

ALP English

LEVEL 2

©2018, THE REPUBLIC OF SOUTH SUDAN, MINISTRY OF GENERAL EDUCATION AND INSTRUCTION. All rights reserved. No part of this book may be reproduced by any means graphic, electronic, mechanical, photocopying, taping, storage and retrieval system without prior written permission of the Copyright Holder. Pictures, illustrations and links to third party websites are provided in good faith, for information and education purposes only.



This book is the property of the Ministry of General Education and Instruction.

Funded by:



FFOREWORD

I am delighted to write the foreword for this book. The Ministry of General Education and Instruction (MoGE&I) has developed the Accelerated Learning Programme (ALP) textbooks based on the National Curriculum of South Sudan.

The textbook was written to help learners develop the background knowledge and understanding in the subject. It is intended largely to serve as a source of knowledge and understanding of the subject concerned, but not to be considered as a summary of what learners ought to study.

The National Curriculum is a competency based and learner-centered that aims to meet the educational needs and aspirations of the people of South Sudan. Its aims are manifold: (a) Good citizenship (b) successful lifelong learners, (c) creative, active and productive individuals; and (d) Environmentally responsible members of our society. This textbook was designed by subject panelists to promote the learners' attainment of the following competencies: critical and creative thinking, communication, cooperation, culture and identity.

No one can write a book of this kind without support from colleagues, friends and family. Therefore, I am pleased to register my thanks to Dr Kuyok Abol Kuyok, the Undersecretary of the Ministry, who emphasized the importance of Alternative Education System (AES) and approved the development of its textbooks.

I also want to record my thanks to Ustaz Omot Okony Olok, the Director General for Curriculum Development Centre (CDC) and Ustaz Shadrack Chol Stephen, the Director General for Alternative Education Systems (AES) who worked tirelessly with the subject panelists to develop the textbooks.

Lastly, but not least, my greatest thanks and appreciation must go to the Global Partnership for Education (GPE) and UNICEF-South Sudan for without their support and partnership this textbook would not have seen light.



Hon. Awut Deng Acuil, MP

Minister,

Ministry of General Education and Instruction Republic of South Sudan, Juba

CONTENTS

UNIT 1	COMMANDS AND INSTRUCTIONS	1
UNIT 2	GAMES AND SPORTS	7
UNIT 3	OUR PAYAM	22
UNIT 4	TIME AND SEASONS	34
UNIT 5	OUR ENVIRONMENT	26
UNIT 6	CLIMATE AND DISASTERS	32
UNIT 7	PHYSICAL FEATURES IN OUR PAYAM	38
UNIT 8	PEACE AND SECURITY	41
UNIT 9	TRANSPORT AND TRAVEL	47
UNIT 10	ACCIDENTS AND SAFETY	53
UNIT 11	HEALTH AND HYGIENE	58
UNIT 12	OCCUPATIONS IN OUR PAYAM	65
UNIT 13	CHILDREN'S RIGHTS	73
UNIT 14	TECHNOLOGY	78
UNIT 15	GENDER ROLES AND RESPONSIBILITIES	84
UNIT 17	WORKS OF ART	96
UNIT 18	SOCIAL EVENTS AND POLITENESS	103

Activity 1: Knowing commands and instructions

a) Sing and do



Stand up. I like it

Sit down. I like it

Stand up. I like it.

Come here. I like it

Go back. I like it.

Sit down. I like it.



b) Do and match

Stand up.

Run.

Fold paper.

Put ink in the middle.

Open paper.

Show your pattern.

instructions

commands

Activity 2: Practise

a) Look and do these commands.

greet

write

clap

read

touch

point

a



b



c



d



e



f



Activity 3: Say and do

1. Tell your partner to do the following.

jump

sing

clap

sit

point

2. Now change roles.

Activity 4: Song on commands

Sing and do



Everybody sing

Sing sing everybody sing.

Clap clap everybody clap.

Sing sing Akello sing.

Sing sing Akello sing.

Clap clap everybody clap.



Activity 5: Game on commands

Play this game. Your teacher will direct you.



Sit down,

Clap,

Stand up,

Point,

Sing the song: 'Everybody sing'

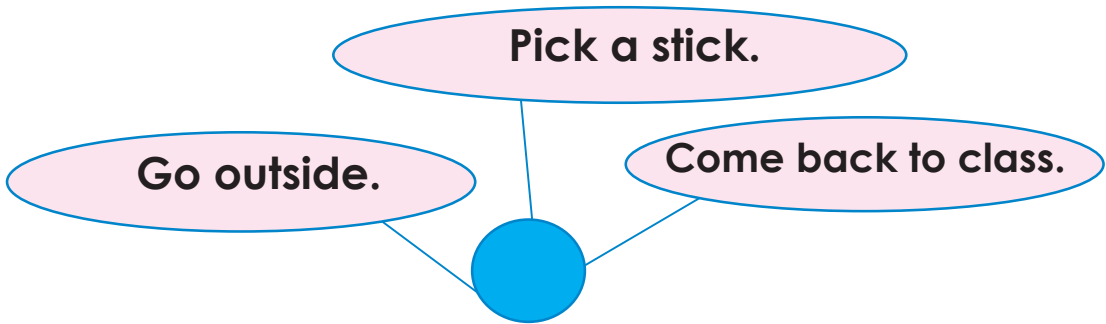
Sit down, say 'thank you',

Run and tap your next group member.



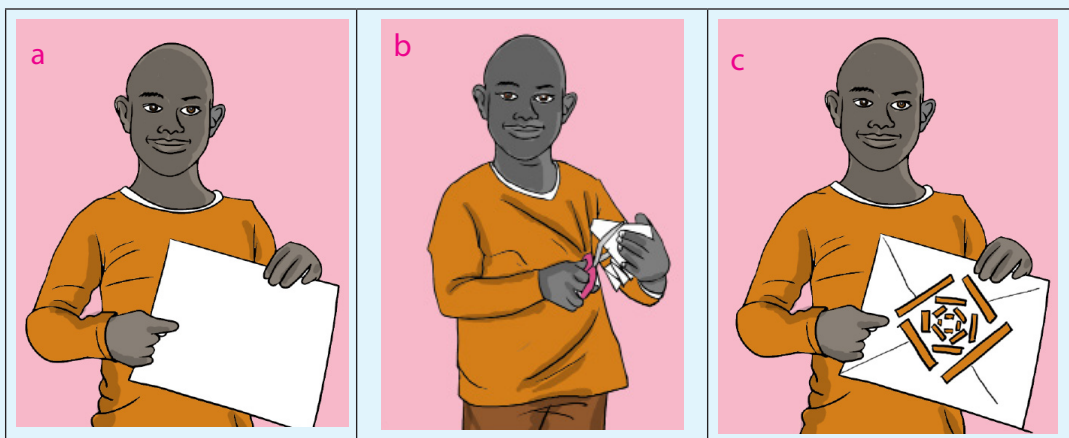
Activity 6: Instructions

a) Follow and do these instructions.



b) Listen and do

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



Activity 7: Story

a) Listen and tell

Fina the forgetful girl

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

One day Fina was sent to the shop.

