

Activity 3: A game about food

Play a game called 'food food'.

Activity 4: Story

a) Listen and read

Nelly the healthy girl

This is Nelly.

She is having breakfast.

Her favourite fruit is apple.

She eats bread and cassava.

She likes milk.

Nelly eats a healthy meal every day.



Nelly drinks a lot of water too.

Nelly also plays to stay healthy.

Nelly takes a bath once a day.

Nelly brushes her teeth every day.

At night, Nelly sleeps under a net.

Nelly is a healthy girl.

b) Answer orally

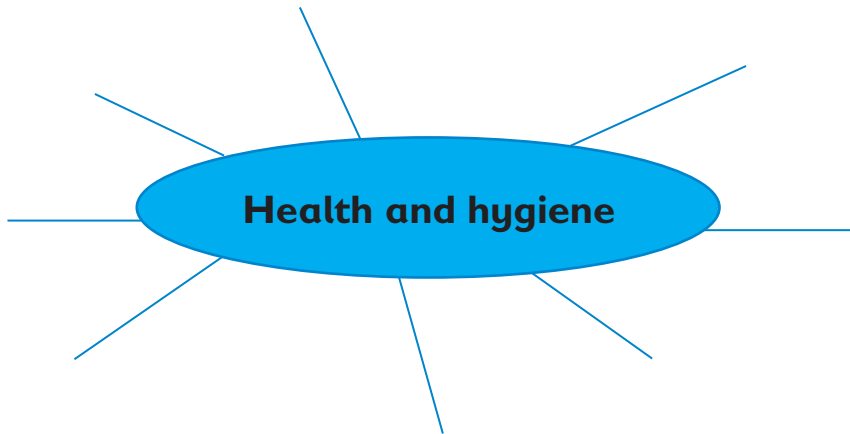
1. Say what the story is about.
2. What should we do to keep our bodies healthy?
3. Do you think people in your family are living healthy? Explain.

Activity 5: Write sentences

Write five sentences about what your family eats.

Activity 6: Word bank

Say and copy new words learnt.



**Unit
13**

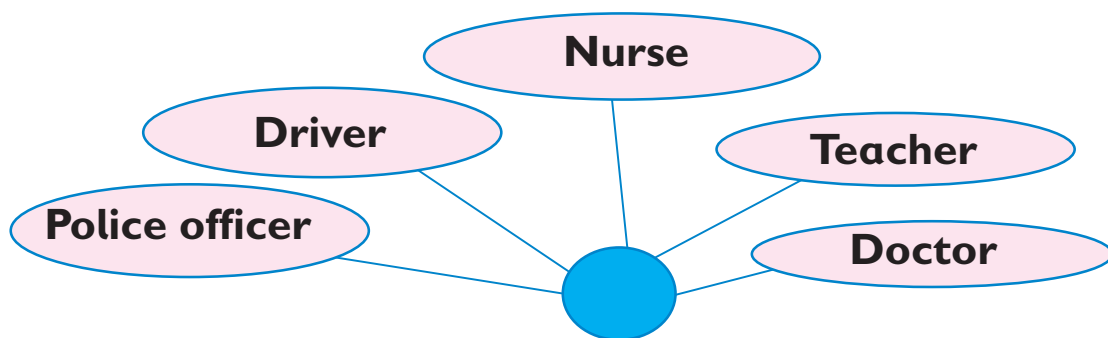
OCCUPATIONS IN OUR PAYAM

Activity 1: Naming occupations

a) Look and name



b) Read and say



c) **Answer**

1. Okot teaches children in school. Okot is a _____.
2. Akong takes care of sick people. Akong is a _____.
3. Uduru maintains peace in the society. Uduru is a _____.
4. Abdo drives a lorry. Abdo is a _____.

Activity 2: Matching occupations

a) **Say and match**

mechanic

barber

carpenter

weaver

a



b



c



d



b) Read and match

I cut people's hair.
I work in a barber shop.

I am a mechanic.

I mend shoes.
I mend slippers.

I am a captain.

