



South Sudan

Primary English

5

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 5 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:

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- 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.



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South Sudan



Primary English 5

Pupil's Book

Primary English Pupil's Book 5



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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: Vocabulary on road vehicles

In pairs



Look at the pictures below. Work with your deskmate.

a



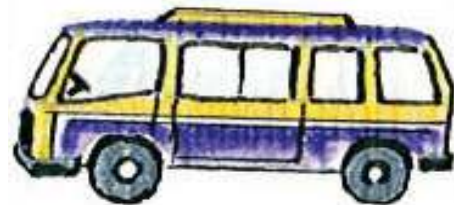
b



c



d



e



f



1. Use the words below to name the pictures above.

bus lorry truck van car motorcycle

2. Have you seen any of these vehicles in your Payam? Say where.

Share what you have discussed with the class.

Note

A **vehicle** is something used to transport people or goods especially on land.

Road vehicles move on the road.

Word attack

Individually



Use the words in the box below to fill in the blank spaces.

truck car bus bicycle lorry

1. School children go to school by _____.
2. A _____ is used to carry heavy loads.
3. Mr Lokonyen came to school driving his new saloon _____.
4. Palek was riding her new _____ after school.
5. The _____ carrying garbage has just left.

Read your sentences to the class.

Activity 2: Reading about road vehicles

Before reading

- a) Have you ever seen a road accident before? Say where.
- b) Describe what led to the accident.



1. Listen to the teacher read the story below.
2. Read the story silently.
3. Read the story in turns aloud.

A road accident

The golden sun was already spreading its arms across the Siala plains when I woke up. The joy I had knew no bounds. It was the day I had waited for with the eagerness of a bridegroom, our school's trip day. I prepared myself in a record time bearing in mind that a stitch in time saves nine.

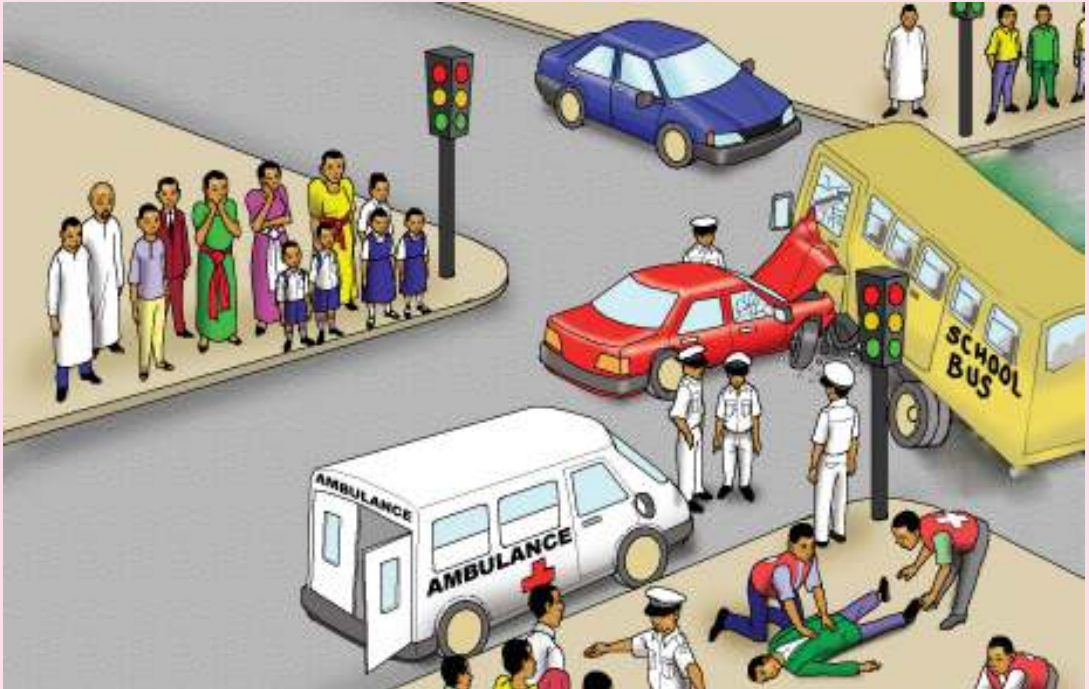
When I got to our school, the school bus was already packed to capacity. I ignored the angry pupils' insults for being late and quickly **boarded** the bus. The clock struck eight o'clock when we left for the big city.

We enjoyed viewing the beautiful scenery mountains, hills, valleys, escarpments just to mention but a few. We passed people riding motorcycles, driving four-wheel drive cars, goods being transported in a lorry and many others.

Time flew by and our empty tummies started grumbling. However, we were far from our next stop, so we continued with our journey. We had not gone far when we saw a car coming. It was **overloaded** with noisy **passengers**. As if that was not enough, it looked unroadworthy.

Suddenly, a truck came and sped past us. It was moving at a speed well above the traffic regulations. Boom! Came a loud sound. I thought I was dreaming but no, it was real.

The bus tried to give way to the speeding car but it was already too late. We screamed our lungs out all in vain. The car had already **collided** with the bus.



The scene was so scary. Groans and faint cries of the casualties rent the air. The bodies lay on the ground in pools of blood.

The once strong bus was now **a scrap**.

The first-aiders were called. They lifted the victims of the accident into the ambulance. The two vehicles were towed away by recovery cars as the police embarked on looking into the cause of the grisly road accident.

Activity 3: Oral discussion

As a class



1. Identify the different vehicles mentioned in the story you have read.
2. What are the uses of the vehicles you have mentioned above?
3. Have you ever used any of the vehicles mentioned in the passage? Say where?
4. Say other vehicles not mentioned in the story.

Activity 4: New words and phrases

In pairs



1. Re-read the comprehension in Activity 2.
2. Use the passage to derive the meaning of the following words.
 - a) boarded
 - b) passengers
 - c) collided
 - d) overloaded
 - e) scrap
3. Make your own sentences with the words above.
4. Add the new words to your **word bank book**.

Activity 5: Answering comprehension questions

In groups



Write answers to the questions below.

1. What caused the accident in the story?
2. Pretend you were the driver of the car involved in the accident. Mention the steps you could have taken to prevent the accident from happening.
3. Which vehicle were the school children travelling in?
4. Which types of vehicles did the school children see on the road? Describe them.
5. Describe what an unroadworthy vehicle looks like.

Word attack

Individually



Use the words below to fill in the blank spaces.

board overload speed scrap bus

1. It is against the traffic rules of South Sudan to _____ a vehicle with goods or passengers.
2. Mr Mabior's car was reduced to a _____ after it was involved in a road accident.
3. All passengers are expected to _____ vehicles at specific stops to maintain order on the roads.
4. Akech was arrested by the police for driving her car a little over the _____ limit.
5. Maria went to the wedding by _____.

Read out the completed sentences.

Activity 6: Role-playing on road vehicles

In groups



1. Appoint a leader in your group. This leader should play the role of a driver.
2. Ask the leader some questions about driving, like, what is the appropriate age for driving? Everyone should actively participate in the role-playing exercise.
3. Change roles.

Presentation

1. In turns, role-play to the class.
2. Appreciate your appointed leader for his/her efforts.
3. Ask questions or give comments if any.

In pairs



1. Describe a certain vehicle to your partner in terms of their physical look and its uses.
2. Let your partner say what vehicle you are describing.
3. Change your roles.
4. Present to the class.

Activity 7: Repairing Mr Mabior's vehicle

As a class



Before reading

1. Have you ever been to a garage before?
 2. Mention the tools you saw at the garage.
 3. What do you think is the function of each of the tools that you saw?
-
1. Listen to the teacher read the following text.
 2. Read the text out loud.

Mr Mabior's car



Mr Mabior's car was involved in an accident. He took it to the **garage** where he met his mechanic. The car was badly **scraped**. The front tyres of the car had burst so the **mechanic** quickly knew that he had to replace the **tyres**. The car needed more inspection before the mechanic could start his work.

The mechanic went on to assess the damage of the body of the car and he realised he needed to fix some **dents** as well as replace some body parts that had been badly scraped.

The mechanic listed down the tools he would use which included: a **spanner** which he would use to open the nuts that hold the tyre in place and a **jack** which he would use to suspend the car while replacing the punctured tyre.

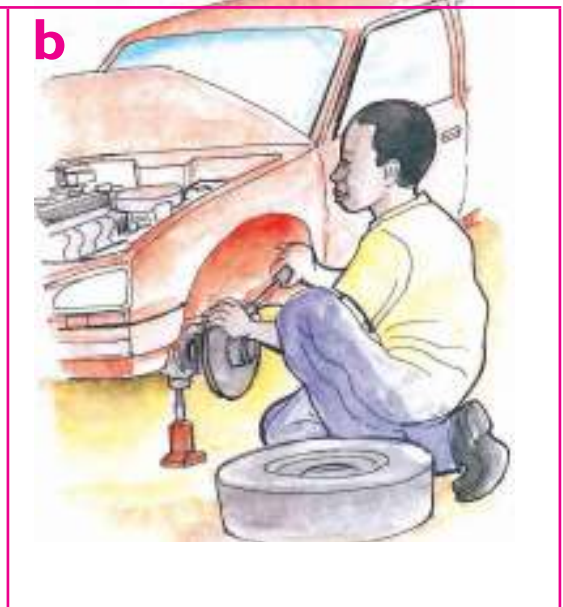
The car was repaired. It was looking brand new but it could not start when the mechanic needed to take it for a test-drive. The mechanic proceeded to check the engine which he repaired and the car was good to go.

Mr Mabior thanked the mechanic and happily drove his car home.

In pairs



Study the pictures below.



1. Narrate to your partner what you think the pictures are about.
2. Use the words below to write a paragraph describing what is happening in the pictures above.

puncture repair vehicle mechanic tyre
spanner garage engine jack

Take turns to present your paragraphs to the class.

Activity 8: New words

In groups



1. Write down the words in red from the story.
2. Have you seen or heard any of these words before? Say where.
3. Infer the meaning of the words from the passage.
4. Write one sentence for each.
5. Add the words to your **word bank book**.

Word attack

Individually



Use the pictures provided to complete the sentences below.

a) I am a _____.



I repair road vehicles.

b) My car had a _____



I need to replace the tyre.

c) The mechanic needed to check the _____
because the car would not start.



d) A _____



is used to hold a car in place while

changing the tyres.

Activity 9: Reading a conversation on road vehicles

As a class



Listen as the teacher reads the conversation below.

Peter: Good morning mechanic?

Mechanic: Good morning?

Peter: My van has a puncture.
Could you fix it?

Mechanic: Yes, open the boot!

Peter: There you go. I have opened.

Mechanic: Bring the spanner and the jack.

Peter: Here they are.

Mechanic: Well, you must have driven on a very sharp object. But don't worry I will repair the puncture.

Peter: Thank you.



In groups



1. Read the conversation above.
2. Role-play the conversation.
3. Pretend you are the mechanic in the conversation above and explain to Peter the steps you will take to repair his van.
4. Use the steps you have listed in question 3 to continue writing the above dialogue. Let Peter ask relevant questions.

Take turns to role-play before the class.

Activity 10: Reading a poem on road vehicles

As a class



1. Look at the picture in the poem. What do you think the poem is about?
2. Listen as the teacher reads the poem below.
- 3 Read the poem after the teacher.



Listen big red van,
rushing down the tarmac road,
packed with people, goods and luggage,
I know you are in a hurry to make lots of money.



Listen big red van,
you are carrying people's lives,
careful lest you kill all of them at once.
There is no hurry since,
hurry hurry has no blessings.

Listen big red van,
I know you want to rush and come for more,

What if you rush and you are there no more,
Better late than never they say.

Listen big red van,
You will reach your destination anyway,
Slow but sure wins the race,
All the best as you follow the rules.

In groups



Answer the following questions.

1. What is the poem about?
2. What is the red van in the poem carrying?
3. Do you agree with the message the poet is putting across?
Discuss.
4. Watch as the teacher recites the poem.
5. Recite the poem in a similar manner in your groups.

Recite the poem to the class.

Activity 11: Creating a poem

In groups



1. In groups of four, read the poem in Activity 10 again.
2. Fill up the blank spaces with the most appropriate type of vehicles to complete the poem on page 15.



We can fly in an _____ ,
We can ride on a _____ ,
In a _____ we will sail,
We can go!go!go!
In a _____ we go to school,
In a _____ we transport our heavy
goods,
In a _____ garbage is cleared off our
estates,
We can go!go!go!

3. Master and recite the poem in your groups.
4. Recite the poem to the class.

The best poem to be presented during your schools' prize giving day.

Note

A **poem** is a piece of writing in which ideas and or feelings are expressed using a chosen type of language and words.

Activity 12: Talking about road vehicles

In groups



In groups of three, read what the people below are saying.

ATHUOL

Vehicles are good to use because they make travelling easier and faster. One can save a lot of time moving from one place to another. Imagine if there were no cars, how would one travel over long distances? Whoever came up with the idea of cars must be a genius.



MARIA

I do not like cars. First, they are too noisy. They pollute the environment hence causing noise pollution. They also emit some gases and smoke polluting our fresh environment. Besides, who does not know that cars are the major causes of road accidents?

Individually



1. Write two reasons why Athuol likes vehicles.
2. Write two reasons why Maria dislikes cars.

In pairs



1. Study the pictures below.

a



b



2. Describe what you see in pictures (a) and (b).
3. Say who between Athuol and Maria is talking about what is shown in picture (a).
4. Say who between Athuol and Maria is talking about what is shown in picture (b).

Word attack

Individually



Make five correct sentences from the table below.

A lorry	is used to	bigger than a saloon car.
A motorcycle	is	carry heavy loads.
A bus		more comfortable than a
A bicycle		truck.
A saloon car		ridden and not driven.

Read your answers to the class.

Activity 13: Let us talk about road vehicles

In groups



Read what Anwar is saying.

Well, I like cars. When I grow up, I would like to buy a big car and drive it around. It will make my life easier and more comfortable.



1. What does Anwar mean when he says that his life will be easier and more comfortable when he buys a car?
2. Discuss the benefits and disadvantages of cars.
3. List down the points you and your group members come up with.

As a class



1. Write the points that you came up with in your group.
2. Your teacher will draw a table on the chalkboard.
3. Fill in your points on the relevant side of the table.

In pairs



1. Using the points you gathered in groups, write an essay on the advantages and disadvantages of cars.
2. Make good use of the words in your **word bank book**.

Activity 14: Describing road vehicles

In groups



Study the following advertisement.



Dm 190-4 double shock is an off-road motor-bike with a 150cc engine. This new model is powerful, durable and a reliable bike for

business use. Dm 190-4 comes with two helmets, two reflective jackets and a two year warranty on engine against manufacturer's defect.

In pairs



1. Pick a vehicle of your choice.
2. Write the features of the vehicle you have chosen.
3. Using the format provided in the advertisement above, create an advertisement for the vehicle describing it to the best of your ability using the features you have written down.

Share your advertisement with the rest of the class.

Activity 15: Nouns

As a class



1. Read the following sentences.
 - a) **Okot** parked his car right outside his **home**.
 - b) Where is your **mechanic**?
 - c) I go to **school** by bus.
 - d) The **garbage** was carried by the **truck**.
 - e) Punctured **tyres** need replacement.
2. Now read the words in bold again.
3. These words are called nouns.

Note

A **noun** is a word used to identify **people, places** or **things** for example Maria, table, car....

In groups



1. Circle the nouns in the sentences below:
 - a) Hadu helped us win the championship.
 - b) There are no longer any animals in that zoo.
 - c) Uncle Deng has been studying to become a pilot.
2. Read the words below.