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

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



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

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

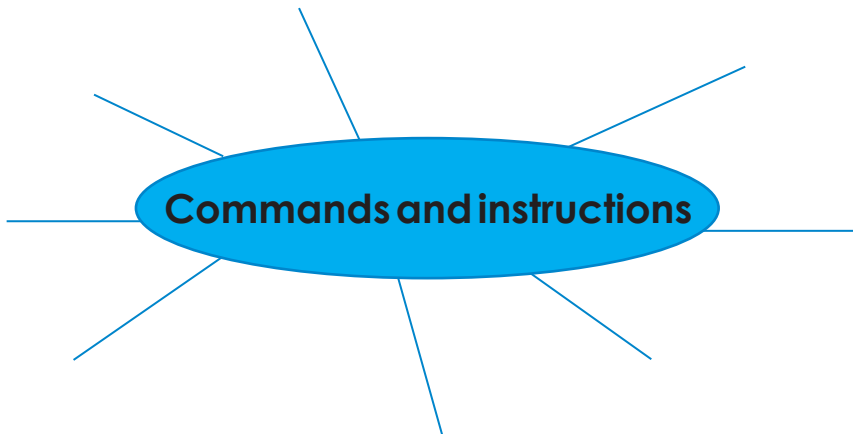
“I sent Fina to buy a packet of wheat flour,” her mother

b) Tell us

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

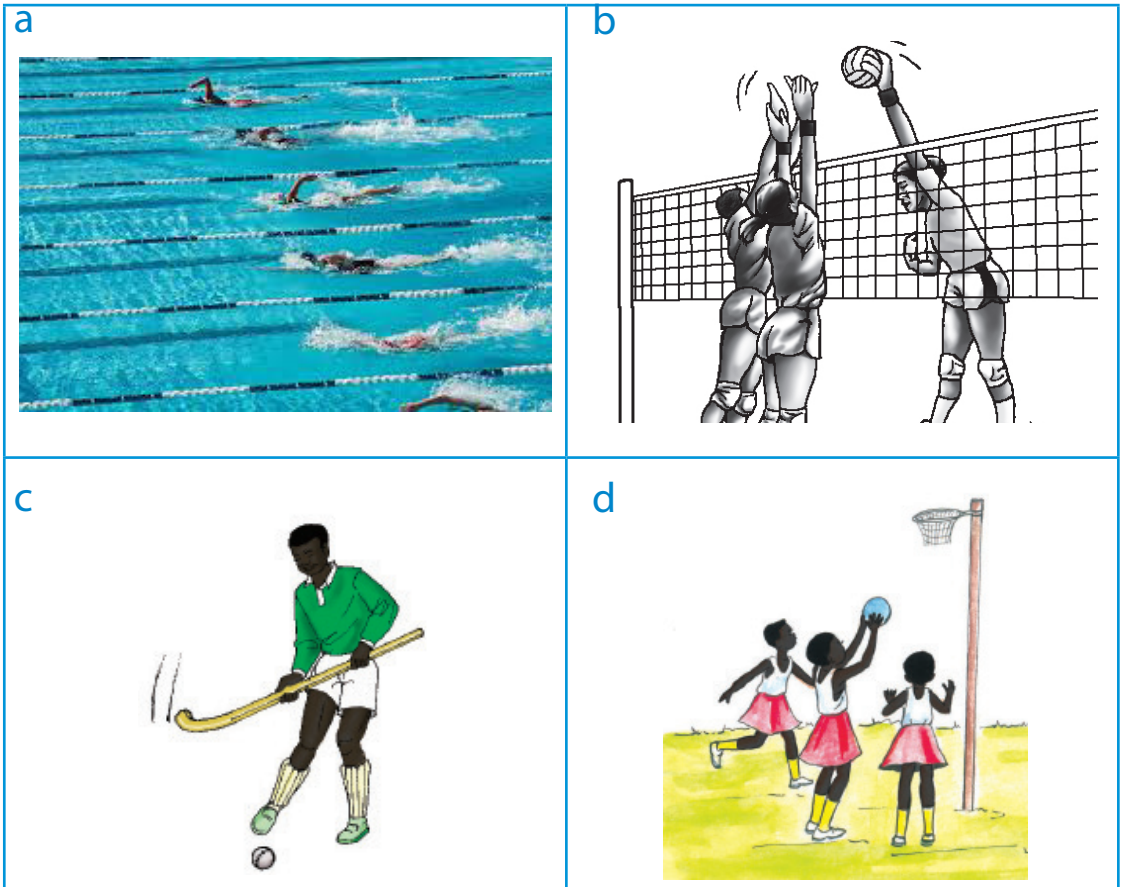
Activity 8: Word bank

Say and copy new words learnt.



Activity 1: Vocabulary on games and sports

In groups



Look at the pictures above.

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

As a class



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

NOTE

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

Individually



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

sports	stadium	assistant	referee
athlete	professional	refere	

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

Read your sentences aloud to the class.

Activity 2: Spell and read

In pairs



(a) Read the following words.

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

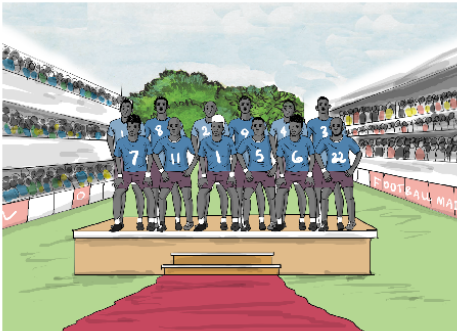
1. One of you to try and spell the words above as the partner checks.
2. Exchange the roles in 1 above.
3. Correct your partner if they spell wrongly.

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

Individually



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



(a) _____



(b) _____



(c) _____



(d) _____

Display your work to the class.

Activity 3: Debating

As a class



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

Individually



1. Using the points given in the debate write a composition with either the title:

(i) **It is better to watch a local football match.**

or

(ii) It is better to watch an international football match.

2. Read your composition to the class.

Activity 4: Read and act a conversation

In groups



Read the conversation below:

Mark: Welcome to our class, Mr Okello.

Mr Okello: Thank you.

Teacher: What do you do, Mr Okello?

Mr Okello: I am an athlete.

Teacher: What do you do to win?

Mr Okello: I practise a lot.

Teacher: How is your normal day like?

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

Teacher: How has athletics helped you?

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

Teacher: Thank you, Mr Okello.

Mr Okello: Welcome.

In pairs



Let us ask Mr Okello questions.

1. Think of the questions you would want to ask Mr Okello about sports. Write them down.
2. Ask your partner the questions and listen as he or she answers.

3. Exchange the roles in 2 above.
4. Present to the class.
5. Give comments on the presentations.

As a class



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

Activity 5: A poem on sports

As a class



Listen as the teacher reads the poem below.



The race

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

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

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



In groups



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

Word attack

In pairs

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

victory happy bright last

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

In groups



Match the words in A with their meaning in B.

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

As a class



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

NOTE

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

Activity 6: Creating a poem on sports

In groups



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

My favourite sport

There are different sports

But _____ is the best.

It is better than the rest,

_____ is my favourite

What else can I say?



A cool _____ minutes watching it

Both teams trying hard to _____.

Wait until your team wins,

The joy is great!