I command a ship.
I travel on water.

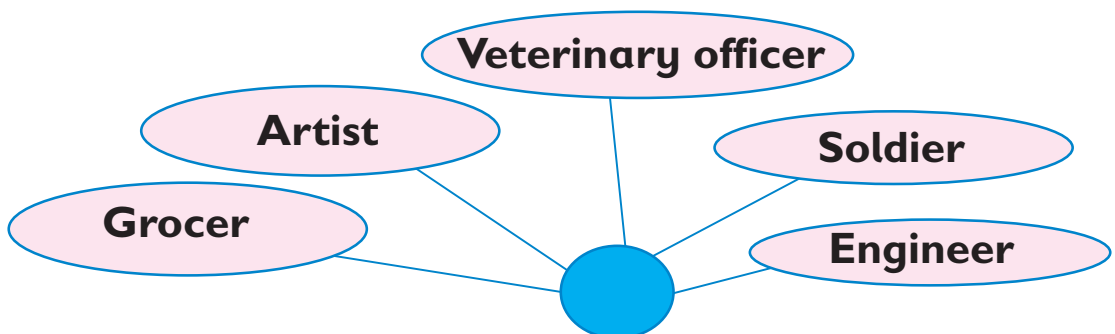
I am a barber.

I repair cars.
I repair buses.

I am a cobbler.

c) Write sentences

- (i) Write sentences using the words below. One sentence to be in the past, and another in the present.
- (ii) Now write one sentence in the future tense about what job you would like to do and why.



Activity 3: A conversation

Read and act

Teacher: Welcome Mr Kisanga. The children will ask you questions.

Peter: What do you do Mr Kisanga?



Kisanga: I am a farmer. I keep many cows and goats.

Mary: Why do you keep so many animals?

Kisanga: I keep animals for milk, meat and oxen to plough.

Jane: Do you grow any crops?

Kisanga: Yes, I grow maize, beans and cassava.

John: Why do you grow all these crops?

Kisanga: I grow them for food and sell some.

Teacher: Thank you Mr Kisanga. We shall visit your farm soon.

Kisanga: You are welcome.

b) Write about

Write about the visit of Mr. Kisanga to your school.

Activity 4: Poem

a) Listen and recite



I walk in our Payam, I walk in our Payam
I see a woman weeding, I smile at her and walk on
I see an old man under the car, he is repairing the car
The old man cannot hear me, I walk on
I see a young man making a stool, I wave and walk on
I come to the market place, I meet buyers and sellers
I buy some paraffin and while walking home
I meet a taxi driver, she drives me home
Oh how I love our Payam! It has hardworking people..

b) Write five sentences about occupations in your Payam.

Activity 5: Talking about occupations at different times

Role-play



My name is Amos.
I am a teacher.
My occupation is teaching.
I teach children in school.



My name is Anita.
I want to be a pilot in the future.
I will fly aeroplanes.
I will go to many places.

My name is Debora.
I was a weaver.
I made baskets.
I weaved mats too.



Activity 6: Future occupations

a) Listen and say

My name is Kamal. I want to be a doctor in the future. I will work in the hospital. I want to attend to patients. I will treat them well. They will all get well and be happy.



b) Write a paragraph about your future occupation. Read it.

Activity 7: Text on occupations

a) Listen, read and tell

Occupations in our Payam

People in our Payam have different occupations. There are many farmers in our Payam. They grow crops. They also keep many animals.



Teachers do a lot of work. They teach children in school. They help them to get to know things.

Nurses work in hospitals and clinics. They attend to patients. They take care of people who are sick. They help us to have a healthy life.