Mr Mabior garage mechanic vehicle
jack spanner town market
Akot

Group the words above as shown below:

- a) Write 3 nouns that name a place:
 - (i) _____
 - (ii) _____
 - (iii) _____
- b) Write 3 nouns that name a thing:
 - (i) _____
 - (ii) _____
 - (iii) _____
- c) Write 3 nouns that name a person:
 - (i) _____
 - (ii) _____
 - (iii) _____

Activity 16: Playing a game on road vehicles

In groups



1. In groups of six, form a circle.
2. Let one of the group members grab a ball and throw it to one of the members who will then name any type of vehicle that they know. This should go on until every group member gets the chance to name a type of vehicle that they know.

3. If any member does not get a name within a few seconds, gives a wrong name or repeats what has already been said, they should step aside but still make sure they are following the game.
4. Appreciate any group members left in the circle.

Activity 17: Writing

In groups



- a) Read the comprehension in Activity 2 page 4 again.
- b) Come up with a story about a travelling experience that you were part of.
- c) Write a rough draft about:
 - i. Where the story will take place.
 - ii. Who will be in the story?
 - iii. Decide on the way the story will begin, that is, the opening phrase or sentence.
 - iv. Points that will be included in the story, for example, the types of vehicles you will come across, what they will be carrying and any incidents that may occur on the road.
 - v. The opening and closing sentences or phrases that you will use.

Individually



1. Write a story building on the draft you have discussed in your groups above.
2. Exchange books in your groups and read through each other's work.
3. Correct any spelling and punctuation mistakes you find.
4. Vote for the best story in your groups and the group leader to present it to the class.

5. The group with the best story to be applauded.

Hang the best story at the back of the class.

Activity 18: Further learning

In groups



1. Find out about other means of transport outside your payam.
2. Write them down.
3. Discuss the advantages and disadvantages of these means of transport and write them down.

Present what you have written to the class.

Activity 19: In summary

Individually

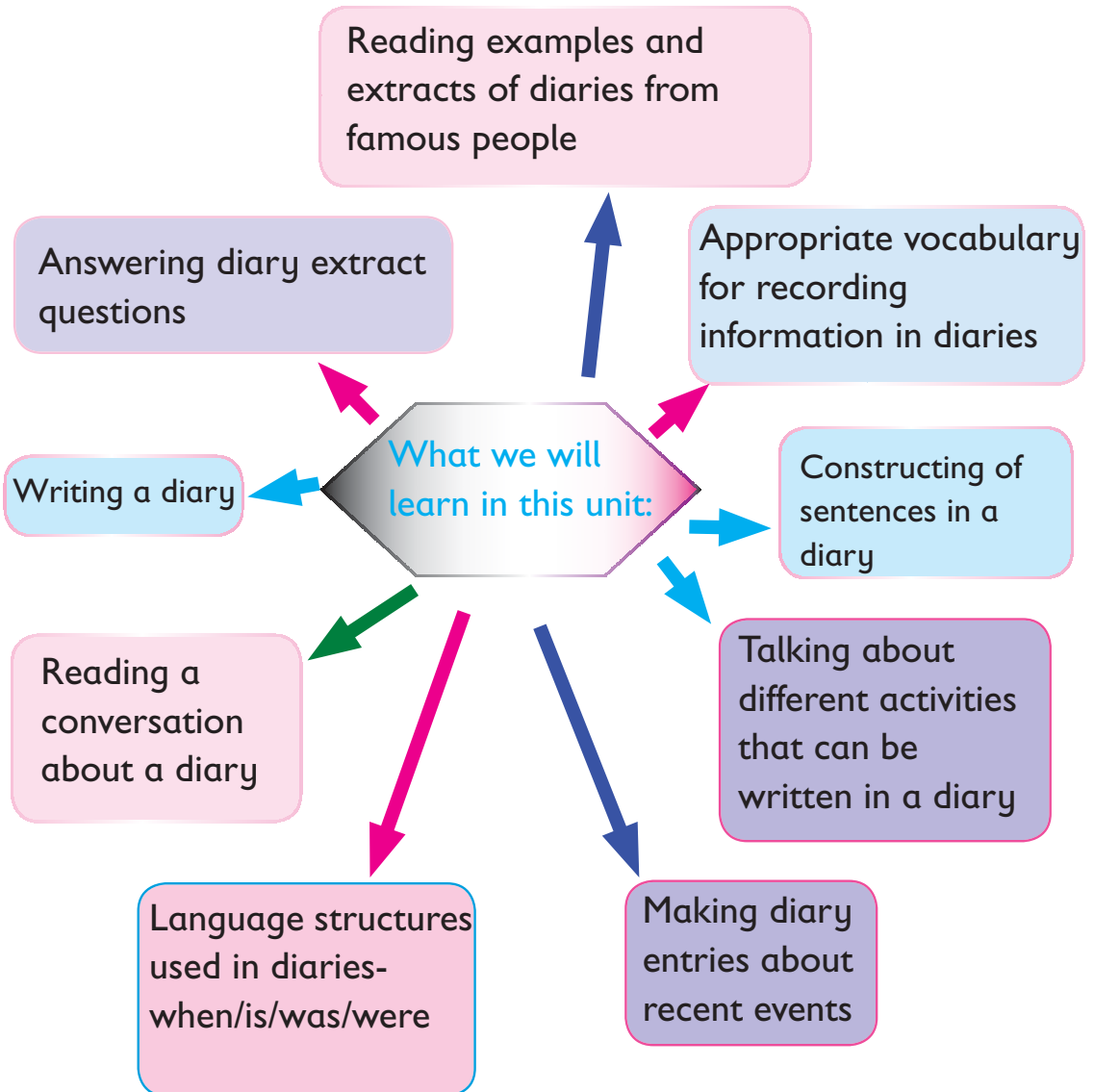


1. Label the following car using the words provided in the box below.

wind screen tyres head lights side mirror
registration plates doors bonnet

2. Display the best labelled car at the back of the class.





Activity 1: Vocabulary on diaries

In pairs



Look at the pictures below.

a

b

2018

JANUARY							FEBRUARY							MARCH						
Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su
1	2	3	4	5	6	7				1	2	3	4				1	2	3	4
8	9	10	11	12	13	14	5	6	7	8	9	10	11	5	6	7	8	9	10	11
15	16	17	18	19	20	21	12	13	14	15	16	17	18	12	13	14	15	16	17	18
22	23	24	25	26	27	28	19	20	21	22	23	24	25	19	20	21	22	23	24	25
29	30	31					26	27	28					26	27	28	29	30	31	

APRIL							MAY							JUNE						
Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su
						1		1	2	3	4	5	6				1	2	3	
2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10
9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17
16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24
23	24	25	26	27	28	29	28	29	30	31				25	26	27	28	29	30	
30																				

JULY							AUGUST							SEPTEMBER							
Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	
						1				1	2	3	4	5						1	2
2	3	4	5	6	7	8	6	7	8	9	10	11	12	3	4	5	6	7	8	9	
9	10	11	12	13	14	15	13	14	15	16	17	18	19	10	11	12	13	14	15	16	
16	17	18	19	20	21	22	20	21	22	23	24	25	26	17	18	19	20	21	22	23	
23	24	25	26	27	28	29	27	28	29	30	31			24	25	26	27	28	29	30	
30	31																				

OCTOBER							NOVEMBER							DECEMBER						
Mo	Tu	We	Th	Fr	Sa	S	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su
1	2	3	4	5	6	7				1	2	3	4						1	2
8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9
15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16
22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23
29	30	31					26	27	28	29	30			24	25	26	27	28	29	30
														31						

1. Have you ever seen the above items?
2. What are they used for?
3. How are they called?

Word attack

Individually



Use the words in the box to fill in the blank spaces.

diary months day year calendar

1. Monday is the second _____ of the week.
2. Twelve _____ make a _____.
3. A _____ is used to identify days.
4. We should always write down our daily occurrences in the _____.

Present your answers to the class.

Note

A **diary** is a book in which one writes a daily record of **events**, **personal experiences** and **thoughts**.

Activity 2: Reading a diary extract

Before reading

1. Do you own a diary?
2. How long have you had a diary?
3. What kind of information do you record in your diary?
3. Of what help has your diary been to you?

As a class



1. Listen as the teacher reads the diary extracts below.
2. Read the extracts silently after the teacher.
3. Read the extract in turns.

From a soldier's diary

Thursday, December 16, 1915.

We arrived in the hamlet of Suzanne today, after a very hard march. We are in tents, 12 men in each, encamped between the enemy and our own heavy guns.

At night-time, one sees some light shining from the tents on the puddles of water outside, which give the impression of a fairy land.

Rolling into our blankets, we occasionally hear the 'splash, splash' of water as some fellow moves from one tent to another. Plus the continual shriek of shells.

Tomorrow we will go into the trenches. I wonder what sort of a show we will make.

Sunday, December 19.

No words can describe the conditions. It's not the

● Germans we are fighting, but the weather. Within an hour of moving off, we were up to our knees in mud and water.

The mud gradually got deeper as we advanced along the trench.

We had not gone far before we had to duck; the enemies were sending over their evening salute of shells.

● **Monday, December 20.**

The trenches are in a terrible condition — anything up to 4 feet deep in mud and water. We are plastered in mud up to our faces.

Our food — cold bacon, bread and jam — is slung together in a sack that hangs from the dripping dugout roof. Consequently, we eat and drink mud.

Tuesday, December 21.

● Heard a fearful crash. The next dugout to ours blown to

blazes, and our physical drill instructor Sergeant Horton with it.

I helped dig him out. But before we could get him anywhere, he had departed this life — our first experience of death. I'm tired out, sick of everything.

Saturday, December 25.

After five days in the trenches, we are thankful we can still walk. I have had approximately an hour's sleep a day and am always standing up.

Often, when from exhaustion I doze off, I'm awakened by a fat squeaking rat on my shoulder or feel it running over my head.

(The Daily Mail)

Activity 3: Oral discussion

In groups



Answer the questions below.

1. What are the extracts about?
2. How do you feel when you are reading the diary?
3. Who wrote the extract?
4. How does the writer want you to feel? Refer to the text to support your answer.
5. Describe the attitude of the writer towards his job.

Share your answers with the class.

Activity 4: Answering diary extract questions

In pairs



Answer the questions below.

1. When did the soldier arrive in the hamlet of Suzanne?
2. When did the physical drill instructor sergeant Horton die?
3. On _____ the soldiers were fighting with the weather.
4. When did the soldier have an hour's sleep?

Present your answers to the class.

Activity 5: Making a diary

In groups



Things you will need;

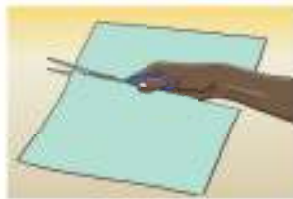
- glue
- printing paper
- manilla paper (colour of your choice)

Steps:

1. Gather the amount of printing paper that you will need according to the number of pages you want your diary to have.
2. Align the edges of the printing paper and glue one side of the edges together.



3. Press down the glued edges to make sure the glue holds.
4. Measure the manilla paper against the glued papers and cut it into a reasonable size that will make the cover of the book.



5. Glue the manilla paper to the glued papers.



6. You now have your diary ready for use.

Activity 6: Sentence structures in diaries

As a class



1. Listen as the teacher reads the diary extract below.
2. Read this extract aloud.

Saturday, 12th February, 2018.

I woke up at six o'clock in the morning and took a shower. I wore my Sunday best. My parents took me to town. Mother bought me a suit and a cake. We had fun the whole day. I was very happy. I came back home very tired.

Sunday, 13th February, 2018.

I went to church at around nine in the morning and came back home in the afternoon.

In groups



1. Read the extract from Chan's diary again.
2. List the activities that Chan did on both days.

In pairs



Copy Chan's diary extract in your notebook and underline all the words that show past tense. For example,

I **woke** up at six O'clock in the morning and **took** a shower.

Fill in the blank spaces using is/was/were.

- Juma _____ involved in an accident.
- Aldon _____ writing in his diary.
- Akol and Amina _____ given an award.
- Nadal and Milli _____ at school.
- Abdi _____ in the mosque on Friday.

Note

A good diary is written in **past tense**.

Activity 7: Reading a conversation on diaries

As a class



- Listen to the teacher read the conversation below.
- Read the dialogue aloud.

Maria: How are you?

Tom: I am fine.

Maria: Yesterday, I attended my sister's wedding.

Tom: Where?

Maria: Oops...I have forgotten the name of the venue.

Tom: You should have recorded it in a diary.

Maria: A diary? What is a diary?

Tom: It is a book that you can record your daily activities. It has days, dates, month and the year. Easy!

Maria: I must get one soon.

1. Divide yourselves into two groups.
2. One group should take the role of Maria and the other, Tom.
3. Read the conversation above.

In pairs



Answer the following questions. Refer to the dialogue.

1. What are the uses of a diary?
2. What is contained in a diary?
3. Pretend you are Tom and advice Maria on the kind of information she could record in her diary with reference to her sister's wedding. Help Maria to enter the information in her diary.

Share your answers with the class.

Activity 8: Writing a diary

As a class



1. Listen as the teacher reads the story below.
2. Read the story out loud in turns.
3. Read the story silently.

It was Ajok's 12th birthday and she was looking forward to seeing her friends. They were meeting in the dining hall in their school after school. Ajok was excited and got to the dining hall immediately the last lesson of the day was over. This was the time they had arranged to meet.

She sat there alone waiting for her friends to arrive after she was done setting up the venue for her party. A few schoolmates passed by outside the hall as they headed home. Every time

someone passed by, Ajok thought it was one of her friends but felt dissatisfied when she learned it was not.

After about one hour, she went to check whether her friends were in class. To her surprise, she found the classes were empty. Everyone had gone home. Ajok wondered why her friends would do that to her.

She went back to the dining hall, picked her school bag and the snacks she was supposed to share with her friends. She dejectedly went home. By the time she was getting home it was already dark. She felt lonely and miserable at the thought of her friends forgetting her birthday.

She opened the front door and walked into the dark house. The living room door was closed. How strange, she thought because she always left it open. Nervously, she opened the door and suddenly the lights went on. All her friends jumped up and shouted “surprise”. ‘So they had not forgotten,’ she thought. In the end it was the best birthday ever.

In groups



1. Read the story above again.
2. List all the events that happened in the story.
3. Read Chan’s diary extract in Activity 6 again.
4. Pretend that you are Ajok and enter the events of that day in your diary in the same style as Activity 6. Use the diary you made in Activity 5.

The best diary to be hang at the back of the class.

Activity 9: Making diary entries about recent events

Individually



1. Think about the most eventful day or week you have had recently.
2. Use the knowledge you have learnt so far to add entries in your personal diary that you made in Activity 5.
3. List the events that took place in their right order.
4. Enter the events in your diary paying special attention to the sentence structure that you use. Use past tense.
5. Indicate the day, date, month and year the events happened.

Take turns to present your diaries in class.

The best diaries to be displayed at the teacher's desk for a week.

Activity 10: Oral discussion

In groups



1. Talk about the activities that you do in a full week while in school guided by the table below.
2. Use the present tense.
3. Share your activities orally to the class and fill in the following table as shown below on the chalkboard.

What do you normally do at the time indicated?

DAY	TIME	ACTIVITY
Monday	8:00 am	in class learning English, etc
Tuesday	10:00 am	
Wednesday	1:00 pm	
Thursday	4:00pm	
Friday	7:00pm	

Share your answers with the class.

Activity 11: Solving a puzzle

In pairs



1. Copy the puzzle below.
2. The words below are associated with a diary.
 - a) ACTIVITY
 - b) RECORD
 - c) DIARY
 - d) DATE
 - e) WEEK

Circle the words above in the puzzle below.

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

Presentation

Read the words you have circled in the puzzle to the class.

Activity 12: Further learning

Individually



1. In the personal diary that you made, use the following guide to make entries for a whole week. Write about:
 - a) Day one: A book you have read.
 - b) Day two: What you ate for lunch.
 - c) Day three: Something you are proud of.
 - d) Day four: A problem that you have had.
 - e) Day five: Your fears.
 - f) Day six: How you hope your future will be like. Your plans for the future.
 - g) Day seven: One thing that you are excited for.