Though sometimes your team loses,

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

In fact it does not matter whether _____ lose or win

So long as we have fun, I love _____!

As a class



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

Activity 7: Talking about games and sports at different times

In groups



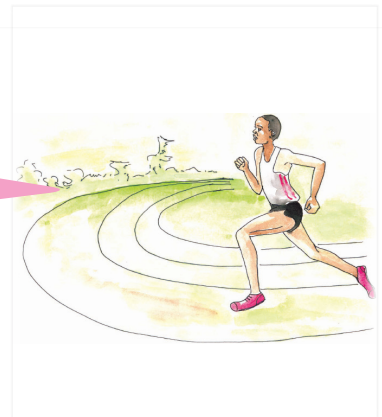
Read what the following people are saying.

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



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

I was happy for
those who won.



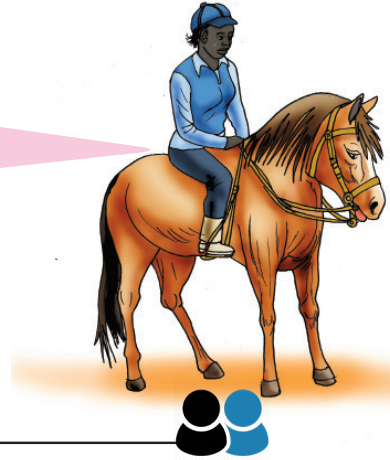
My name is Riya.

I love horses and animals in general.

They are God's creation.

I will keep many horses one day.

I will then train them for competitions.



In pairs

Discuss the following questions.

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

As a class



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

Activity 8: Reading a text on games and sports

As a class



Before reading:

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

Read the story below.

Games and sports

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



Games and sports officials such as the referees spend hours keeping themselves updated on the rules of the games. Players also keep on practising and doing exercises to keep fit and remain in form. Loyal

fans support their teams both during bad and good times. These competitions add fun to life.

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

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

Good sportsmanship is one that upholds the spirit of acceptance of defeat. Healthy competition

Activity 9: New words and phrases

In pairs



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

As a class



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

Activity 10: Oral discussion

In groups



Do the following:

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

NOTE

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

Activity 11: Answering comprehension questions

In groups



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

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

Word attack

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

leisure rules practice referees football fun

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

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

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

Activity 12: Writing

In pairs



a) Writing a dialogue

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

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

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

Champion: _____?

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

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

You: _____.

Champion: _____.

_____.

You: Thank you so much, it was really nice to meet you. I

cannot wait to share with my classmates tomorrow.

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

You: _____.

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

b) Writing about the sport you like

Individually



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

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

Activity 13: Further learning

In groups



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

Activity 14: In summary

In groups



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

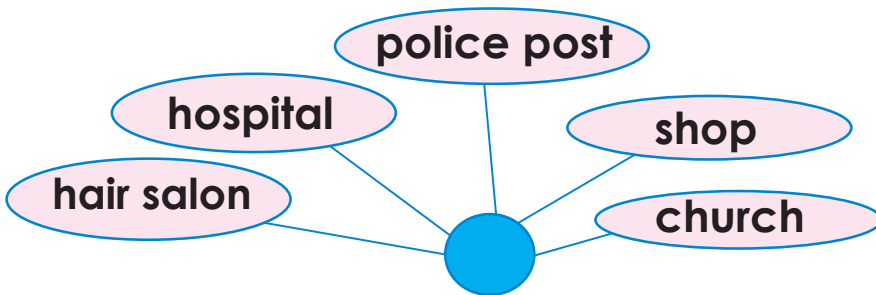
Activity 1: Vocabulary related to our Payam

a) Look and name

school shop grocery post office



b) Talk about these places in your Payam.



Activity 2: Important places in our Payam

Look and talk



Activity 3: Social services in our Payam

a) Listen and tell

My name is Jane.

I live in Lainya.

My home is near Lainya Shopping Centre.

We buy food, clothes, meat and fruits easily.

There is a good school near my home.

Going to school is fun.

There is also a hospital nearby.

We get medicine easily.



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

Activity 4: Reciting poems on social services

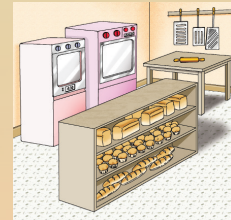
a) Listen and recite



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



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



b) Write one more stanza for the poem.

Activity 5: Playing a game of 'Where'

Example:



Where can I buy
some sorghum?

I can buy sorghum
from a food shop.

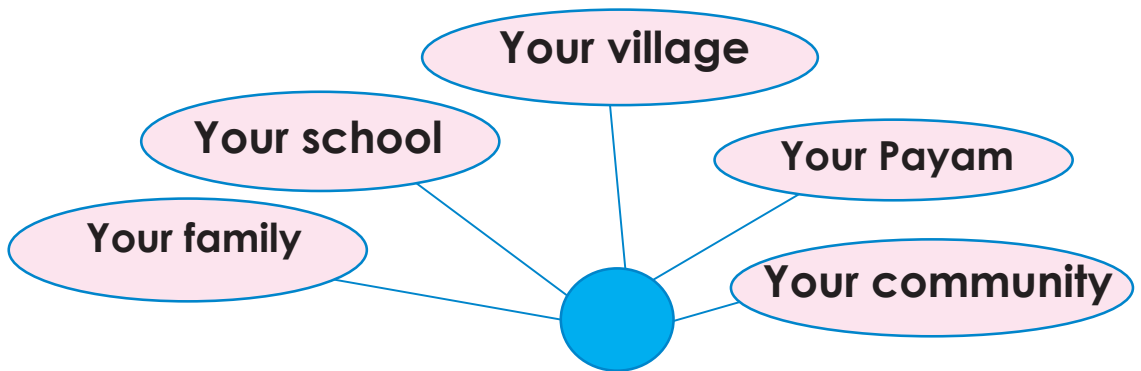


Activity 6: Number of people in your Payam

a) Guess how many



b) Guess how many people are in:



Activity 7: Story

a) Listen and tell

Fangak Payam

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

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



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

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

b) Write answers. Read them to the class.

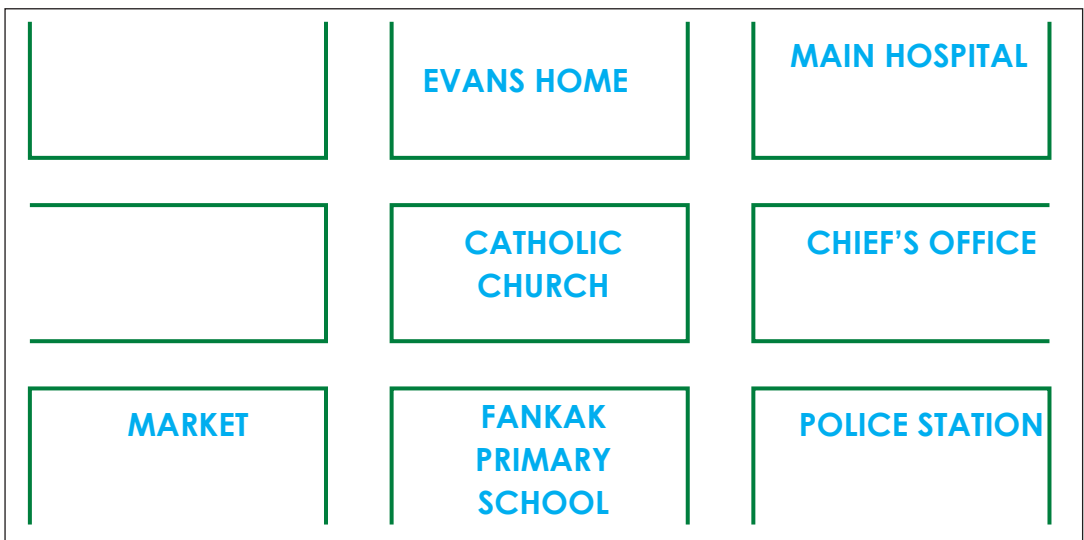
1. Which Payam is being talked about in the story?