Drivers help us to move from one place to another. They drive us with our luggage. They can take us to many places.

b) Tell us

1. Say what the text is about.
2. Name the occupations talked about in the text above.

Activity 8: Solving a puzzle

a) Draw and circle the words

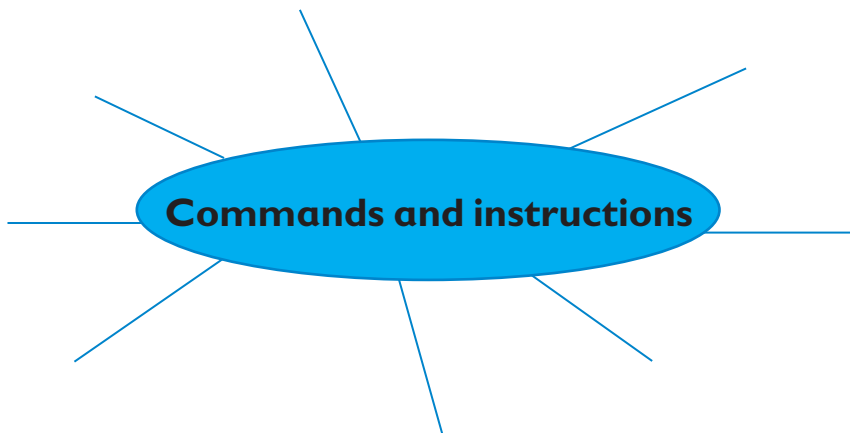
farmer	teacher	artist
nurse	builder	driver

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

b) Use the words to write sentences that explain what job each person does

Activity 9: Word bank

Say and copy new words learnt



Activity 1: Identifying children's rights

a) Look and write

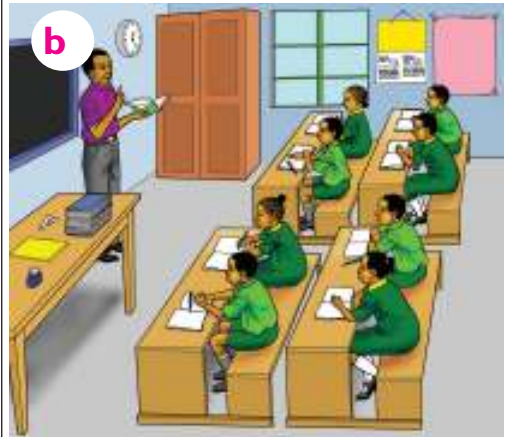
Write one sentence for each picture. Read to the class.

a



Family

b



School

c



Health

d

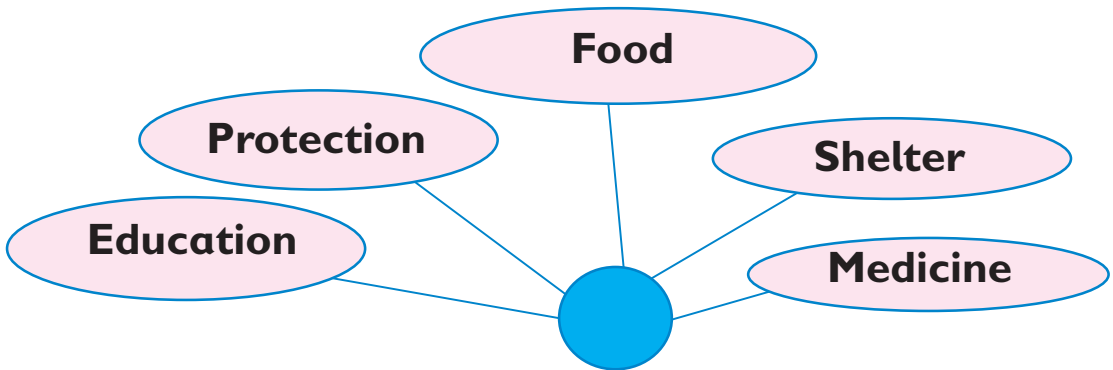


Shelter

Activity 2: Vocabulary

a) Listen and say

Why are these important? Tell your partner.



b) Answer using the words above.

- (i) All children must be given _____ when they fall sick.
- (ii) Good _____ is when children sleep under a net.
- (iii) _____ is a right for every child. Children must go to school.
- (iv) Children need _____ from danger.
- (v) If a child does not get _____, he or she can die.

c) Write about these rights. Present to the class.