Present your diary entries to the class.

Activity 13: In summary

In groups



Find out about other uses of a diary other than what you have learnt and write them down.

Share the answers with the class.



Activity 1: Vocabulary on buying and selling

In pairs



Look at the pictures below.

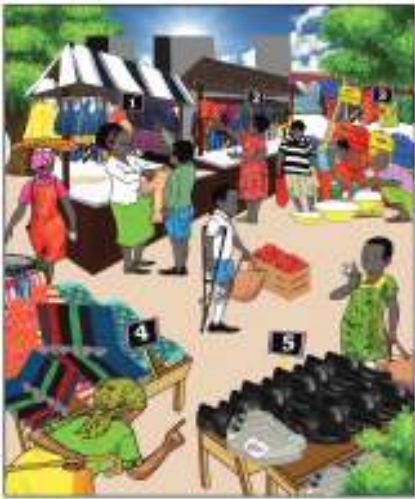
a



b



c



d



1. What can you see in the pictures above?
2. Say what is happening in pictures (a) and (c).
3. Have you ever been to a market place? What did you buy or sell?

Share your answers to the class.

Note

Buying and selling is the process of obtaining something in exchange for money.

Activity 2: Matching words with their meanings

In pairs



Match the words below with their meanings.

A

credit

change

price

currency

bank

teller

receipt

spend

B

Money returned to someone as the balance of the sum paid for something

The ability of a customer to obtain goods or services before payment, based on the trust that payment will be made in the future

The amount of money expected, required, or given in payment for something

Give (money) to pay for goods, services, or so as to benefit someone or something

A system of money in general use in a particular country

Where money is kept

A person employed to deal with customers' transactions in a bank

A written or printed statement acknowledging that something has been paid for or that goods have been received

Present your answers to the class.

Activity 3: An advertisement on buying and selling of goods

As a class



Look at the advertisement below.

304 ssp
save
15 ssp



Sugar 2kg

40 ssp
save
5 ssp



Soap

115 ssp
save
20 ssp



Cooking oil 1 litre

100 ssp
save
12 ssp



Body oil

50 ssp
save
5 ssp



Milk 500 ml

1. What is being sold in the advertisement on page 42?
2. What is the price of each item with and without discount?
3. Where do you think the items are being sold?

Present your answers to the class.

In pairs



1. Think of the items that are available at the shop in your Payam.
2. List the items down.
3. Design an advertisement of atleast five different goods being sold in the shop.
4. Do not forget to indicate discounts if any.
5. Present your advertisement to the class.
6. The best advertisement to be hung at the back of the class.

Activity 4: Writing a price list of items

As a class



Look at the price list below.

ITEM	QUANTITY	PRICE (SSP)
SUGAR	1 KG	152
TEA LEAVES	500G	253
SALT	500G	63
COOKING OIL	ILTR	158
BAR SOAP	1 BAR	165
MATCH BOX	I PACKET	4s
RICE	1KG	101

Answer the questions on page 44.

In pairs



1. Look at the advertisement your English teacher hung at the back of your class.
2. List all the items on the advertisement and their prices.
3. With reference to the sample price list in this activity, prepare a price list containing all the items you have listed down.
4. Exchange the lists you have written with your classmates and vote for the price list that has the best layout.

The best price list to be hung at the back of the class.

In groups



1. Prepare an imaginary price list.
2. Do not overprice or underprice.

Presentation

Present the price list to the class.

Activity 5: Oral discussion

As a class



1. Who writes a price list?
2. Discuss the importance of having a price list.
3. Share your answers with the class.

Activity 6: Reading about buying and selling

Before reading

1. Is there a shop in your Payam?
2. Have you ever seen a price list in the shop?
3. Have you ever written and used a shopping list before? Did you find it helpful? Say how?

As a class

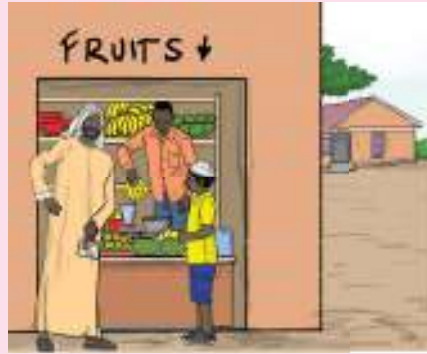


1. Listen to the teacher read the story below.
2. Read the story after the teacher.
3. Read the story in turns.

Diing was so excited. At long last, his mother had accepted to go with him to the nearest shopping centre. Diing together with his mother prepared a list of the items they were going to buy. Since it was the end of the month so they were going to buy many things. They looked around the house and realised that they needed to buy; rice, sugar 5kg, 3 loaves of bread, 1 bar soap, 5kg of wheat flour, 3 litres of cooking oil, 10 kg of maize flour, 500g of salt, 3kg of green grams and 2kg of beans. They left the house early in the morning in their car.

The shopping centre was normally crowded so they had to wake up early enough in order to have ample time shopping.

When they got to the market, it was already brimming with people. Without wasting time, they went to their favourite shop to buy the items they wanted. They met Mr Lokonyeen their ever smiling shopkeeper.



“How are you?” he began.

“We are fine,” they both replied.

“What can I do for you today?” the shopkeeper asked.

Diing’s mother removed her shopping list and started mentioning the items as she checked the price list in Mr Lokonyeen’s shop. She ticked every item that she had written until she had picked everything.

“How much do we owe you Mr Lokonyeen?” asked Diing’s mother.

“Well, let me first calculate the total,” he replied.

The shopkeeper calculated and told her the total amount that she needed to pay.

Diing’s mother gave the shopkeeper the money. The shopkeeper gave her a receipt and some change.

Diing was so excited as he left the shop at least he had seen how buying and selling is done.

Activity 7: New words

1. Read out the following words aloud.

shopping list receipt price list buy sell money

2. Use the passage above to infer the meaning of the words above.

3. Construct your own sentences using the words.
4. Add the words to your **word bank book**.

Read out your sentences to the class.

Activity 8: Answering comprehension questions

In groups



Answer the following questions.

1. What is the story about?
2. Why do you think Diing's mother needed to write a list of the things she was going to buy from the shop?
3. Give one characteristic of Mr Lokonyeen that would make you want to visit his shop.
4. Have you ever been to a shopping centre? What did you buy?
5. Provide a suitable title for the story.

Share your answers with the class.

Word attack

In pairs



Fill in the blank spaces using the words below.

total shopping list receipt shop price list

1. Diing and his mother went to buy items from the _____.
2. Diing's mother prepared a _____ before going to the shopping centre.
3. The shopkeeper wrote a _____ and gave it to Diing's mother.
4. _____ indicates the price of items in a shop.

5. The shopkeeper calculated the _____ amount of money Ding's mother needed to pay him.

Present your answers to the class.

Activity 9: Writing a shopping list

As a class



Example of a shopping list.

ITEM	QUANTITY	PRICE (SSP)
Sugar	1kg	152
Rice	2kg	240
Cake	800g	1265
Bread	2	127
Soap	1bar	165
	TOTAL	1949

In groups



1. In groups of four, read the passage in Activity 6 again.
2. List all the items Ding's mother was going to buy from the market.
3. With reference to the shopping list above, create your own shopping list. Include all the items in your list from number 2 above.
4. Think about a shop in your Payam and compare the prices of the items in your list with those in the shop. Do not forget to calculate the total cost of the items.

Hang the best shopping list at the back of the class.

Activity 10: Oral discussion

As a class



1. Who writes a shopping list?
2. Discuss the importance of having a shopping list.
3. Share your answers with the class.

Activity 11: Debate

In groups



1. Divide yourselves into two groups.
2. Debate on the motion:
“WE NEED TO BUDGET OUR MONEY IN ORDER TO SUCCEED IN LIFE”
3. One group will oppose and the other group will propose the motion.
4. Each group should appoint a group leader and representatives to present their points.
5. The teacher will appoint a time keeper and debate secretary.
6. All learners must observe the debate rules, such as; do not interrupt other learners as they speak and keep time when given a chance to speak.

The winning team to be applauded by the class.

In pairs



Summarise all the points discussed above.

Present your summary to the class.

Activity 12: Let us act

As a class



Read the conversation below in turns.

Ali: Good morning?
Shopkeeper: Good morning. How can I help you?
Ali: I need two kilogrammes of sugar. How much does it cost?
Shopkeeper: Four hundred pounds only.
Ali: Fine. Could I have the sugar please?
Shopkeeper: There you go.
Ali: Thank you. Bye.
Shopkeeper: Excuse me, before you go. Here is your change and your receipt.
Ali: Sorry, I forgot. Thank you.
Shopkeeper: You are welcome.

In groups



1. Prepare a model shop.
2. Make model products to be sold e.g sugar, rice, etc.
3. Prepare a price list of the model products you have made and hang it in the model shop.
4. One of you to act the role of a shopkeeper.
5. The rest of the members, write a shopping list.
6. With reference to the conversation above, present your shopping list to the shopkeeper and copy the language used in the conversation.

7. Role-play to the class.
8. Clap for the group with the best presentation.

In pairs



Discuss:

- a) How to tell the value of an item before buying it.
- b) How you will determine if a shop business is making profit or not.

Take turns to discuss your answers with the class.

Activity 13: Talking about money

As a class



Read the following texts about money.

A

We must use money to make money. If you do not have money you will never make money. In fact, those who have a lot of money will continue making more money and those who do have less money will lose even the little that they have.

B

When I grow up, I want to make a lot of money through business. I hate poverty. To me, money is everything. Yes, I mean everything. If I get sick, money treats me, if am hungry money feeds me, if am bored money entertains me. Do you believe money is everything?

C

Money! Money! Money! This is the root of all evil. See, because of money many leaders are corrupted through bribes, banks are robbed because of money, people are killed because of money. For me, I do not like money.

In pairs



1. Discuss each text and give reasons why you agree or disagree with each text.
2. Write down your points and present them to the class.

Note

Money is any item that is generally accepted as **payment** for **goods** and **services** in a particular country. **Services** can be education or in any working institutions.

Word attack

Individually



Complete the table below.

Word	Meaning	Sentence
Cashier	_____	You have to pay the cashier for the goods.
Currency	A system of money in general used in a particular country.	_____
Quantity	_____	What quantity of bread do you want?
_____	The standard of something compared to something else of a similar kind.	_____
Value	_____	Our company prides itself in providing value for money.

Present your answers to the class.

Activity 14: Writing about a shopping experience

In groups



1. Have you ever been to a market, supermarket or shopping centre?
2. List the events that took place on that day.
3. Using the events that you have listed down, come up with a story narrating your shopping experience.
4. In the story, mention the shopkeeper, the place where you shopped and the items that you went to buy.
5. Make good use of the words in your **word bank book**.
6. Punctuate your sentences properly.
7. Read your story to the class and let your classmates correct your mistakes.
8. The best story to be hang on the school noticeboard.

Activity 15: Further Learning

In pairs



1. Read more texts about money apart from the ones studied in this unit.
2. Read a range of texts on the use of money e.g catalogues or leaflets.
3. Write your findings.

Present your findings to the class.

Activity 16: In summary

In groups



1. Imagine you are going shopping.
2. Prepare a budget of 1200 ssp pounds. Write a shopping list. Include items that are used almost on a daily basis in your home.
3. Remember to use the example in Activity 9 page 48.

The best shopping list will be displayed in class.

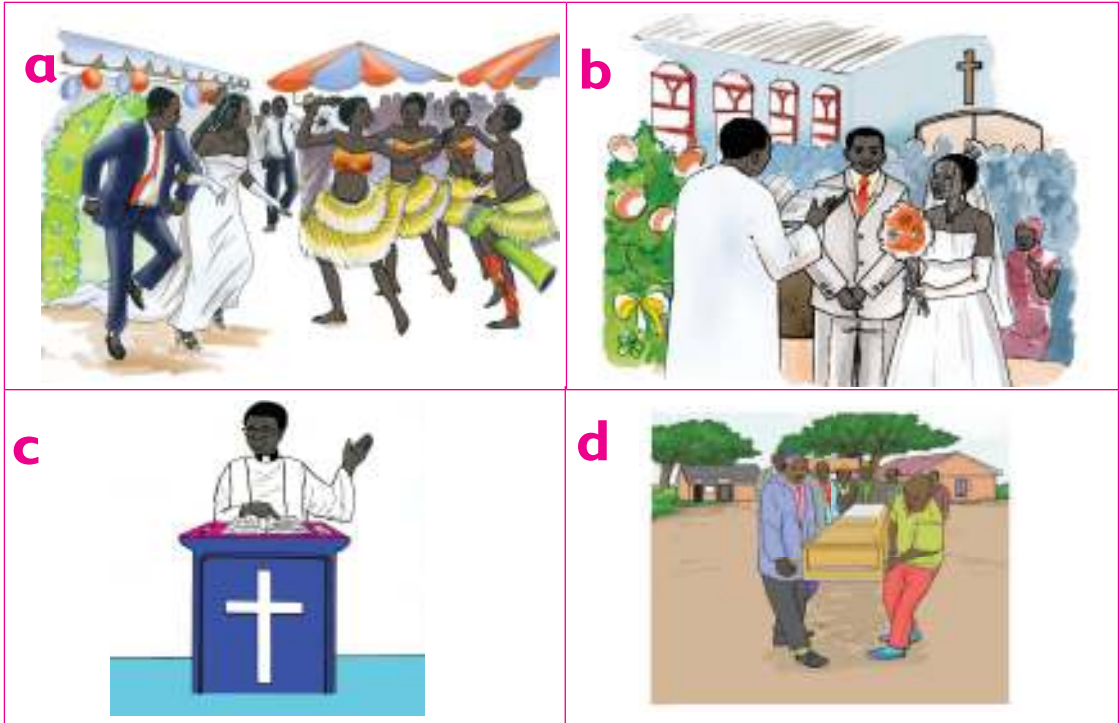


Activity 1: Vocabulary on social events

As a class



Look at the pictures below.



In groups



1. Describe the people in pictures (a) and (b).
2. Name the person in picture (c) above.
3. Have you ever seen the person in the picture (c) above in your Payam? If so, where?
4. Give a name to each event presented in pictures above.

Take turns to present the answers above to the class.

Note

A **social event** refers to any gathering of people in an event. It can be a function, celebration or a ceremony. There are many social events like **weddings**, **funerals**, etc among others.

Word attack

Individually



Fill in the blank spaces with the most appropriate word from the box.

sister-in-law pastor groom bride brother-in-law

1. Amina is getting married today. She is a _____.
2. Awan is marrying today. He is a _____.
3. He will preach at my sister's wedding. He is a _____.
4. The husband to my sister is my _____.
5. The wife to my brother is my _____.

Read your answers to the class.

Activity 2: Reading about social events

Before reading

1. Have you ever been to any social event? Which one?
2. Describe how the event was.

As a class



1. Listen to the teacher read the following passage.
2. Read after the teacher.
3. Read in turns.

A wedding i attended

Finally the day I had been waiting for arrived. I woke up very early in the morning ready to begin the new day. It was my aunt's wedding day. Without wasting time, I prepared myself so that I could not disappoint my beloved aunt.

By twelve o' clock, my parents and I left the house for church. We all looked smart. I was clad in my black suit and black shoes. It took us a half an hour to get to church.

When we arrived at the venue, I was happy to see people singing and dancing as they waited for the bride. The groom had already arrived. He was tall, dark and handsome. He was well-dressed and fit for the occasion.



Suddenly, the bride arrived. She was driven in a big white car. She was very beautiful. She waved at the people as she smiled. She was escorted into the church where the wedding was to take place.

Inside the church, people were calm. The bride walked down the aisle to the front. She sat down just opposite the groom. "This is the day that the Lord has made. Let us rejoice and be glad in it," the preacher began.