a) Listen and tell

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

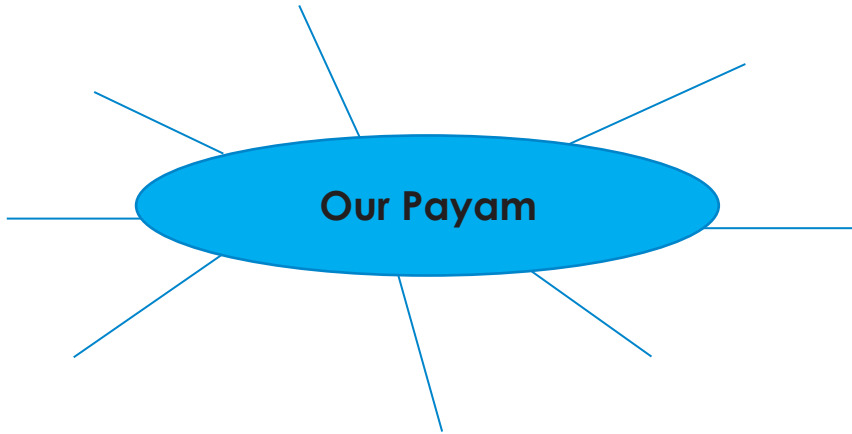
c) Role play

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



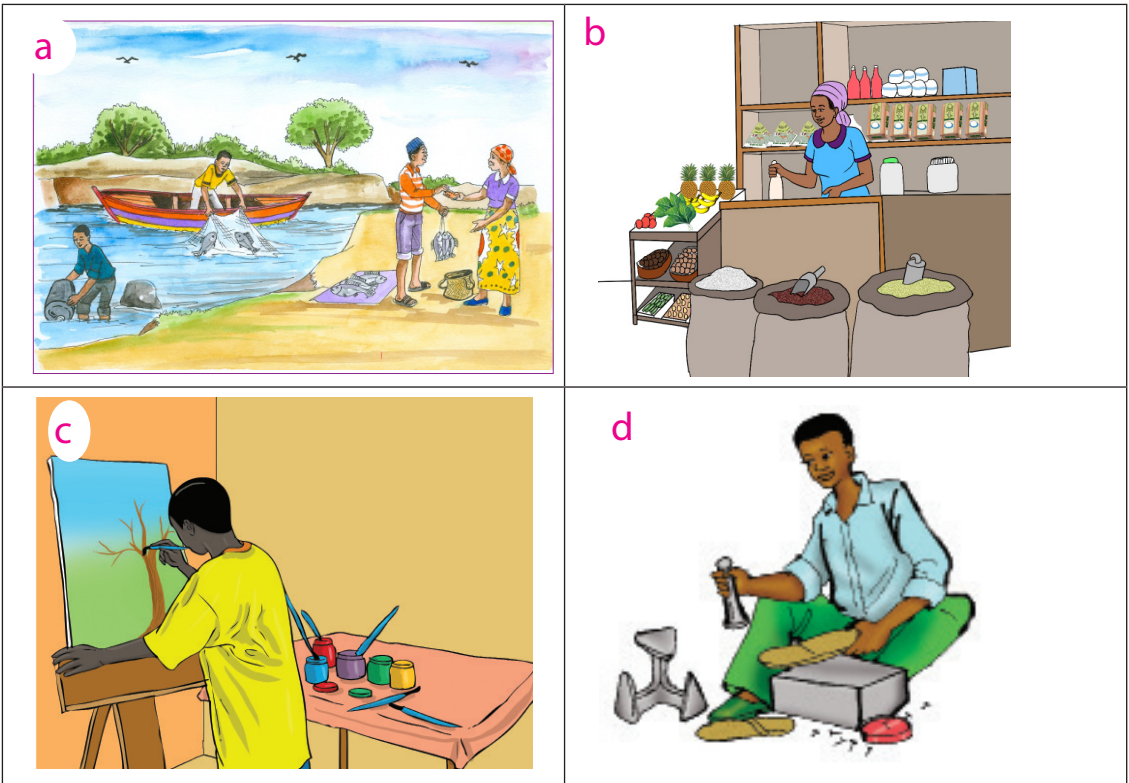
Activity 8: Word bank

Say and copy new words learnt.



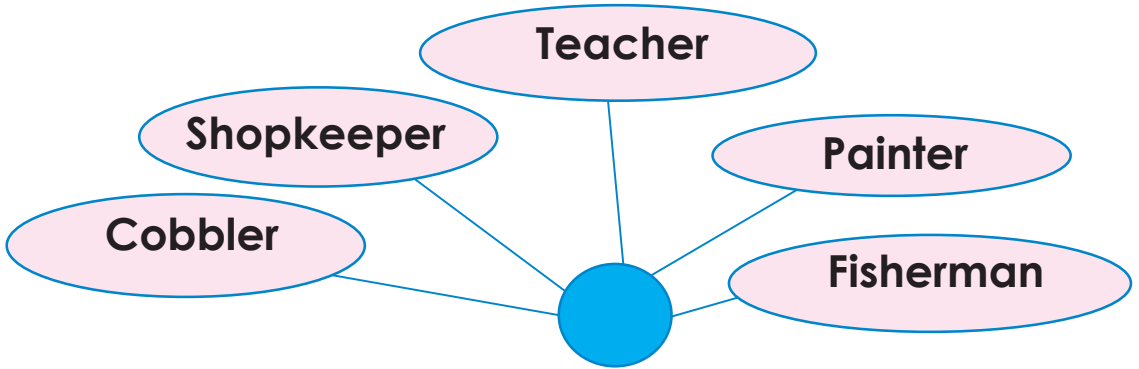
Activity 9: Economic activities

a) Look and name



b) Name these people in your Payam.

What jobs do they do?



Activity 10: Various economic activities

a) Listen and recite



Buy the fish, says the fishmonger

Take some meat, says the
butcher

Learn some English, says the
teacher

Order some cloth, says the
tailor

Play the drums, dance and
sing,

We all dance and play.