- (i) Right to education
- (ii) Right to protection
- (iii) Right to shelter
- (iv) Right to play
- (v) Right to food

Activity 3: Poem

a) Recite and act



I am happy

I live with my family who keep me safe and care for me.
Every morning I have to brush my teeth. I always eat a healthy breakfast.

I go to school every day. I work hard at school to learn.
When I grow up I want to be a doctor.



At home I learn to cook and clean to help my family.
Everyday I always do my homework. My family always ask me about my day in school.

I play with my brother and sisters before I get ready for bed.

I like to sleep in my bed.

b) Mime the poem

c) Write a story to tell about your rights and why they are important to you

Activity 4: Story

a) Listen and read

Adut, a caring girl

Adut learnt about her rights as a child. She was surprised to know children had so many rights. She was also thankful she enjoyed all those rights.

Adut was sad many children did not enjoy many of their rights. She felt she needed to help.

Adut started by visiting the children's officer. The officer was surprised but was kind to Adut. They talked for long.

The officer agreed that something needed to be done. He said he would call all parents and educate them about children's rights. Adut would also talk to the parents.

Adut was happy more children would enjoy their rights.. She went back home happy.



b) Tell us

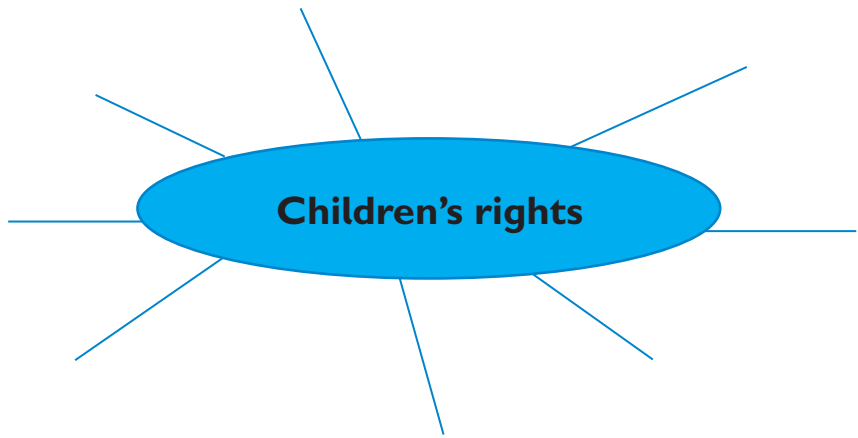
- (i) Say what the story is about.
- (ii) What rights do you think Adut talked about?
- (iii) How else can we help other children know their rights?

Activity 5: Write sentences

- a) Write five sentences about what Adut told the parents.
- b) Read the sentences to the class.

Activity 6: Word bank

Say and copy new words learnt.



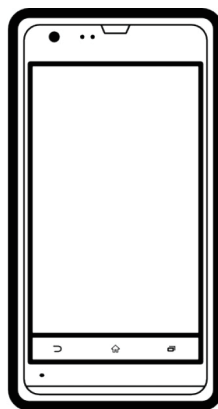
Activity 1: Common technological devices

Look and write.

a



b



c

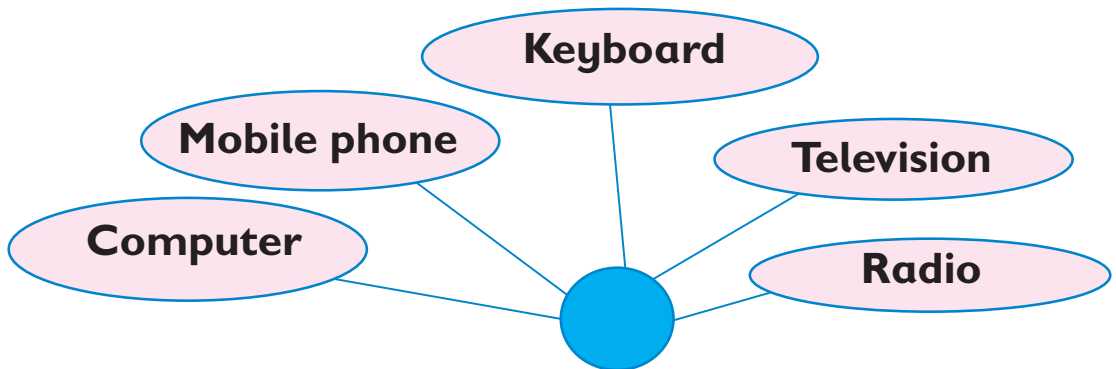


d



Activity 2: Vocabulary for naming technology

a) Make sentences.



b) Guess who I am

People can move around with me.