The preacher took almost a half an hour. After that, he called both the bride and groom to exchange their vows. They exchanged their vows and the preacher pronounced them husband and wife. Everyone celebrated through song and dance.



We all went to the reception which was in the next compound. We ate the cake and other mouthwatering meals. We danced and enjoyed. It was a very busy day.

Activity 3: Oral discussion

1. Do you think the writer enjoyed himself at the wedding?
2. Give reasons why a wedding is considered a social event.
3. Discuss the different roles played by the people at the wedding.

Activity 4: Answering comprehension questions

In groups



Answer the following questions.

1. What is the story about?
2. How did the guests at the wedding entertain themselves?
3. Describe the groom.

4. Prepare a programme for the wedding in the story. Note how the activities have followed each other.
5. Recall a wedding ceremony you have ever attended. How similar or different was it from the wedding described in Activity 2?

Share your answers with the class.

Word attack

In pairs



1. In pairs, each learner should have a piece of paper and a pen.
2. Each learner should write a description of one person that attends a wedding.
3. Exchange the papers and try to figure out who your partner described.
4. Appreciate the first team to have both words guessed correctly.

Activity 5: New words

In pairs



1. Read the passage in activity 2 again.
2. Identify all the words that are unfamiliar to you and list them down.
3. Look up the meaning of the words in your dictionary.
4. Add the words to your **word bank book**.

Activity 6: Role-playing

Before reading

1. Look at the picture below.
2. What do you think the conversation is about? Give reasons.

As a class



Take turns to read the conversation below.

Preacher: Do you take Palek to be your **lawfully** wedded wife?

Groom: Yes, I do.

Preacher: Do you take Awan to be your lawfully **wedded** husband?

Bride: Yes, I do.

Preacher: Will you be with Palek in **sickness** and in **health**, for better for worse?

Groom: Yes, I will.

Preacher: Will you be with Awan in sickness and in health, for better for worse?

Bride: Yes, I will.

In groups



1. Read the above conversation.
2. Describe the social event in this conversation using one word.
3. Write down the meaning of the words in red.
4. In groups of three, role-play the conversation.

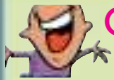
Role-play before the class.

Activity 7: A poem on social events



As a class

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



On my wedding day

After the clock ticks
for days, months and weeks
finally the big day is here
though am filled with fear
on my wedding day

Then a thought strikes me hard
I will leave my mum and dad
and join a new home
the thought hits like a bomb
on my wedding day

Mother whispers to me
that it shall be fine
it is my big day
I should not ruin it any way
on my wedding day

In groups



1. Recite the poem.
2. Close your eyes and listen as the teacher recites the poem.
3. Describe the picture that comes to your mind.

Activity 8: Oral discussion

In groups



1. Who is the speaker in the poem?
2. Describe the feeling of the speaker about the wedding day.
3. Give a reason why the speaker is experiencing the feeling you have described in number 2 above. Support your answer with extracts from the poem.

Activity 9: Talking about different social events

In pairs



Read what Mohamed is saying:



Last year I attended my brother's wedding. It was in a church. There were so many people who came to attend the wedding. It was the most colourful occasion I have ever attended in my entire life. When I grow up, I want to wed just like my brother.

In groups



1. Have you ever attended a social event?
2. What was it about?
3. Discuss the importance of that particular event.
4. Write down the points.
5. Share your points with the class.

Individually



Rewrite the following sentences and punctuate them where necessary.

1. last aunt my week wedded.
2. brother-in-law my is handsome very.
3. wore expensive an maggie dress.
4. service pastor the led the.
5. other need we to respect each.

Presentation

Read your sentences to the class.

Activity 10: Adjectives

In groups

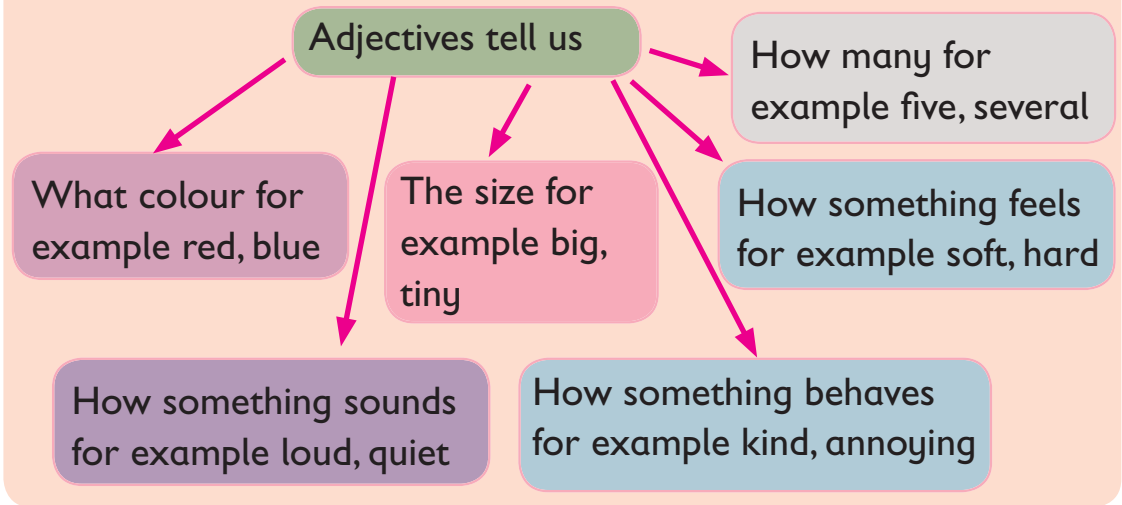


(i) Read the following sentences.

1. Ali had a **beautiful** car.
2. The bride had **long** hair.
3. Maria wore **shiny** shoes to the wedding.
4. The food at my brother's naming ceremony was **delicious**.

Note: The words in bold on page 64 are called adjectives.

Adjectives are words that describe nouns.



In pairs



1. Read the passage in **Activity 2** again.
2. Write all the sentences with adjectives in the passage.
3. Underline the adjectives.

Present your answers to the class.

Activity 11: Writing about social events

Individually



1. Have you ever attended or heard about a wedding?
3. Mention all the people who were at the wedding.
2. List the activities that took place during the wedding.
4. Do not forget to mention the venue of the wedding.

5. Let the story begin like this: **Finally, the day I had been waiting for was here**
6. Using the activities you have listed, write about the wedding describing it creatively.
7. Make good use of the words in your **word bank book**.

In pairs



1. Compare your composition with your partner.
2. Read and correct what your partner has written.
3. Share your piece with the class.
4. The best piece should be forwarded to the journalism club for it to be included in the school magazine.

Activity 12: Solving a puzzle

In groups



1. Read the following descriptions and give one word that fits the description.
 - a) A social event at which the ceremony of marriage is performed.
 - b) The man marrying on a wedding day.
 - c) A young girl who carries flowers on a wedding day.
 - d) The dress worn by the bride on a wedding day.
 - e) The woman getting married on a wedding day.

2. Study the puzzle below and circle the answers you came up with in 1.

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

Share your answers with the class.

Activity 13: Further learning

The dining hall in your school is small and cannot accommodate all the learners during meal times. The headmistress has announced that there will be a fundraiser in the school to collect money that will be used to build a bigger dining hall.

In groups



1. List the groups of people that will be invited to the fundraiser for example parents, teachers, etc.
2. List all the items that will be used during the event.
3. Prepare an invitation card giving details about the event.
4. Share what you have prepared with the class.
5. Clap for the most outstanding event presented.

Activity 14: In summary

Individually



1. Study the picture above.
2. Write a title for the social event presented.
3. Name each person in the picture using the words learnt in this unit.

Share your work with the class.



Activity 1: Vocabulary on people from around the world

As a class



Look at the pictures below.

a



b



c



d



Discuss the following questions.

1. Describe the people in the pictures above.
2. Which countries do you think they come from?
3. In which ways do you think they are like you?

Share your answers with the class.

In groups



Answer the following questions.

1. Do you know of any other people from around the world?
2. List the people that you know from around the world.
3. Do you have any similar traits?

Share your answers with the class.

Activity 2: Matching words with their meaning

In pairs



Match the words below with their meanings.

A

- a) culture
- b) tradition
- c) international
- d) custom
- e) country
- f) global

B

- a) Involving the whole world
- b) A particular geographical region of indefinite boundary (usually serving some special purpose or distinguished by its people or culture or geography)
- c) A way of life of the people
- d) A specific practice of long standing
- e) Acceptable or habitual practice
- f) Existing in more than one nation

Share the answers with the class.

Activity 3: Miming

As a class



1. Get in small groups.
2. Move in front of the classroom.
3. The teacher will show you a picture.
4. Describe that person to the class.
5. Let others guess until they get it right.
6. Repeat the same process with as many people across the world as possible.

Activity 4: Reading about people from around the world

Before reading

1. Have you ever been to a new country?
2. Have people from a different country ever visited your Payam?
3. What things did you notice that were different about the people?
4. Look at the pictures in the passage. What do you think the passage is about?

As a class



1. Listen to the teacher read the following passage.
2. Read after the teacher.
3. Read in turns.

A visit to a new country

Juba Airport was already abuzz with activities. My brother and I were travelling to the United States of America. I was so excited since it was my first time ever to go out of the country and also to be at an airport. I was used to people in our home country until I met very many different people.

After many hours of travelling, we reached the new land. I enjoyed the fresh breath of American air. We boarded a taxi that took us to our next stop. It was a big hotel where we stayed until our departure back home.

My brother was in charge of the cultural activities in our country. He had received an invitation to go and represent our country at the cultural festival in the United States of America.



Very many people from different parts of the world had come to grace the occasion. There were Asians, Indians, Europeans, Africans, Chinese, just to mention but a few.



There were also different types of food exhibited. We had African traditional food, asian food, European food and many more. People enjoyed eating some of the food that was on display. However, I was so scared of the snails! Can you imagine some countries eat snails as a delicacy! I must say that they were so delicious.

After one week, the festival was over. I was so excited that I had learnt a lot and I was going to teach my friends what I had been taught by the different people I met in the USA.

Activity 5: Oral discussion

In groups



Answer the following questions.

1. What is the story above about?
2. How do people's lives vary in different countries?
3. Compare your way of life with other people from around the world.

Presentation

Compare your answers with the class.

Activity 6: Answering comprehension questions

In pairs



Answer the questions below.

1. Which country did the writer visit?
2. Name the people from around the world mentioned in the passage.
3. What parts of culture are mentioned in the story above?
4. Name one aspect of culture in the passage that scared the writer.

Activity 7: New words

In pairs



1. Read out the words below aloud.

culture traditional festival delicacy

2. Look for the words above from the passage in Activity 3.

3. Say the meaning of the words on page 74 from the passage.
4. Construct your own sentences using the words.
5. Add the words to your **word bank book**.

Present your answers to the class.

Activity 8: Cultural aspects

In groups



1. Study the pictures below and describe them.

a



b



c



d



2. Mention the cultural aspect each picture above represents.

Share your answers with the class.

Activity 9: Role-Playing

As a class



Listen as the teacher reads the conversation below.

Uche: How are you?

Adhol: I am fine.

Uche: My name is Uche and I am from Nigeria.

Adhol: I am Adhol and I am from Sudan. What brings you to South Sudan?

Uche: My sister is getting married here so I have come to attend her wedding.

Adhol: Wow! Welcome to South Sudan. It is the best place to be. Our people are very friendly. I hope you will like them.

Uche: Thank you.

In groups



1. Read the conversation above.
2. Role-play the conversation to the class.

In pairs



1. Pretend you are Adhol and come up with five questions to ask Uche.
2. Divide yourselves into two groups (Uche and Adhol). Ask and answer each others questions.
3. Exchange the roles and repeat number 2 above.

Activity 10: Reading a poem

Before reading

1. Mention the different types of races that you know.
2. Do you think that there is a race that is more superior than the other? Give reasons for your answer.

As a class



1. Listen to the teacher recite the poem below.
2. Recite the poem after the teacher.



Many faces

Many faces many faces
I have seen many faces
All from different places
And of different races

Many faces many faces
All of different colours
And different textures
But they are all faces

Many faces many faces
From Asia, Europe
just to mention but a few
I love all people

Answer the following questions.

1. What is the poem talking about? Support your answer using extracts from the poem.
2. Discuss the impact of the message of the poem in society.

Activity 11: Creating a poem on people from around the world

In pairs



1. Think of an aspect of culture talked about in this unit.
2. Read the poem in Activity 10 again.
3. Create a similar poem using the aspect of culture you have chosen.
4. Master the poem and recite it to the class.

The best poem to be presented during any social event held in the school.

Activity 12: Talking about people from around the world

In pairs



Read the following extract.

We need to appreciate the culture of different communities or people from around the world. We are all unique and different in our own ways. You may never know when you need someone. You should respect every one regardless of their colour and background. We all need each other.

In groups



1. Discuss the importance of appreciating different cultures.
2. Present your findings to the class.

Activity 13: Writing about people from around the world

As a class



Read the extract below.

The Maasai tribe



The warrior is of great importance and a source of pride in the Maasai culture. To be a Maasai is to be born into one of the world's last great warrior cultures. From boyhood to adulthood, young Maasai boys begin to learn the responsibilities of being a man and a warrior. The role of a warrior is to protect their animals from human and animal predators, to build manyattas (Maasai homes) and to provide security to their families.

Through rituals and ceremonies, including circumcision, Maasai boys are guided and mentored by their fathers and other elders on how to become a warrior. Although they still live their carefree lives as boys - raiding cattle, chasing young girls, and game hunting - a Maasai boy must also learn all of the cultural practices, customary laws and responsibilities he will require as an elder.

An elaborate ceremony - Eunoto - is usually performed to “initiate” the young man from their moran and carefree lifestyle to that of a warrior. Beginning life as a warrior means a young man can now settle down and start a family, acquire cattle and become a responsible elder. In his late years, the middle-aged warrior will be elevated to a senior and more responsible elder during the Oleng’eshere ceremony.

Maasai children enter into a system of “age-sets” with peers where various life stages, such as circumcision, are marked with ritual and ceremonies. At the age of 14, girls are initiated into adulthood through an official circumcision ceremony known as Emorata.

Presently, the female circumcision ritual is outlawed in Kenya and its use is diminishing from the Maasai women’s culture. Young Maasai girls are still taught by their mothers and older women other functional roles like how to build houses, make beadwork, cook, and clean their homes. When they come of age, their parents “book” a warrior from a respectable clan as an appropriate husband for their daughter.

In groups



1. Mention the aspects of culture mentioned in the passage about the Maasai.
2. Discuss and write down in details what those cultural aspects contain.
3. Compare the culture and lifestyle of the Maasai people with those of the people who live in your Payam. Point out the similarities and differences.
4. Write your points.
5. Watch the video about the Maasai warriors using the link below.
(<https://youtube/oppwL9RSXTc>)

Share the answers with the class.

Individually



Write two paragraphs describing your culture in terms of:

1. The food you eat.
2. The clothes you wear.
3. Your songs and dances.
4. Economic activities.
5. Traditional practices.

Present it to the class.

Activity 14: Further learning

In groups



1. Find out about the way of life in other countries.
2. Write about it.
3. Present it to the class.

Activity 15: In summary

In pairs



1. Draw people from different parts around the world in their traditional attires.
2. Write the country they come from.
3. Share your drawings with the class.

Presentation

The best poster to be displayed at the back of the class.







Activity 1: Different games and sports

In pairs



1. Describe to your friend what you can see in the pictures below.

a 	b 
c 	d 

2. Discuss what is happening in the pictures above and write each activity using one.

- a) _____
- b) _____
- c) _____
- d) _____

3. Which of the activities in the pictures above are have you ever seen?

4. Did you like your experience while engaging in any activity above? Say why.

Read it to the rest of the class.