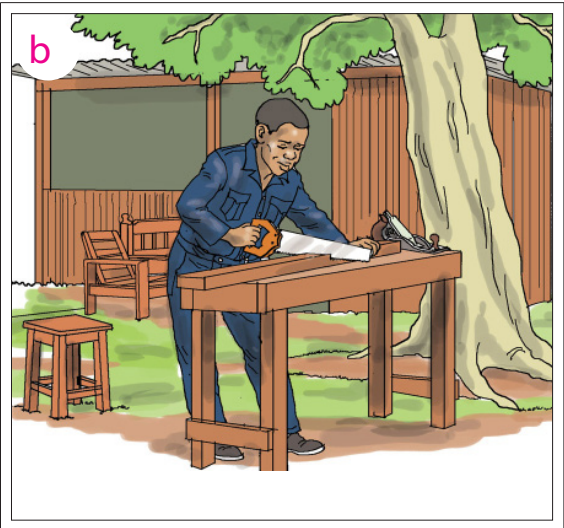
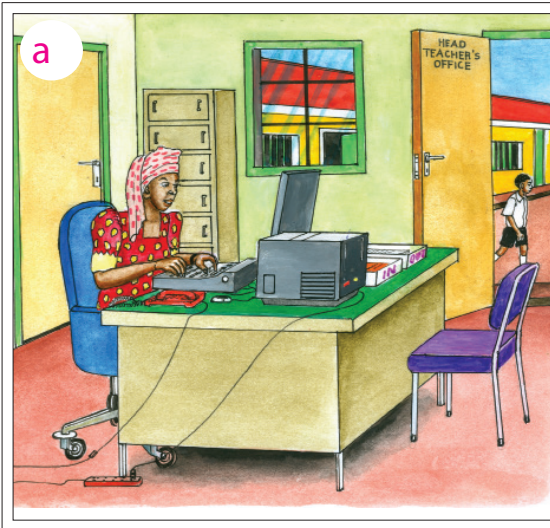


b) Answer in complete sentences to your partner. Now write the sentences.

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

Activity 11: Where people work

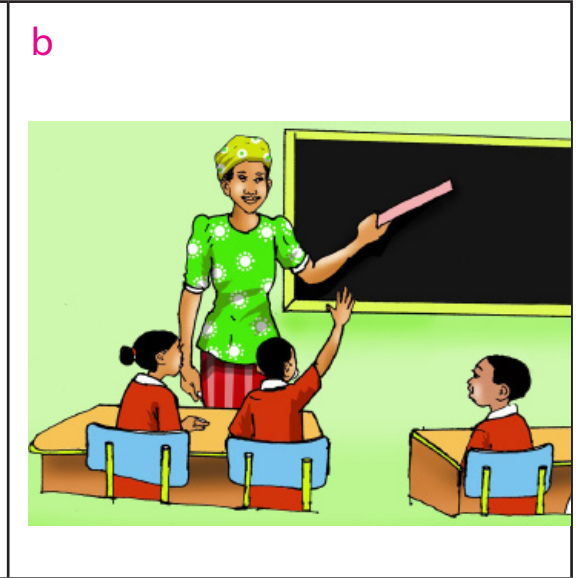
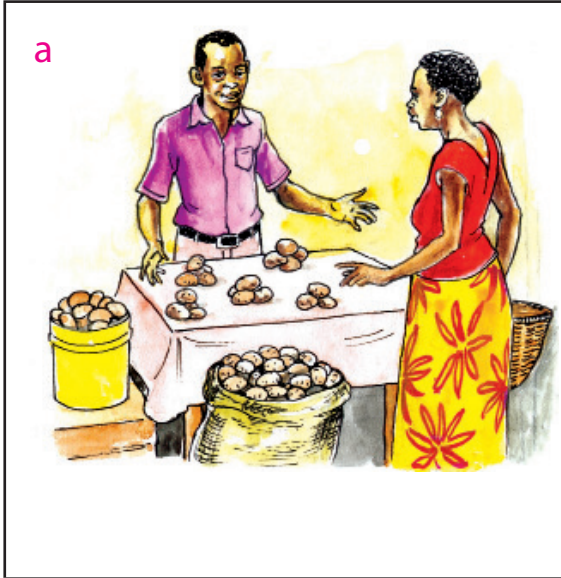
a) Where



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

Activity 12: Benefits of economic activities

Look and say



Activity 13: A conversation

a) Listen and act



Teacher: What is your mother's job?

Annet: She is a doctor.

Teacher: What is your father's job?

Annet: My father is a teacher.

Teacher: What is your aunt's job?

Annet: My aunt is a farmer.



b) Act using your family members.

Activity 14: Story

a) Listen and tell



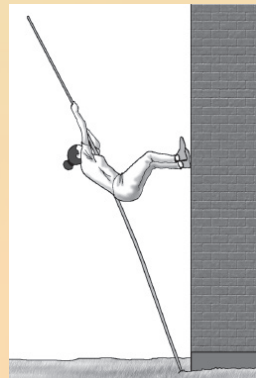
When I grow up,
I look into the future,
I shall treat the sick,
I shall give them medicine.



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



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

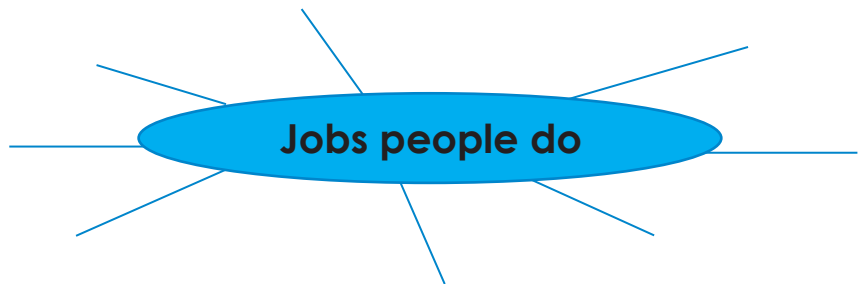


b) Answer orally

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

Activity 15: Word bank

Say and copy new words learnt.

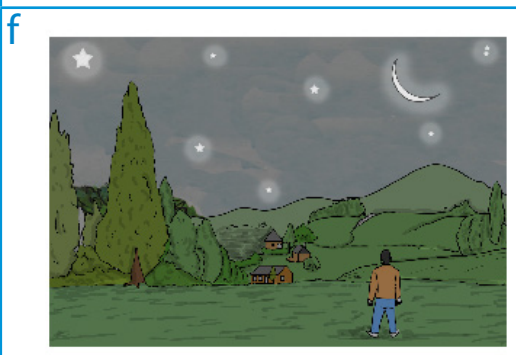
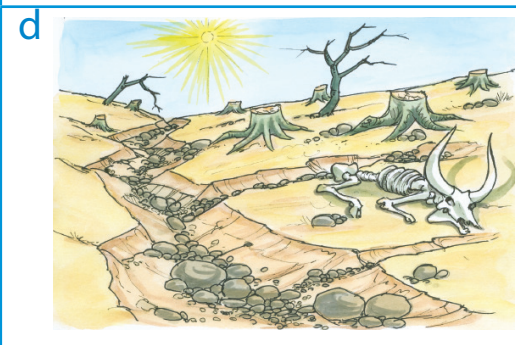
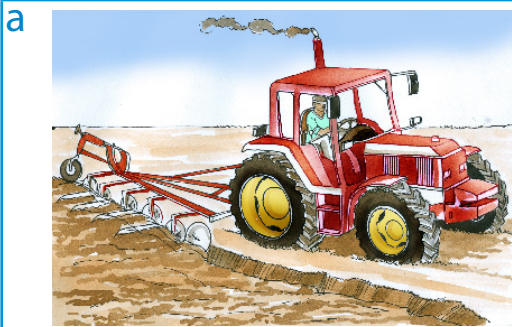


Activity 1: Naming seasons

In groups



Look at the pictures below.