I can fit into your pocket. I help you to call those far.

People enjoy watching me.

I give them news, movies and cartoons.

I move on the road.

People sit inside me.

People click on me.

I form words and numbers.

c) Write sentences about each of the things above.

Activity 3: How a mobile phone works

a) Look and tell



b) Write two sentences about the picture.

Activity 4: How a computer works

a) Look and talk



b) Write two sentences about the picture.

Activity 5: Poem

a) Recite and act



Technology! Technology!
You have taken my family away!
My mother loves her smartphone.
She carries it everywhere.
My father likes the television.
He watches it the whole evening.
My sister is always wearing headphones.
She dances to her music the whole day.
My brother plays with his play station.
He stays awake the whole night.
Our unborn baby too will have a tablet.
She will press the buttons and watch cartoons!
Technology! You have taken my family away!



b) Copy and write true or false.

- (i) The baby has a play station _____
- (ii) The father has a dog pet _____
- (iii) The mother watches too much television _____
- (iv) The sister enjoys dancing _____

c) Spell

technology

computer

buttons

d) Write a paragraph to tell your friend what the poem is about.

Activity 6: Story

a) Listen and read



Maria uses a mobile phone

One morning Maria's father said he wanted to teach her how to use a mobile phone.

Mr Okello started by teaching Maria the external parts of the mobile phone.

"This pad here is called a keypad. It is where we press to type in letters and numbers. We also use it to receive or end a call," Mr Okello said. Maria listened carefully.



"The upper part is called the display section. It is the one that shows the message or the caller. Have you understood, my daughter?" Mr Okello asked.

"Yes father. I have," replied a happy Maria.

Maria's father then showed her the ear speaker section, the camera and the battery charging section.

Afterward Maria's father opened the phone and showed Maria the battery and the SIM card. Maria was happy. She learnt and helped her father load airtime.



Maria's father then called her brother and placed the phone on Maria's ear. She could not believe it when she heard her brother's voice.

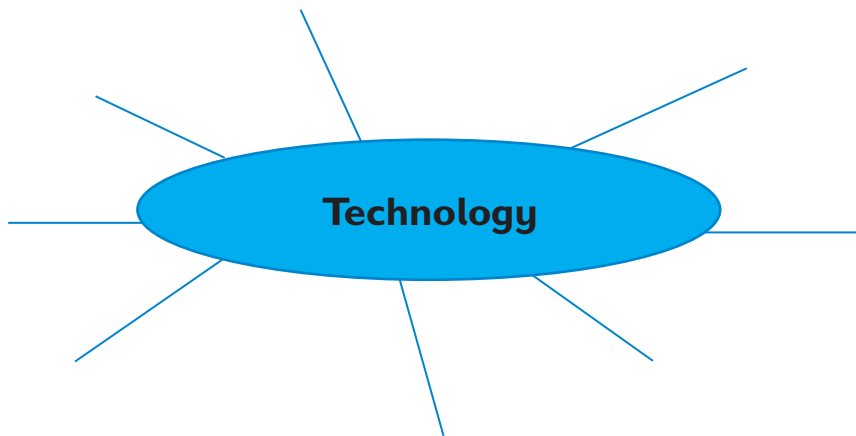
Maria had learnt to use a mobile phone.

b) Answer and write

1. Say what the story is about.
2. Write the next paragraph.

Activity 7: Word bank

a) Say and copy new words learnt.



b) Pick five words and write sentences.