Note

Game-An activity that one engages in for amusement.

Sports-An activity involving physical exertion and skill in which an individual or team competes against another or others for entertainment e. g **soccer** and **volleyball**.

Activity 2: Vocabularies on games and sports

In groups



1. Read the words below. Choose the ones you can use to describe the pictures in Activity 1.

volleyball court mistakes cheering practice
warming tennis playing individuals game

2. Use the words you have selected to construct your own sentences.

Read the sentences you have to the class .

Activity 3: Reading about volleyball

Before reading

1. Have you ever taken part in any sport or game?
2. Give reasons why you love the sport or game that you have participated in.

As a class



1. Listen as the teacher reads the passage on the next page.
2. Read the passage after the teacher.
3. Read the passage in turns.

Volleyball

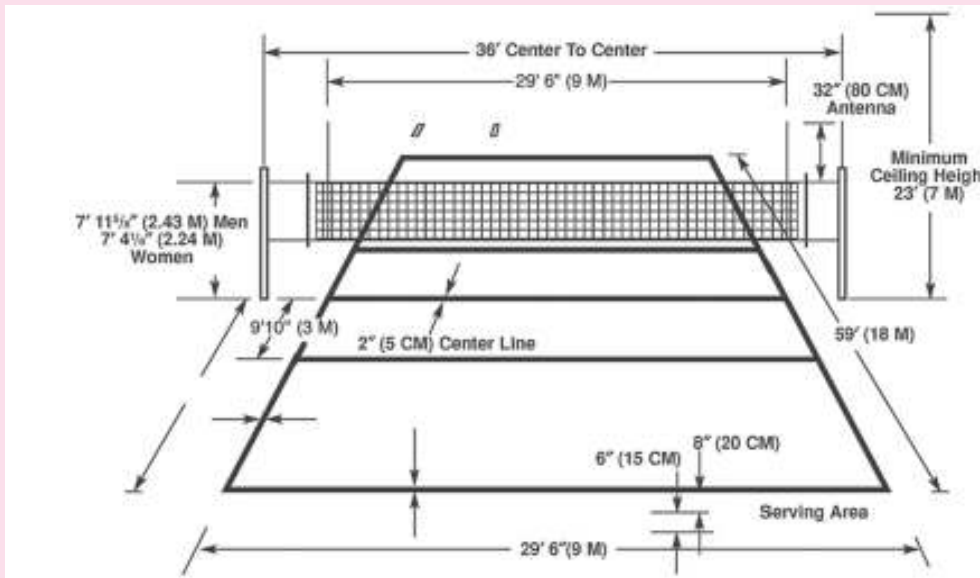
We have different games that are played in our country, some are played in teams while others are played individually. Volleyball a popular game all over South Sudan is one of them. There are some people who play volleyball but they do not know much about it. For this reason they make many mistakes.

If you want to enjoy the game fully, and assist your team to win, you should know the rules well and practise the different ways of playing.

The following are the main rules of volleyball and some advice to help you enjoy and play the game better:

1. The court

This is a place where games such as tennis, badminton, volleyball and many more are played.



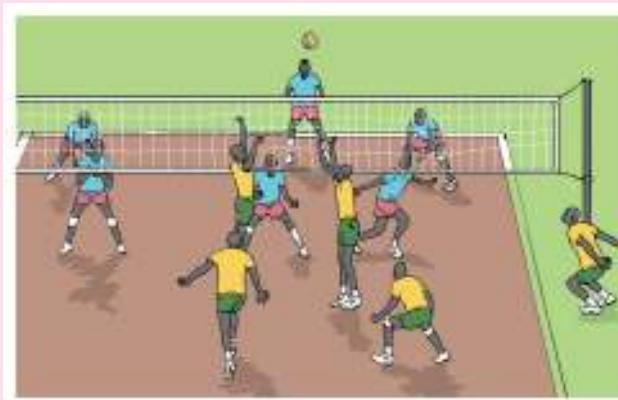
2. Warming up

It is important to do some warming up exercises to prepare your body before you start playing. If you play without warming up, you will neither play well nor will you enjoy the game and you may hurt yourself.



3. Starting positions

Volleyball is played by twelve individuals who make up two teams, so every team has six players. After the warm up you can begin the game. The six players in each team should arrange themselves as in the picture below of one team.



4. Serving

The player in position one moves to the service area begin the back line and serves the ball. Each point begins with a service.

The server should follow the rules below:

- a) Toss the ball in the air before it is hit.
- b) The server must not stop on or cross the back line before hitting the ball.

c) The ball must go over the net.

When serving, you are allowed to hit the ball with an open arm or your fist. An over arm or an underarm style of hitting is allowed.



The two teams hit the ball backwards and forwards over the net. Teammates will at times boost the ball and this goes on until the ball falls to the ground or goes out of the court or hits a pole or a person outside the court.

There are two styles of hitting the ball namely:

a) Dig-whereby the ball is hit with the inside of the arms with the hands held together. This style can be used when the ball is coming fast or low.



b) Volley- In this style, the ball is hit with the fingers and thumbs of both hands when they are above and in front of your head.



Rules when the game of volleyball is on.

- (i) The ball must not roll on your hands as you are hitting it.
- (ii) The ball must not be hit more than three times by one team before going over the net.
- (iii) Do not hit the ball more than one time before it is hit by another player of your team.
- (iv) Do not touch the net while the ball is still in play.
- (v) Do not cross the centre line while the ball is still in play.

4. Winning point

A team wins a point when the other team hits the ball out of the court or into the net. There will be a point scored for every service.

5. Rotating

This happens when a team wins a point and starts serving. The players change their positions. This is called **rotating**.



The player who was in position two will now serve because he has moved to position one. Volleyball is divided into sets. To win a set a team has to score 25 points. The game needs practising the different styles for better playing and enjoyment.

Activity 4: Oral discussion

In groups



1. Do you think volleyball is an interesting game? Give reasons.
2. What rule would you change in volleyball if given the chance?
3. Mention steps that can be taken to improve the game of volleyball.
4. Discuss any other games you play in your Payam. What and who do you play it with?
5. Watch the video in the link below. (Your teacher will help you.)

<https://youtube/wpZNIymJ6uQ>

In turns read your answers to the class.

Activity 5: Answering questions about volleyball

In groups



Read the passage about volleyball again and then answer the following questions.

1. According to the first paragraph of the passage, write two ways in which different games can be played.
2. What should you know about volleyball according to the passage if you want to play it well and enjoy it fully?
3. What is a court according to the passage?
4. How many teams are there in the game of volleyball?
5. How many players are in a game of volleyball?

6. What is rotation during a volleyball game?

Share your answers with the class.

Word attack

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

teammate practice court serving rotating

1. Volleyballers change positions when a team wins a point and starts serving in a process called _____.
2. The relay runners cheered on their _____ as he approached the finish line.
3. It took Dhuol alot of _____ to get an award in the olympics.
4. We found the team at volleyball _____ ready for the game.
5. She fell down while _____ the ball.

Activity 6: New words

In pairs



1. Read about volleyball in Activity 3 again.
2. Identify any unfamiliar words that you see and list them down.
3. Look up the meaning of the words from the dictionary.
4. Use the words to construct sentences.

Present your sentences to the class.

Activity 7: Reading a report on games and sports

As a class



Read the following sports report.

Bright Stars-Burundi match ends in draw



South Sudan bowed out of the Cecafta Senior Challenge Cup with their heads high after holding Burundi to a 0-0 draw in a group B match, at Kakamega, Kenya.

The Bright Stars put up a better performance compared to that against Uganda where they lost to Uganda 5-1.

Bottom of group

The team should have got the win but a wasteful Aluc Akech Mabior coupled with some clinical saves from the Burundian keeper meant South Sudan finished bottom of group B with one point as Burundi joins Uganda in the semi-finals.

Ethiopia who drew 1-1 with Uganda on Sunday joins South Sudan as they pack their bags to return home.

What next

Next for the bright stars will be the 2018 Africa Cup of Nations Qualifiers against Mali in September 2018 in Juba.

(extracted from www.eyeradio.org)

In groups



1. Discuss the language used in the report and how the style is achieved.
2. With the help of your teacher read some newspaper reports on games and sports.
3. Recall a game that you recently watched.
4. Write down the highlight of the game.
5. Write a report on the game. Look at the sample report for guidance.

Word attack

In pairs



Read the words below.

bowed match coupled draw

1. In reference to the report write down the meaning of each word above.
2. Write sentences using the words in the box above.
3. Add the words to your **word bank book**.

Take turns to share your answers with the class.

Activity 8: Reading a dialogue about games and sports

As a class



Listen to the teacher read the following conversation.

- Games master:** Good morning school. The day we have been waiting for is here with us! The sports day. Today we are going to play all sorts of games. I will mention a few of today's activity, I want you to pay attention.
- Aguet:** I know some of the games you want to mention.
- Games master:** How did you get to know them?
- Aguet:** I read in a newspaper that my father had bought.
- Games master:** Who else has read about sports and games in either a book or newspapers?
- Ajok:** I have also read.
- Games master:** That is very good of you, I have written most of those games you know on a chart. Let us read them together.
- All the pupils:** Football, netball, badminton, field events e.g. athletics, table tennis and hockey.
- Atol:** What is table tennis?
- Games master:** This is an indoor game played on a table using a bat and a small ball but most of the games today will be outdoor games.
- Deng:** How do we know which games we are going to play?

Games master: I have divided you into houses using colours; blue, yellow, green and red. Your teachers will be in charge of the houses and they will guide you. The houses will compete against each other in various games.

Atol: What will you give the winners?

Games master: I have trophies for the winning houses and some other awards for individual winners. I wish you all the best as your teachers take you to the different fields.

All the pupils: Thank you.

In groups



1. In groups of four, read the above conversation.
2. Practise and role-play the conversation in your groups.
3. Each group member should assume a role in the dialogue.

In pairs



1. One of you to pretend you are Atol and the other the games master. Come up with more information about the game of table tennis (Your teacher will help you.)
2. Create a conversation and let Atol ask the games master more questions about table tennis. Let the games master give relevant answers.
3. The pair with the best conversation to be applauded by the class.

In turns, role-play before the class.

Activity 9: Talking about different games and sports

In groups



Read what the people below are saying.



My name is Mabior. I am the games master at Yale Primary School. I love all games and sports. They help me keep fit.



My name is Aguet. I like playing hockey and soccer. I enjoy them because I know all their rules.



My name is Ajok. I like playing basketball. I enjoy the game because I am tall, so I score many goals. I am in the school team that competes with the neighbouring schools.



My name is John. I study at Yale Primary School. I am in the Red house and I enjoy playing Table tennis.

In pairs



1. Mention the game each person is talking about.
2. Say who plays for the school team.
3. Say who the games master is.

Word attack

In pairs



1. Study the pictures below.

a



b



c



d



e



2. Have you ever seen or used any of the balls?
3. Name the sport played using each ball.

Take turns to share answers to the class.

Activity 10: Writing about games and sports

In groups



1. Choose a sport and discuss about it.
2. Write four sentences about the sport in terms of the following:
 - a) Where it is played (indoor or outdoor).
 - b) Number of players involved.
 - c) How long the game takes.
 - d) The number of teams involved.

3. Write down the rules of the game.
4. Write the reasons why you think the sport you chose is interesting.
5. Discuss the importance of engaging in sports.

Individually



Write your own report about a sport of your choice.

Presentation

Take turns to read the reports to the rest of the class.

Activity 11: Listening to a radio commentary on sports

As a class



Listen to a recording of a sports radio commentary.

Individually



1. Make your own commentary on a sporting event of your choice.
2. Use the words in your word bank from this unit.

Presentation

The best commentaries to be read and displayed behind the class.

Activity 12: Conjunctions

As a class



Read the sentences below.

1. I would like to thank you **for** visiting me.
2. The games master wanted us to play today **but** he fell sick.

3. I am performing well in sports **because** I practice everyday.
4. My mother bought my brother a shirt **and** a short.

In groups



Choose the correct conjunction to fill in the blank spaces below.

1. Okello _____ Akumu are going to the volleyball court.
a) **but** b) **so** c) **and**
2. I want Kisra _____ rice for lunch.
a) **but** b) **or** c) **because**
3. We like football _____ it is fun to play the game.
a) **and** b) **so** c) **because**
4. Lowi _____ hopuke like chasing each other.
a) **and** b) **so** c) **but**
5. I went early _____ I did not find them.
a) **but** b) **because** c) **and**

Individually



Fill in the gaps using 'and', 'but' or 'or'.

1. Please lend me your book _____ your black pen.
2. I was awake _____ I did not hear the school bus hoot.
3. Will you have tea _____ coffee?
4. Our hands _____ feet are known as limbs.
5. The right to life _____ the right to education are basic human rights.

Activity 13 Writing about a favourite game or sport

In pairs



Read what Wani is saying.



My name is Wani, I am ten years old. I like games and sports especially when I am playing with my friends either at home or in school. Playing makes me happy and my teacher told me sports and games are good for my health. I like many games but my favourite is volleyball. When I was in Primary three I used to watch older children playing

way they used their hands to hit the ball. I also learnt some rules from the referee. I later practised playing it and now I am in the junior team of our school.

Individually



1. Imagine your school had organised a sports day event that the whole school took part in.
2. Write down all the activities that must have taken place on that day.
3. List down all the guests that you think should have been invited.
4. Write a composition describing how the day was. The composition should end with **that was the most eventful day of my life.**
5. Make good use of the words in your **word bank book** especially those that you have learnt in this unit.

Presentation

Read your composition to the class.

Activity 14: Playing a game about games and sports

In groups



1. The teacher will secretly assign each group the name of a sport.
2. Describe the sport you have been assigned indicating the number of players involved and the rules of the sport.
3. Take turns to read out what you have written to the class and let them guess what sport you are describing.
4. Appreciate yourselves for doing a good job.

Activity 15: Further learning

As a class



1. Agree on a game that you can play as a class.
2. Write down the rules of the game.
3. Plan on how you will play the game considering the following:
 - a) Where the game can be played. Indoor or outdoor?
 - b) How many players are needed for the game?
 - c) How much time is needed to play the game?
 - d) How many teams will play the game?
4. Go to your school playground and play the game all the while observing the rules of the game.
5. The winning team to be rewarded.