Use the words below to describe the pictures.

drought harvesting planting rainy new moon famine

In pairs



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

As a class



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

NOTE

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

Individually



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

planting drought raining winter Christmas moon

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

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

Activity 2: Read and write

As a class



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

chilly weather hurricane pollution breeze
cloudy forecast moisture atmosphere

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

3. Add the words to your word bank.

In pairs



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

NOTE

Words that rhyme end with similar sounds. For example:

will and hill

Sing and king

The first one has been done for you.

- freeze breeze
- temperature _____
- feather _____
- wane _____
- confusion _____
- broadcast _____

7. hilly_____

Share your answers with the class in turns.

Individually



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

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

Activity 3: Let us talk and act

As a class



Do the following:

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

In pairs



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

Activity 4: Reading comprehension

As a class



Before reading

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

Read the story below.

Bad times

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



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

some food for the people.

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

Activity 5: New words and phrases

In pairs



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

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

Activity 6: Oral discussion

In groups



Do the following:

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

Share your answers with the other groups.

Activity 7: Answering comprehension questions

In groups



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

1. Say what the story is about.
2. Which three rivers were still flowing?
3. How do you think life must have been for people during this time?
4. What do you think is the cause of such bad times?

Word attack

Individually

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

carcass livestock withered skeleton harvest

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

Read your answers to the class.

In pairs



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

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

Activity 8: Interviewing a meteorologist

As a class



Read the dialogue below.

Adut: Welcome to our class, Mr Opi.

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

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

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

Adut: How do you do that, sir?

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

Adut: What instruments do you use?

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

Adut: Are those the only instruments you use?

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

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

Mr Opi: You are most welcome.

As a class



1. Take turns to role-play the above dialogue before the class.

2. Give comments on the presentations:

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

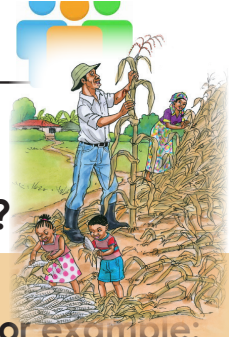


In pairs

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

In groups

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



NOTE

Question marks are used when asking questions, for example:

Can I help you?

What is your name?

Activity 9: A poem on weather

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

In groups



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

Activity 10: Creating a poem on seasons and time

In groups



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

spring

summer

fall

winter

cold

warm

sunshine

leaves

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

NOTE

When writing a poem:

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

As a group, recite the poem before the class.

Activity 11: Comparing seasons and time

As a class



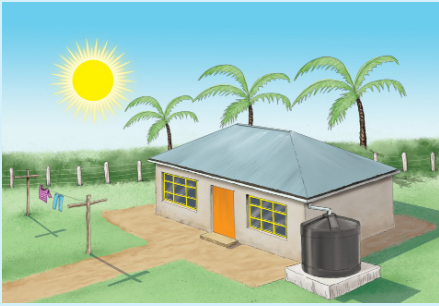
Before reading

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

Read the passages below.

Passage One

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



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

creation.

Men and women, boys and girls are outdoors. All

Passage Two

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



Once the heavy downpour pounded the roofs and then showers and drizzle. It was indoor season for school children, office workers and traders. But alas! The trees seemed

Passage Three

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



The harvest has been over. The crop has been dried. Big trucks are loaded with the harvest. The crop is being taken to barns at home or to the market. Strong wind comes

and blows dust everywhere. Soon the air is filled with paper and dry leaves. But in this, small children get time to fly their kites.

Activity 12: New words and phrases

In pairs



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

Share the new words with the class.

Activity 13: Oral discussion

In groups



Use the passages to answer the following questions:

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

Activity 14: Answering comprehension questions

In pairs



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

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

Word attack

Individually

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

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

In turns, read your sentences to the class.

Activity 15: Let us talk about causes of different seasons

As a class



Before reading

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

Read the story below.

Earth movement

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

Activity 1: What is around us

a) Look and read

school trees grass hills high tall green



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

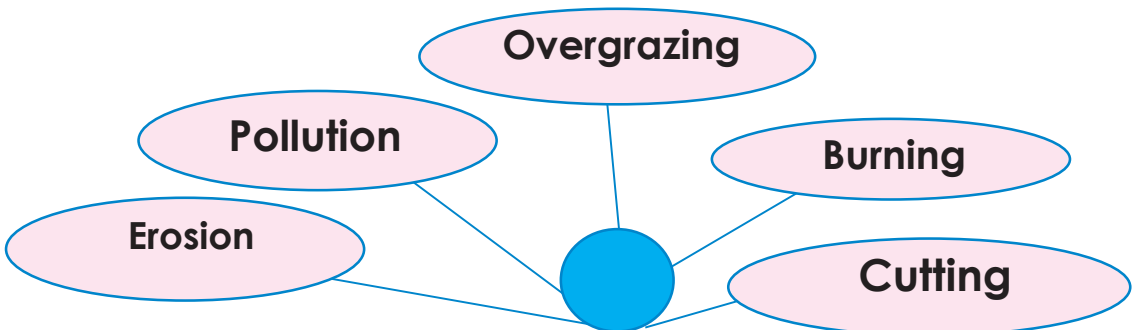
b) Draw and tell

Draw what you see on your way to school.

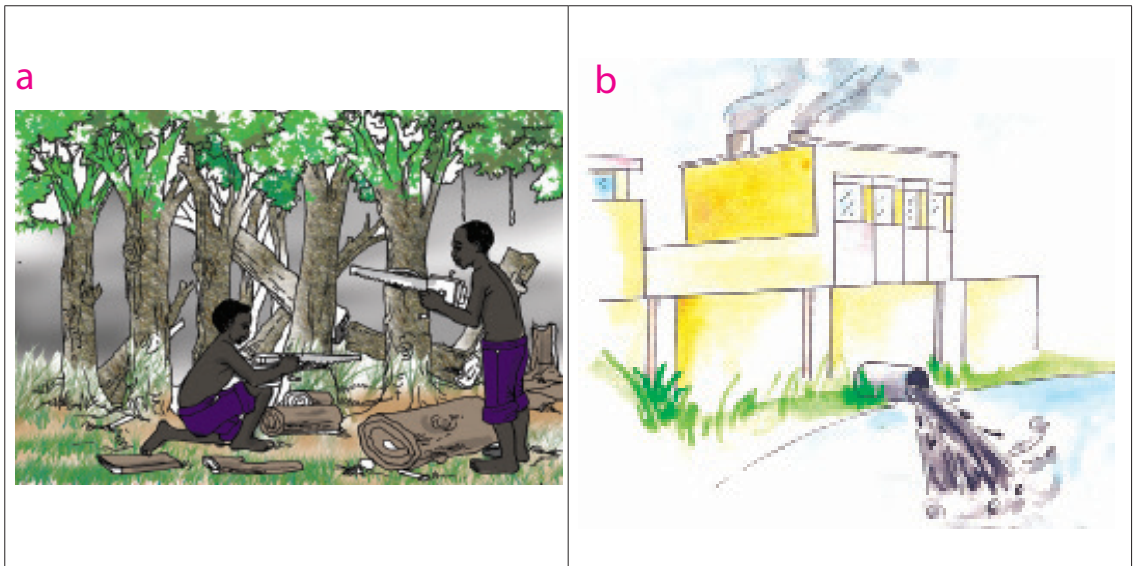
Write a rhyme as above.