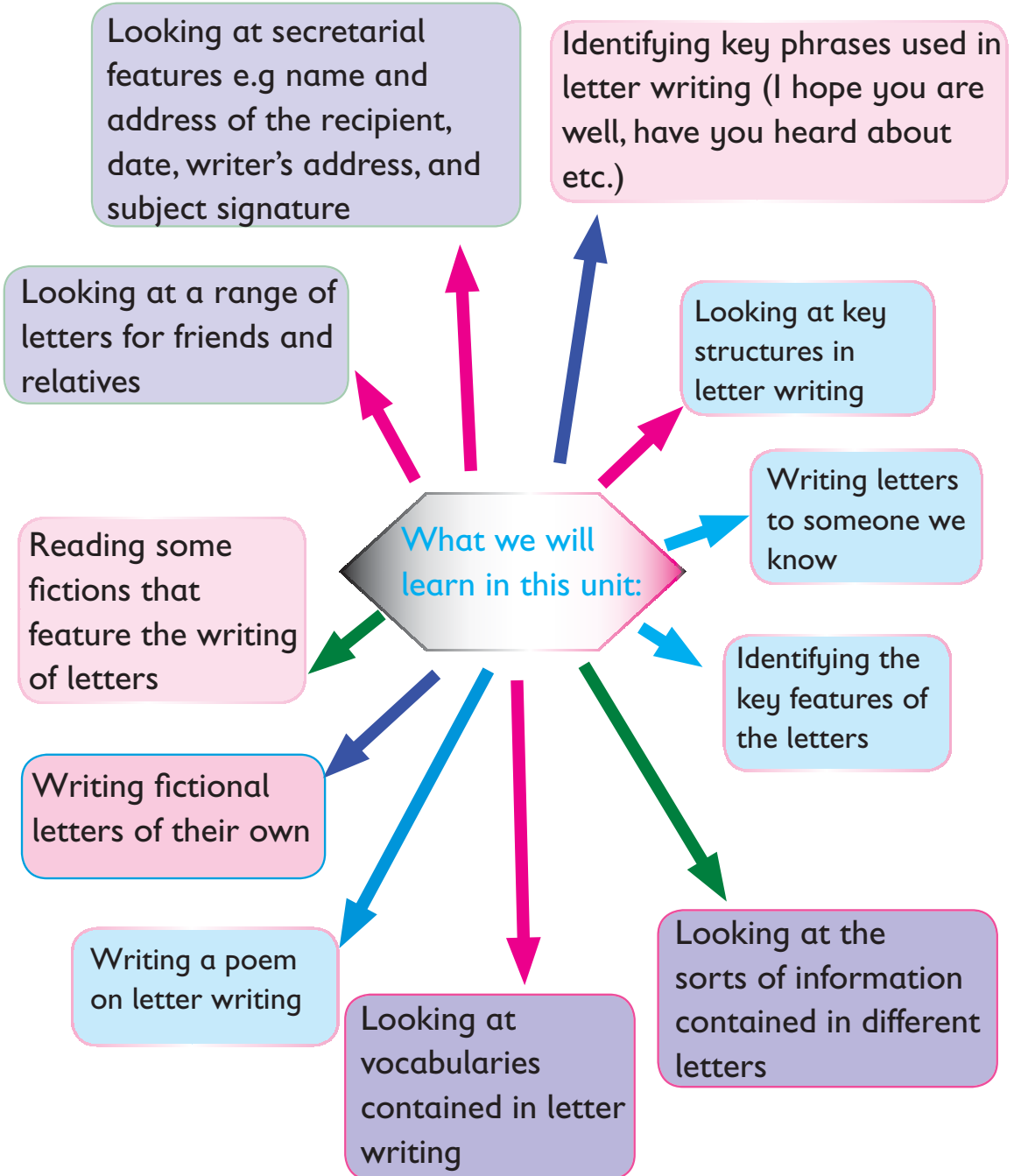
Activity 16: In summary

Individually



1. Read some sports and games articles from the newspapers.
2. Write the names of the games you have read about.
3. Draw children playing one of the games you have written about.

The best drawing to be hung at the school noticeboard.

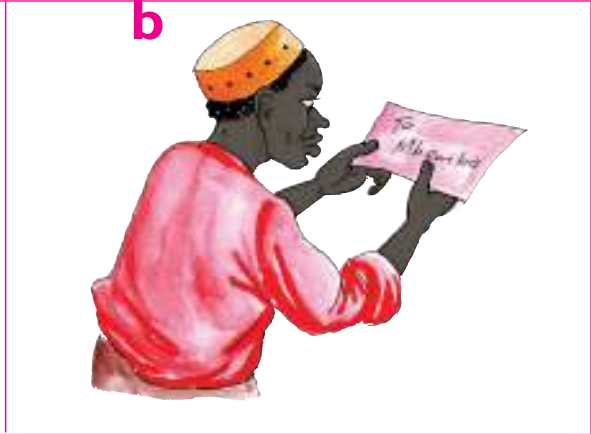


Activity 1: What is a letter?

In pairs



Look at the pictures below.



1. Discuss with your classmate what is happening in each of the pictures above?
2. Write down your answers.

Presentation

Read it your answers to the class.

Note

A **letter** is one person's written message to another pertaining to some matter of common concern. A **letter** written to a friend or a family member is known as an **informal letter**.

Activity 2: Vocabularies in letter writing

Word attack

Individually



Read the following words.

name address recipient subject writer two addresses

Use the above words to complete these sentences.

1. A _____ is the person who writes a letter.
2. A friendly letter has one _____ while an official letter has _____.
3. A _____ is the person who receives a letter.
4. A good letter should have the _____ of the writer.
5. The _____ is the main part of the letter.

Take turns to share your answers with the class.

Activity 3: : Reading a letter

Before reading

1. Have you ever written a letter before?
2. Who did you address the letter to?
3. What format did you use?

As a class



1. Listen as the teacher reads the letter on pages 106-107.
2. Read the letter after the teacher.
3. Read the letter in turns.

Torit East Primary School,

P.O. Box 6350,

Torit.

16th January, 2017.

Dear father,

How are you? I hope you, mum and my three sisters are well back at home. As for me I am as fit as a fiddle since you left me in this school.

Being my first time in a boarding school, I am finding life here quite different from home. When you left, I cried very much but I felt comforted when I saw that I was not the only one who was new to the school. Pupils here are very friendly. Two girls carried my luggage up to the dormitory and helped me settle. They then went on to guide me for two good weeks.

As for now, I am settled and have made many friends especially my classmates. I have even learnt all their

names and those of the teachers who are very kind to us.

Apart from feeling homesick, which is common to all pupils who are new to boarding life, I find this school better than the former one because there is plenty of time to read on our own. On top of it all, everything is so well organized that we have enough play and recreation time.

The food we eat is almost similar as to what I was eating at home. Bathing water is warmed for us and even our clothes are washed and ironed. However, the boarding master told us that when we go to Primary six we will be washing our clothes.

I am very happy because we have already been told that we will hold a sports day in the next two weeks and preparations have begun.

I will enjoy playing my favorite game, hockey. Have you heard over the radio that our mid-term date is very soon? I am glad because I will come home on that day and be with you for about four days. Pass my regards to all at home and tell them I miss them very much.

Your loving daughter,
Atoll.

Activity 4: Oral discussion

As a class



1. What do you think about the format Atoll used in her letter?
2. Describe Atoll's experience in boarding school.

Activity 5: Answering questions from the letter

Individually



Answer the following questions.

1. Who has written the letter?
2. Who is the recipient of the letter?
3. In your own words, describe the writer.

Word attack

Individually



Construct sentences using the words below:

boarding friendly home sick happy enjoy

1. Punctuate your sentences well.
2. Present your work to the class.

Activity 6: New words and phrases

In pairs



1. Read the following words and phrases.

- a) greetings
- b) hope you are well
- c) well
- d) she is now well
- e) are
- f) dear
- g) closed
- h) talked
- i) yours sincerely
- j) I want to

2. Use the words and phrases above to fill in the letter below.

Garden city,

P.O. Box 4510,

Awei.

19th March, 2017.

_____ 1 _____ Lado,

How _____ 2 _____ you? I _____ 3 _____.

As for me, all is _____ 4 _____. I have noted we have not
_____ 5 _____ since we closed school.

_____ 6 _____ inform you that my mother fell ill two weeks after
we _____ 7 _____ school and was admitted to hospital for
five days. _____ 8 _____ and has come back home. Pass my
_____ 9 _____ to your family. I hope to see you soon.

_____ 10 _____,

John Deng.

Activity 7: Reading a fiction letter

In groups



Read the following letter.

REO SEA STATE SCHOOL,

P.O. BOX 1303,

NETU.

19TH DEC, 2017.

Dear Mopel,

My name is Amal, the girl you gave a book to read over the holidays. I wrote to you a letter to tell you about the book but maybe you did not get my letter.

I read the book called 'Country and Town Mice'. It has many chapters and so funny that, I laughed until tears came to my eyes.

I read that, the country mouse went to visit the city mouse but she could not cross the city roads so the city mouse went pick her from the stage. He had brought a lot of food from the countryside.

When they reached the dwelling place of the city mouse,

a big house owned by a European, they entered quietly and went to their hiding place.

However, one day, the country mouse forgot she was in the city and started moving from corner to corner aimlessly singing happily.

I am still reading the book and will give it back to you when I am done with it.

Keep in touch.

Your friend,

Amal.

As a class



1. Listen as the teacher reads the letter.
2. Read the letter aloud after the teacher.

Individually



1. Read the letter Amal wrote to Mopel again.
2. Copy the letter in a notebook.
3. Identify and label the features you have learnt in the letter.

Presentation

Take turns to share your work.

Activity 8: Writing a fiction letter

1. Write a letter to a friend.
2. In the letter;
 - a) Tell your friend about something fun you recently did.
 - b) Congratulate your friend on a job well done for a recent accomplishment.
 - c) Ask your friend some questions about his or her life.
 - d) Share about a place you visited.
3. Use the new words and phrases that you have learned in the unit.
4. Use the letter writing structures you have learned in this unit.

Note

When writing an **informal letter** its a good idea to arrange ideas fairly clearly. Taking this into account will affect the way you write your letter.

It is also a good idea to consider: the audience, purpose and style to use.

Presentation

Take turns to read the letters. The best letter to be displayed at the back of the class.

Activity 9: Reading a poem on letter writing

As a class



1. Listen as the teacher reads the poem on page 113.
2. Read the poem after the teacher.



My letter

First you write the heading, the heading,
The heading is an address
The month, the day, the year
Next you write the greeting, the greeting
Next you write the greeting
You start it off with dear.
Then you write the body, the body, the body
Then you write the body
You ask and tell some things
Then you write the closing, the closing, the closing, the closing
Then you write the closing
“Your friend” or “I love you”
Sign your name right under this, under this, under this,
Sign your name right under this
And now your letter is through.
‘Adopted from the internet.’

In groups



1. Recite the poem in your groups.
2. Take turns to recite the poem to the class.

Individually



List the features of a letter mentioned in the poem.

Share what you have written with the class.

Activity 10: Further learning

In groups



Here is a list of letter-friendly language you can use to write your letters. Match them to their meaning correctly.

1. That reminds me.....
2. Why don't we
3. I would better get going
4. Thanks for your letter
5. Please let me know
6. I'm really sorry
7. Could you do something for me?
8. Did you know that
9. I'm happy to hear that.....

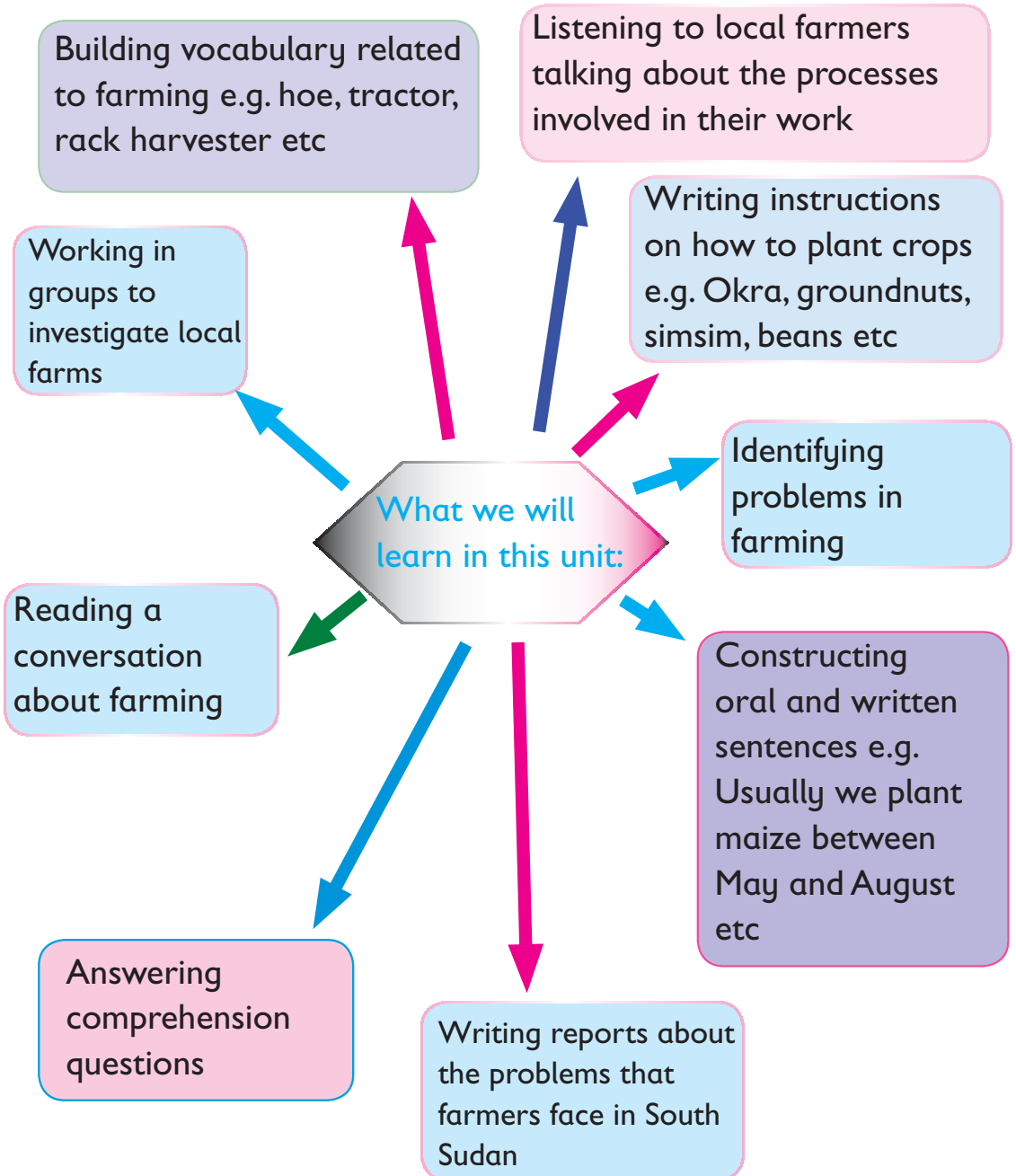
1. to apologise
2. to thank the person for writing.
3. to change the subject.
4. to ask for a favour.
5. before signing the letter.
6. to suggest something.
7. to ask for a reply.
8. to ask for a response.
9. to share some information.

Activity 11: In summary

In groups



1. Search for other letter-writing formats and the vocabularies they use.
2. Compare them with the formats you have learned in this unit.



Activity 1: Vocabulary on farming

In pairs



Look at the pictures below.

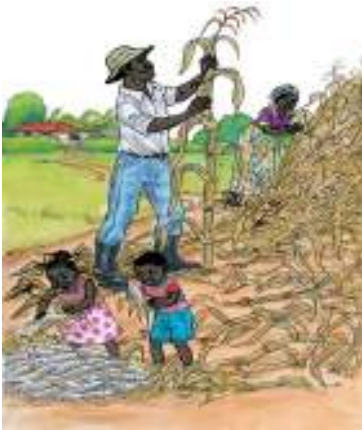
a



b



c



d



e



f



1. What is happening in each of the pictures above? Tell your friend.
2. Have you ever seen any of the activities above? Where?

Word attack

Individually



Use the words below to complete the sentences.

sorghum farming harvester weeding cereals consume

1. _____ is grown in South Sudan.
2. _____ is used in harvesting crops like maize when they are ready.
3. Most people of South Sudan depend on _____ for a living.
4. When people grow crops they _____ some and sell the rest.
5. The farmers are advised of regular _____ to ensure the yield of healthy crops.
6. Sorghum and millet are types of _____.

Presentation

Take turns to present your answers.

Activity 2: Matching words with pictures

In groups



Study the pictures and match them with the words below.

hoe shovel harvester farmer tractor ox-plough

a



b



c



d



e



f



Activity 3: Reading about farming

Before reading

1. Does your family own a farm?
2. Which crops have you planted on your farm?
3. Do you consume all the crops or do you sell some?

As a class



1. Listen as the teacher reads the story below.
2. Read the story silently after the teacher.
3. Read in turns.

Farming in South Sudan

A successful agriculture sector is crucial to long term peace and development in South Sudan.

Many people depend on farming, fishing or herding to meet their food and income needs. While the country produces and consumes a wide range of agricultural commodities, with the passage of time, some commodities have become prominent in the pattern of consumption. Sorghum, maize, millet and rice are the dominant staple crops in South Sudan.



Farming being one of the growing sectors in South Sudan its practiced by majority of the rural population for subsistence purposes with minimal cash crop production.

Most of the subsistence farming is done traditionally that is, they do it manually using hoes to break the ground for planting and weeding the crops. People use hands to water crops when rain water is not enough or even when the rains have failed and for harvesting.

For the farmers who are lucky to have ox-ploughs, they use them to make work lighter and to do it quickly with the introduction of farm machines, some of the farmers who can afford are using tractors and harvesters.

South Sudan has good loam soil where many crops grow be they subsistence or cash crops. Some of the crops are; sorghum, maize, sunflower, cotton, cassava and beans.



With the advantage of the River Nile passing through South Sudan, irrigation is widely practiced along that river. In South Sudan, farming is the backbone of the economy.

Activity 4: Oral discussion

As a class



1. Have you seen any farms in your payam?
2. Mention any tools that you have seen the farmers put into use when working in their farms.

Activity 5: Answering comprehension questions

In pairs



With reference to the passage in Activity 3, answer the following questions.

1. What is the story you have read about?
2. What are some of the problems farmers face in South Sudan?
3. Name two machines used for farming in South Sudan.
4. Name one equipment and one tool used by farmers in traditional farming.
5. Write the meaning of the following words as used in the passage.
 - a) herding
 - b) subsistence farming
 - c) ox-ploughs
 - d) traditional farming
 - e) crops

Add the words to your **word bank book**.

Take turns to share your answers with the class.

Word attack

Individually



Rewrite the words in column A correctly to match their meanings in column B.

A	B
sevharter	a machine that cuts and gathers grain.
ntiogriria	supply of water to an area of land through pipes or channels so that crops will grow.
tidianotral	part of the beliefs, customs or way of life of a particular group of people.
senichaem	to change a process so that the work can be done by machine.

Present your work to the class.

Activity 6: Reading a poem about farming

Before reading

1. Have you ever been to a farm in your payam?
2. Which tools are mostly used for harvesting?

As a class



1. Listen to the teacher read the following poem.
2. Read after the teacher.



Harvest harvest,
The farmer is making hay.
He is working all day.

Harvest harvest,
Cutting the wheat.
And then he can have
something to eat.



Harvest harvest,
Do not be late.
Cutting crops is really great.

‘By Year Three’

In groups



1. Close your eyes and listen as the teacher reads the poem.
2. What picture comes to your mind? Describe it to your group members.
3. Recite the poem.

Take turns to present the poem to the class.

Activity 7: Presentation about farming in South Sudan

In pairs



1. From the passage in **Activity 4**, make oral presentations of :
 - a) Characteristics of traditional farming.
 - b) Characteristics of mechanised farming.
 - c) Advantages and disadvantages of each of the methods of farming.
 - d) Write down your points in your **fact book**.

Activity 8: Reading a conversation about farming

Before reading

1. Look at the heading of the conversation on page 126.
2. What do you think the conversation is about?



Listen as the teacher reads the conversation below.

ANYANG'S FARM

- Anyang:** Welcome pupils of Kapoeta Primary School. What brings you here?
- Atol:** It is you we want to talk to about farming. We were told about you by an Agricultural Officer.
- Anyang:** You are free to ask any question about farming.
- Teacher:** You have a big farm, and I can see you have planted many types of **crops**. Please explain to us the process you followed, until your crops are doing this well.
- Anyang:** First, I hired somebody who **ploughed** the land using an ox-plough. I then divided my farm into sections so that I can grow different crops. Later, I got people who planted the crops using **hoes**.
- Bul:** What did you add to the soil since your crops are doing so well?
- Anyang:** My farm is not **fertile** because I have cultivated it for many years, so I added fertilizer.
- Atol:** Do you face any problems?
- Anyang:** Yes, I do. There are times the rains fall a long time after planting and some crops are affected. Other times, the rains do not come at all.
- Teacher:** Do you have any plans of **curbing** this problem?
- Anyang:** Oh yes, I want to **harvest** water during the rainy season and practise some irrigation in future.

Atol: Is that the only problem you face?

Anyang: I also face the problem of the crops being affected by insects which eat them up. This is the reason I spray them with **insecticides**.

Teacher: Thank you Mr. Anyang, we shall come again in the next season.

Anyang: Thank you too.

All the pupils: Thank you for teaching us about farming.

In groups



1. Read the above conversation.
2. In groups of four, role- play the dialogue before the class.

In pairs



1. Summarise the key points in the dialogue above.
2. Suggest to Mr. Anyango how he can go about harvesting rain water which he will use for irrigation.
3. Discuss the meanings of the words in bold in the dialogue.
4. Use the words to construct sentences of your own.
5. Add the words to your **word bank book**.

Activity 9: Giving a report on farming in South Sudan

In groups



1. Identify 3 farms in your payam that grow different crops.
2. Write down ten questions that you will ask the farmers. for example;
 - a) When did they start farming.
 - b) Why did they choose the crops they are growing?
 - c) Is the crop doing well?
3. List down the things you are likely to see at each of the farms.
4. Compare your reports from the three farms.
5. Write a report highlighting what you observed at the farm, the problems the farms face and propose solutions to the problems faced.
6. Make good use of the words in your **word bank book** and also punctuate your sentences properly.
7. Start with writing the types of crops, then the benefits that the farmers get from the crops, then the problems the farmers face and the solutions to those problems.

Activity 10: Talking about farming in South Sudan

As a class



Listen to the teacher read what the following farmers say about farming.



My name is Wani. I live in a Payam and I like Payam life. I like farming and enjoy helping my parents on our farm. We usually plant maize between May and August. We use an ox-plough for farming. We plant different types of crops like okra and sorghum. Harvesting is done in September and October. I have learnt so much about farming from my parents and when I grow up, I want to be a farmer.

In pairs



Complete the following sentences.

- On our farm we usually plant _____.
- We use ox-plough for _____.
- Growing crops for own use is known as _____.
- We harvest between _____.

Individually



Use the sentences you have constructed to make a paragraph.

Read your paragraphs to the rest of the class.

Activity 11: Writing instructions on planting beans

As a class



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

Planting beans

The seeds are sown outdoors in an already prepared garden.



They can be planted any time after the rains in places where the rains are not predictable. If the rains are predictable they can be planted slightly before the rains.

They should be planted one inch deep and three inches apart in loam soil. Cover them with soil which warms them so that germination can take place.

In groups



Mention three crops grown in your Payam.

Individually



1. Choose one crop out of those you have mentioned.
2. List down the requirements for planting the crop.
3. Refer to the instructions given for planting beans and write your own instructions on how to plant the crop you have chosen.

Take turns to read the instructions to the class.

Activity 12: Playing a game

In groups



1. Get into groups of eight.
2. Appoint a group leader and form a circle.
3. Let the group leader stand in the middle of the circle holding a ball.
4. The group leader should throw the ball randomly to one member of the group who will be expected to mention one type of tool used for farming.
5. The group leader should then join the circle and the group member that has the ball should also randomly throw the ball to another member who will also mention a type of tool used for farming.
6. This should go on until every member has gotten the chance.
7. If one member gets it wrong or takes too long to respond, they should step aside but still follow the game keenly.

Applaud the learners that will be left in the circle.

Activity 13: Further learning

In groups



1. Think of other tools used in farming and have not been mentioned in this unit.
2. List them down including their uses.

3. Draw a table with two columns label one column traditional and the other mechanised.
4. Categorise the tools you have listed into either traditional or mechanised in the table.

Read what you have written to the class.

Activity 14: In summary

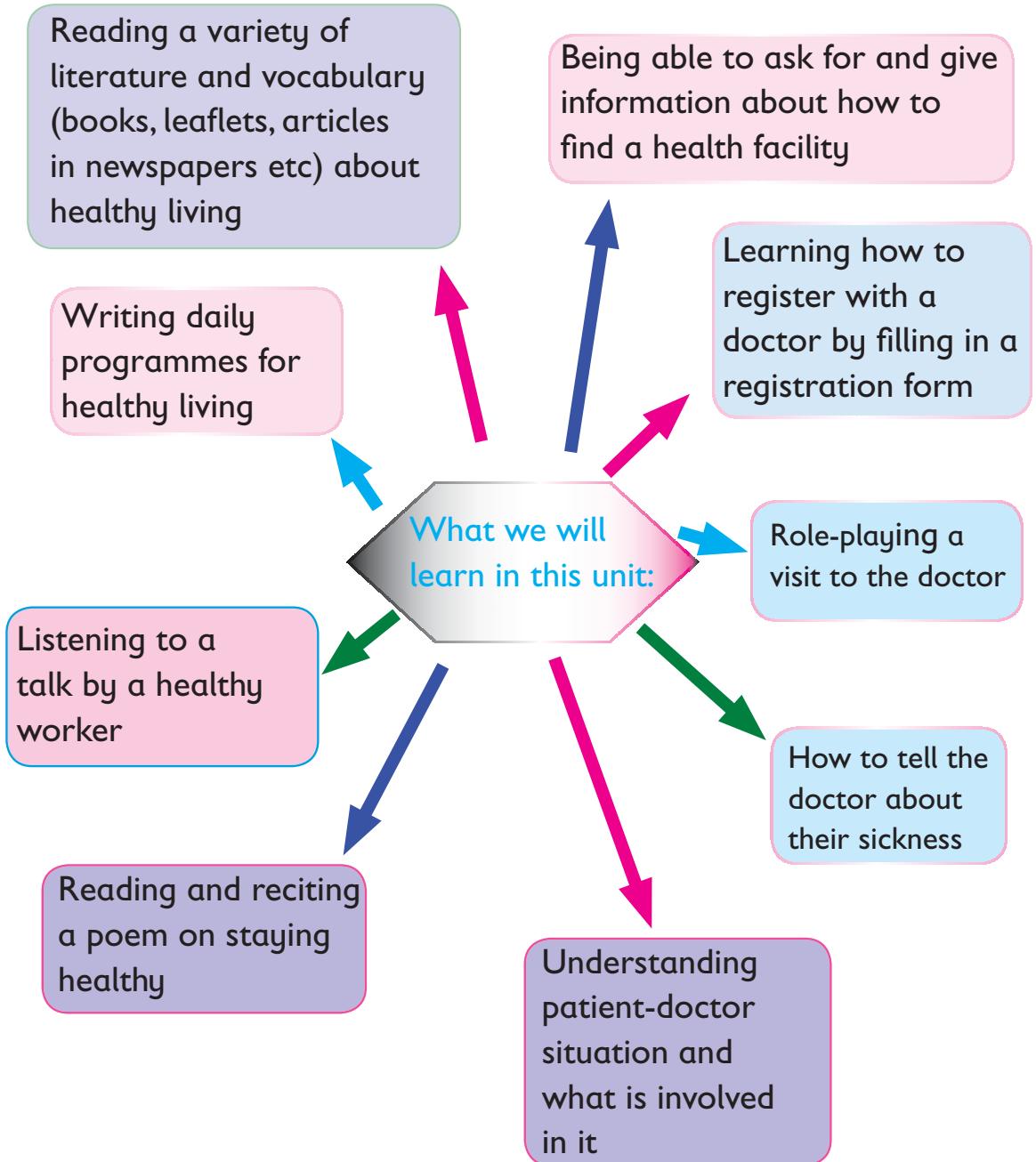
Individually



1. Imagine how your country would be without farming.
2. Write a composition about the effect it can have.
3. Use the words in your word bank.

Presentation

Best essay can be displayed at the back of the classroom.

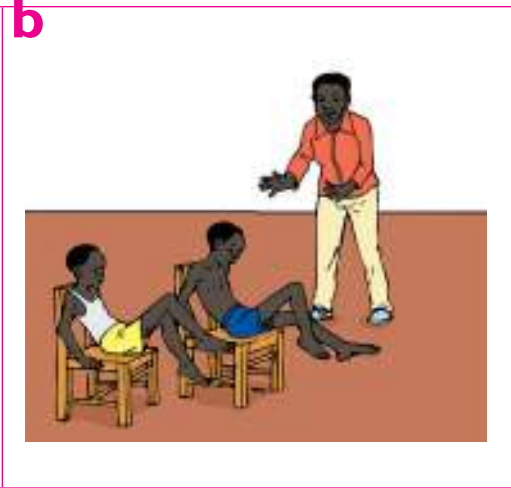


Activity 1: Vocabulary on how to stay healthy



In groups

In groups of four, look at the pictures below.



What can you say about the pictures above?

- a. _____
- b. _____
- c. _____
- d. _____

Note

Staying healthy means taking care of your body so that you stay well and avoid getting sick.

Word attack

Individually



Complete the following sentences using the given words.

healthy sleeping exercise physically

1. Keeping _____ is one of the most important things in our life.
2. _____ enough is important in keeping healthy.
3. _____ helps improve the health of brain and the body generally.
4. Teens should be _____ active at least one hour every day.

Compare your answers with your group members.

Activity 2: Matching words with their meanings

In pairs



Match the words below with their meanings.

A	B
habits	happening in the mind
cholesterol	connected with peoples' feelings
emotionally	substance found in blood, fat and most tissues of the body.
mentally	things that you do often

Share your answers with the class.

Activity 3: Reading on how to stay healthy

Before reading

1. Do you think your lifestyle encourages your body to stay healthy?
2. What are the steps you take to ensure that your body stays healthy?

As a class



1. Listen as the teacher reads the passage below.
2. Read the passage after the teacher.
3. Read the passage in turns.

HOW TO STAY HEALTHY

One of the most important things in life is to keep healthy. Not just physically but also mentally and emotionally.

If we want to be healthy at all times then we have to make some effort.

When you are sick, you feel pain all over the body; have no energy to work both at school and home. The only thing you want to do is lie on the bed. When you are healthy, you can eat and sleep well, sing, and jump happily, do all the things you like to enjoy life.

Physical fitness affects our bodies in different ways, so it is essential to be physically fit. If you want to keep fit and healthy at all times then you have to make some active effort.

Sleeping enough is very important but there are also many methods we can apply, like watching movies, documentaries, reading books are also sources of knowledge which can help us keep our minds fresh and rich.

To keep fit and healthy, follow a healthy and balanced diet everyday. Make sure your everyday diet includes lots of fruit, vegetable and protein. Avoid eating junk foods. Take a variety of fresh fruits, freshly made fruit juice and nutritious energy drinks.

Engaging in healthy lifestyle habits may help project thinking skills e.g. aerobic exercise helps improve the health of brain and improves sleep.

Teens should be physically active at least sixty minutes everyday. Exercise spurs the development of new nerve cells and increases the connections between cells. This results in brains that are efficient. Exercise also lowers blood pressure, improves cholesterol levels and fights diabetes.

In conclusion, it is important to be keen on our hygiene and to make a routine body check-up. Try every means to stay healthy and you will be happy and productive in life.

‘Adapted from Wikipedia’

Activity 4: Oral discussion

1. Have you ever been sick?
2. Describe how your body felt when you were sick.
3. What did you do to feel better?

Activity 5: Answering comprehension questions

In groups



Answer the following questions. Refer to the passage.

1. Identify the main points on how to stay healthy.
2. How is healthy living beneficial to the bodies of people in your Payam?

3. What are the effects of not living healthy?
4. What are the benefits of hygiene in staying healthy?
5. What is a balanced diet?

In turns, present your answers to the class.

Word attack

Individually



Construct sentences using the words below.

1. hygiene
2. exercise
3. healthy
4. fitness
5. diet

As a class



1. Discuss what you have read in the passage and put down the main points on how to stay healthy.
2. Write a report on how to stay healthy using the points you have written in number 1 above.

Take turns to share your written reports with the class.

Activity 6: Act a conversation on how to stay healthy

As a class



Listen to the teacher read the conversation below.

Health worker: Good morning class. I am a health worker and I hope you will enjoy our talk.