Activity 2: Vocabulary on environmental pollution

a) Listen and say



b) Look and say

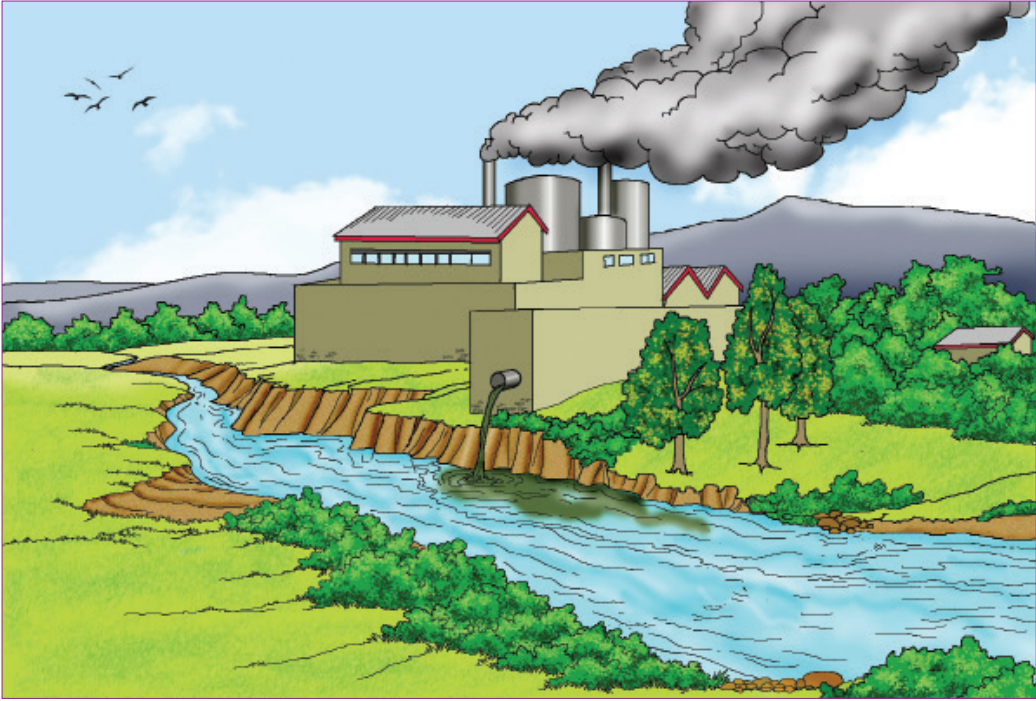


c) Listen and match

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

Activity 3: Environmental pollution

a) Look and talk



b) Use these words to describe the picture above.

sewage

chemicals

smoke

water

air

pollute

Activity 4: Poem

Read and recite



Trees swing high right to the sky.
Birds nest high ready to fly.

Save our trees for us
to breathe.

Help us to see we
need our trees.



Activity 5: Keeping our school environment clean

Sing and do



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



Activity 6: Story

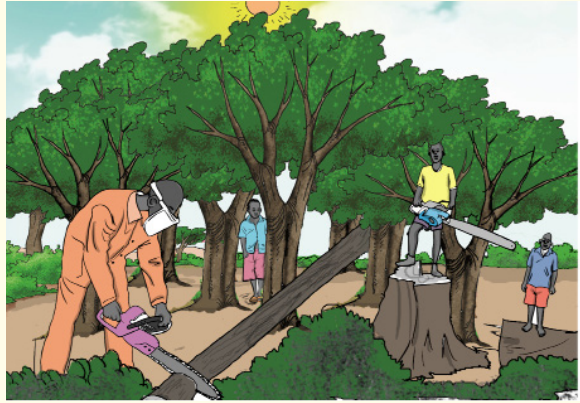
a) Listen and say

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

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

Kenyi waited until the lorry was gone then continued walking. Then he

heard sounds of chain saws. He looked and saw men and women cutting many trees.



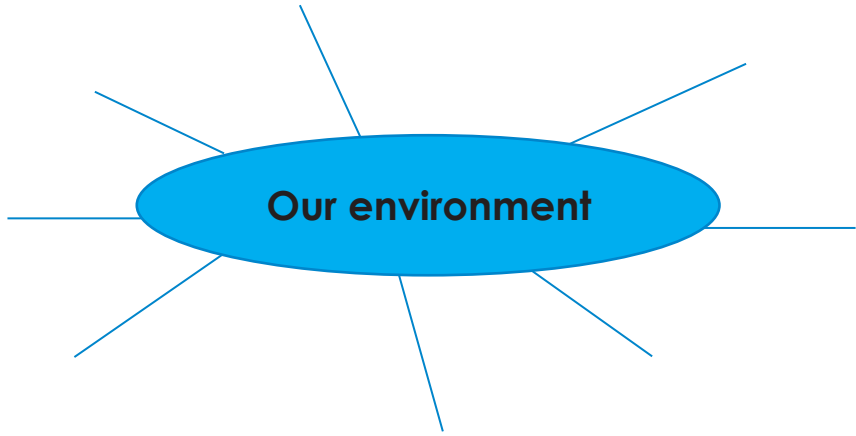
Kenyi ran back. He met two forest rangers and informed them of what he saw. The rangers thanked Kenyi for telling them. They went to talk to these people and told them to stop because they should not be cutting trees.

b) Tell us

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

Activity 7: Word bank

Say and copy new words learnt.



Activity 1: Defining weather and climate

Look and talk



Activity 2: Draw and tell

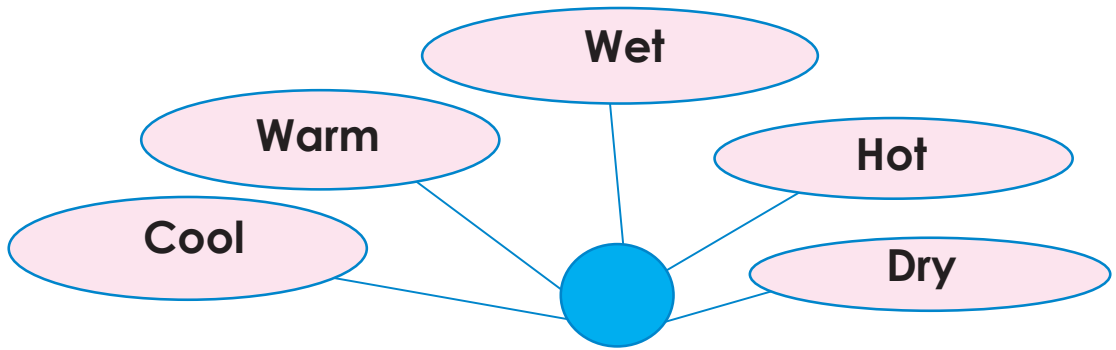
Draw the weather today.

b) Match and say

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

c) Make oral sentences using the words below.