Learners: Good morning and welcome.

Health worker: I want to have an interactive talk with you on how to stay healthy, feel free to ask any relevant questions. As you all know, staying healthy is important in our lives. We can stay healthy by; maintaining a healthy weight through exercise, eating a healthy diet, observing hygiene, and having a routine check-up by the doctor. These are just a few of the many things that we can do to stay healthy. Any questions so far?

Ajok: What are some of the exercises we should do to stay healthy?

Health worker: Simple; running, skipping plus any other physical exercise is good.

Atol: You have talked of eating healthy, give examples of a healthy diet.

Health worker: Eat plenty of fruits, fish, whole meal rice and flour, and take a lot of water.

In groups



1. Read the above conversation.
2. Mention any other healthy practices you know of that are not mentioned in the conversation.
3. Pretend you are a health worker and explain to the learners the different ways they can maintain hygiene to avoid getting ill.
4. Role-play the conversation in your groups.

Role- play the above conversation in turns to the class.

Activity 7: A visit to the doctor

Before reading

1. Have you ever been to a hospital?
2. Describe your experience at the hospital.

As a class



John woke up one morning feeling unwell. He was feeling weak, diarrhoeating and felt like he needed to vomit. He had just moved into a new Payam with his family, his parents did not know where the hospital was.

John's mother prepared a bath for him and asked him to go and clean himself up. When he was done, his mother decided to take him to the hospital. They both went to their neighbour's house who gave them the doctor's phone number and directed them to the nearest hospital. The hospital was three kilometres down the road on the first turn to the left.

“Good morning doctor”

“Good morning”

“My son is unwell and I would like to bring him in for treatment at your hospital. What time will you be available.”

“I am at the hospital. I just finished treating a patient and I am now free to see any other patient.”

“Okay doctor I will get there as soon as I can”

When they got to the hospital, they were received by a nurse who led them to the waiting area. The nurse then gave John's mother a registration form where she would fill in the patient's name, age, gender, area of residence, area address and telephone number.

“What does two times three mean doctor?” Inquired John’s mother.

“It means that you will give John two tablets three times a day” replied the doctor.

“Okay doctor. Thank you very much. We will go home now.”

“Goodbye. I hope John gets well soon”

In groups



1. In groups of 3 write a conversation with reference to John’s visit to the doctor.
2. Each learner in the group should assume one of the characters in the conversation.
3. Role-play the conversation in your groups.

Role-play to the class.

Individually



1. Write the instructions on how to use medicine that you have ever been prescribed for.
2. Write 3 sentences describing a health problem you have ever suffered from.

Word attack

Individually



Fill in the blank spaces with the correct words from one box.

nurse doctor medicine prescription

1. A _____ treats patients at the hospital.
2. A patient is given a _____ that will guide him or her on which medicine they are going to buy.
3. A _____ takes care of patients in a hospital.
4. _____ is something that a patient takes to help him or her to feel better.

Activity 8: Reading a poem on staying healthy

As a class



Read the following poem.



Milk, fruit and vegetables,
Fish and brown bread,
Are good for our health,
Try to have some everyday.

Grapes, apples and all other fruits,
Brown rice and chicken,
Will help me grow strong and healthy,
Carrots, cucumbers, lettuce and more,

Three servings is an amount to adore,
They will make me grow.
Grow to be strong and tall.

Meat and sweets are yummy,
This much is true and I know it,
Avoid them, avoid them,
They will make you have a big round tummy.

What about drinking plenty of water?
Just do it, it will keep the doctor away,
Exercises, exercises, will do them,
To maintain a healthy weight!

1. Listen to the poem as the teacher reads.
2. Read the poem after the teacher aloud.

In groups



1. Recite the poem.
2. Mention the healthy practices mentioned in the poem.
3. List down the healthy foods mentioned in the poem.

Recite the poem to the class.

Activity 9: Directions

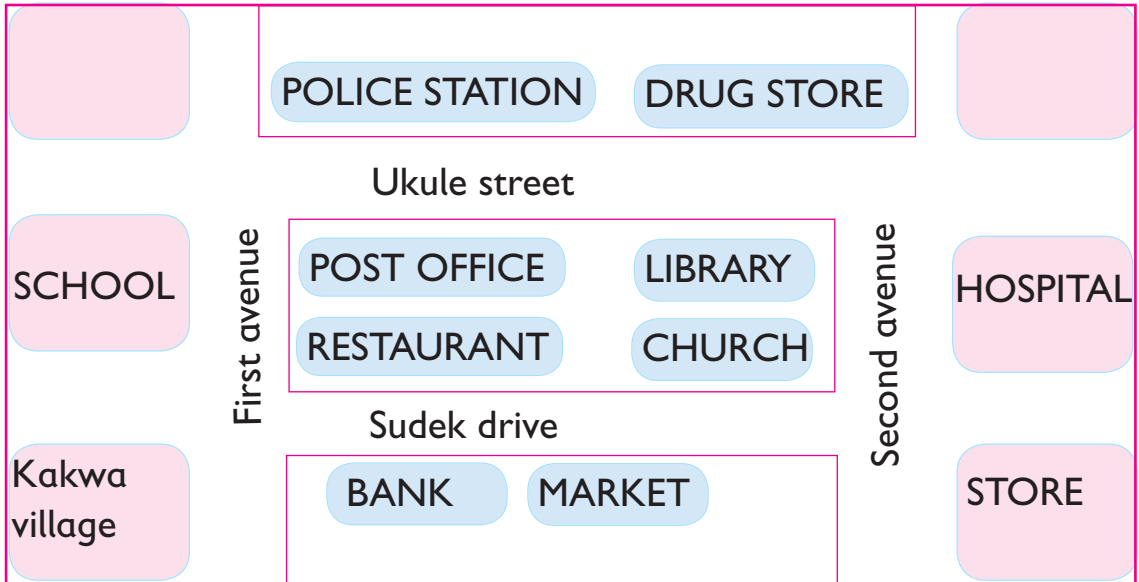
In groups



1. Read the words and phrases below.

along between near behind next to in front of

2. Study the map below:



Use the words in 1 above to tell where the:

- i) restaurant is
- ii) police station is
- iii) hospital is
- iv) bank is

Note

The words you have used are known as **prepositions**. Prepositions are words that show the relationship between two things for example location.

In pairs



1. Read the phrases below:

Turn right Turn left Go to Go past the Go straight on
Over there Walk around Walk along Next to Opposite
Between

2. Pretend you are John's neighbour and write a paragraph directing John's mother to the the hospital from Kakwa village. Use the phrases you have read appropriately.

Activity 10: A doctor's schedule

In pairs



Read what the doctor is saying.



My name is Doctor Ajok. I work in Bor hospital. I like my work and that is why I wake up early to go and treat the many patients I find waiting for me. Some of my patients book an appointment with me, mostly through the phone or on one-on-one. When I reach the hospital, I go to the examination room whereby, I invite the patients, one by one and they tell me about their health problems or conditions.

Individually



Pretend you are a doctor in your Payam. Write down your daily schedule.

Present to the class what you have written.

Activity 11: Writing on how to stay healthy

In groups



1. Discuss, how to stay healthy.
2. Write a short essay on how to stay healthy describing what hygienic practices, dieting and exercises are all about.
3. Use the words in your **word bank book**.

Present the essay to the class.

Activity 12: Solving a puzzle

In pairs



1. Copy the puzzle below.
2. Circle the following words.
 - (a) BALANCED
 - (b) EXERCISE
 - (c) EAT
 - (d) DOCTOR
 - (e) HEALTH

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

Presentation

Read your words to the class.

Activity 13: Further learning

In pairs



1. Write a short story about your visit to a hospital.
2. Write what you liked and what you did not like about it.

Presentation

Present your work to the class.

Activity 14: In summary

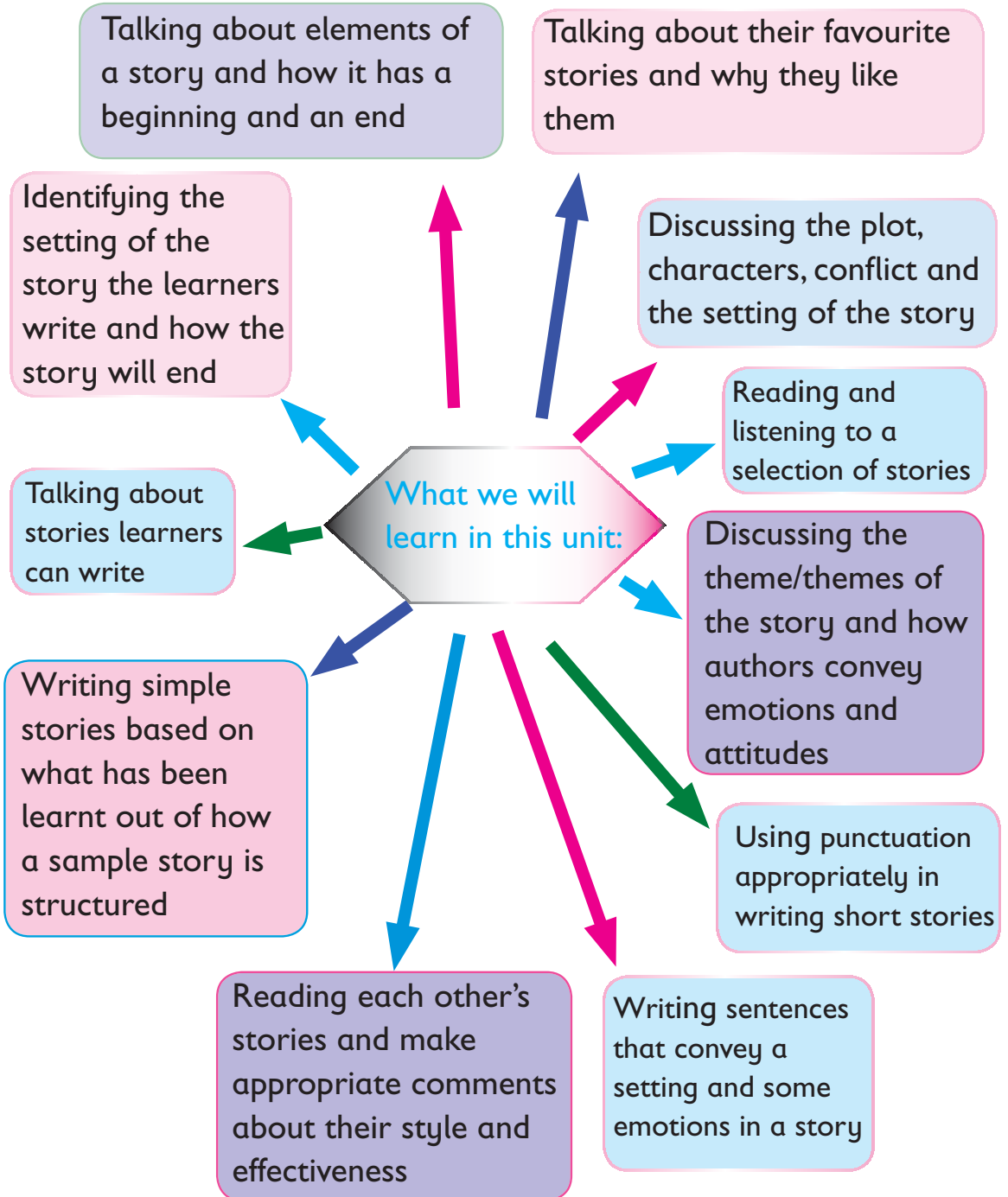
In groups



Write down all ways people can live a healthy life.

Presentation

Share your answers with the class.



Activity 1: Vocabulary on writing a story

In pairs



1. Look at the pictures below.

a



b



2. Describe what you see in each of the following pictures.
3. Share what you have discussed with the class.

Note

A **story** is an account of imaginary or real people and events told for entertainment.

Activity 2: Matching words with their meanings

In groups



Match the words in column A with their meaning in column B.

beginning	important parts of a story or passage
character	point at which something begins
elements	main events of a comprehension or passage.
plot	people or animals involved in comprehension or passage

Presentation

Read your answers to the class.

Activity 3: Reading a story

Before reading

1. Have you ever welcomed a stranger into your home?
2. What happened thereafter?

As a class



1. Listen as the teacher reads the story below.
2. Read the story silently after the teacher.
3. Read in turns.

SURPRISE!

One day I went to visit my grandmother and she told me the story below.

Many years ago in a certain Payam, there lived a family of four; the father, mother and two children ;Abdo and Alek. Alek was the first born while Abdo was the second and last born. They had a well-set home, with a traditional hut, a granary, a toilet and cattle shed.

Every day, Abdo and his father went out to graze the cattle while Alek and her mother were left at home doing household chores. They also went to their garden where they had planted many types of crops like maize, beans and sorghum.

One evening as they had supper, they heard a knock on the door and wondered who it could be at that hour.

Their father went to open the door and to his surprise an old woman was standing on the door step.



The old woman said in a weak voice, "My name is Ruth. I have been walking all day long looking for my lost son but I have not found him. I am very hungry and tired. I need a place to spend the night before I continue looking for my son tomorrow morning."

Filled with mercy, he welcomed the old woman in. She was given some water to wash her dusty feet, some food and a place to rest until the following morning.

To the families' surprise, when they woke up the following morning, they found the door to their hut open. On checking, the old woman was nowhere to be seen and most of their house items were not there!

The family learnt a lesson that, it is not good to welcome strangers to your house especially at night. This is something they will never forget. "What a bad way to start the day!" The mother said.

Activity 4: Oral discussion

As a class



1. What steps could Abdo's parents have taken to prevent the stranger from stealing from them? Discuss.
2. Do you think Abdo's family will ever welcome strangers to their home again especially at night?

Activity 5: Answering comprehension questions

In groups



Answer the following questions.

1. Mention the activities that take place in Abdo's home daily.
2. How many characters does the story above have?
3. Provide an alternative heading for the story.
4. Describe Abdo's home.
5. What was the families' reaction when they woke up to find the door to their hut open and some of their things missing?
6. List down any unfamiliar words you came across in the story. Add the words to your **word bank book**.

Presentation

Present your answers to the class.

Activity 6: Elements of a story

In pairs



Answer the following questions with reference to the story in Activity 4.

1. What is the story about?
2. Where does the story take place?
3. Name all the characters in the story.
4. Discuss the characters in the story.
5. Identify the phrase that signifies the beginning of a story and the end of a story.
6. Provide an alternative heading for the story.

Note

Elements of a story are the bits and pieces that make up a complete story. They include:

- i) Setting
- ii) Character
- iii) Plot
- iv) Conflict
- v) Resolution
- vi) Theme

Activity 7: Writing a simple story

In pairs



Study the following pictures and describe what you can see.



Individually



1. Study the pictures above again.
2. Describe in point form what is happening in each picture.
3. Use the points you have written to develop an interesting plot. Name your characters.

4. Do not forget to describe the setting of your story.
5. The teacher will evaluate your work.

The best stories to be read to the class.

Activity 8: Summarising a story

In groups



1. Listen as the teacher reads you the best story that was written in Activity 7, again.
2. Summarise the story.

Present your summary to the class.

As a class



1. Remember an interesting story.
2. Summarise the story.
3. Take turns to narrate your stories to the class.

Applaud the learner with the most interesting story.

Note

To summarise is to tell in your own words what has happened in the story: A summary consists of:

- a) What the story is about.
- b) The people in the story.
- c) Where the story takes place.
- d) What happened in the beginning, middle and end.

Activity 9: Further learning

In pairs



1. Compare the stories written in unit 10:
In terms of the plot, setting, characters and the theme of each of the stories.
2. Write how each of the writers has conveyed emotions and how the scene is set.

Read your comparisons to the class.

Activity 10: In summary

Individually



List down all the facts to consider when writing an interesting simple story.

Read them out to the rest of the class.