Example: It is cool in the month of July.



d) Play a word game

Activity 3: Climatic conditions in our Payam

a) Listen and tell

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

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

Our wet season starts from mid April to end of September. Our

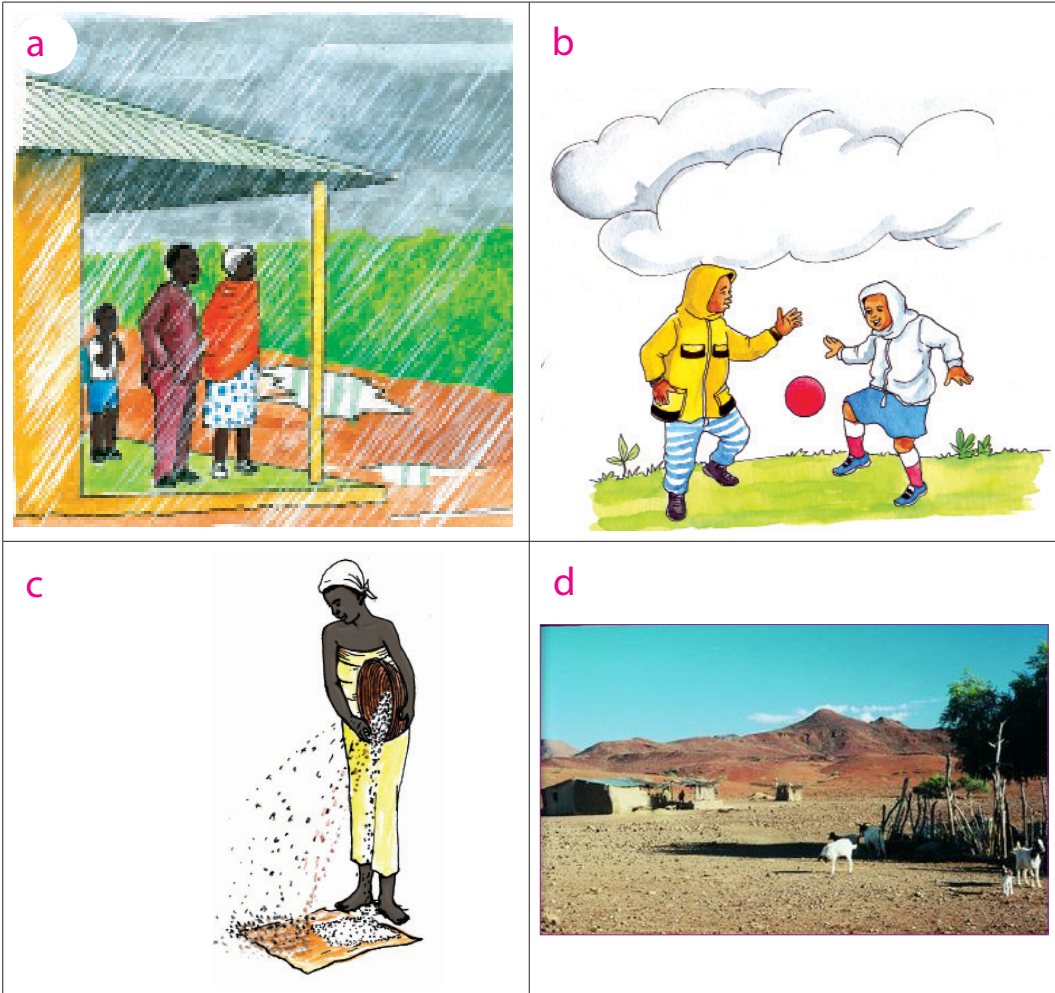


b) Talk about seasons in your Payam.

c) What is your favourite season and why?

Activity 4: Activities people do during different seasons

a) Look and say



b) Match the activities with times of the year.

c) Debate

‘Wet season is better than the dry season.’

Activity 5: Poem

a) Recite the poem



My name is January.

I am always dry in most places of the country.

I like being dry.

My sister is December and my brother February.

My cousin is March.



**M y
is April.**

name

I am wet in most places of this country.

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

When I am wet, people plant their crops.

b) Write a poem

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

Activity 6: Story

a) Listen and tell

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

Floods, storms and strong winds came.

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

I remember how we helped each other in the community.

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

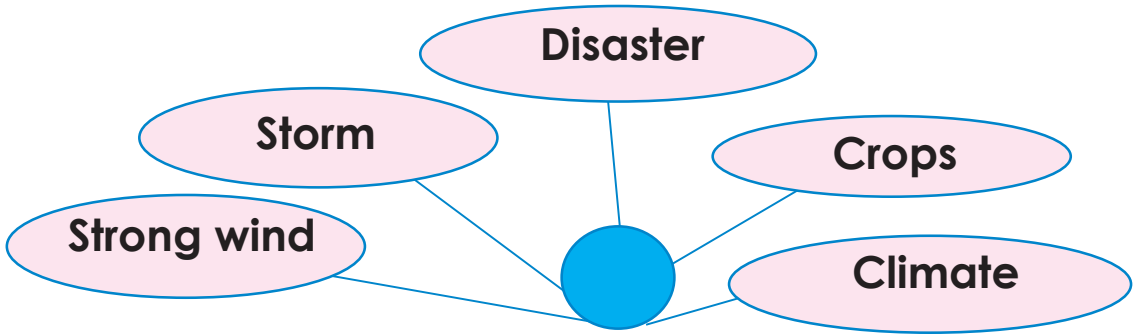
I was happy when the rainy season stopped. We all planted our crops again.



b) Tell us

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

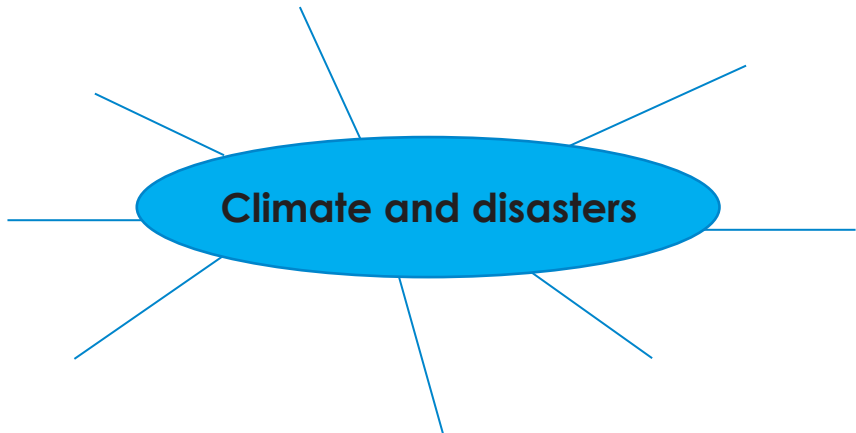
c) Read these words. Discuss their meanings.



d) Use the words above to make sentences.

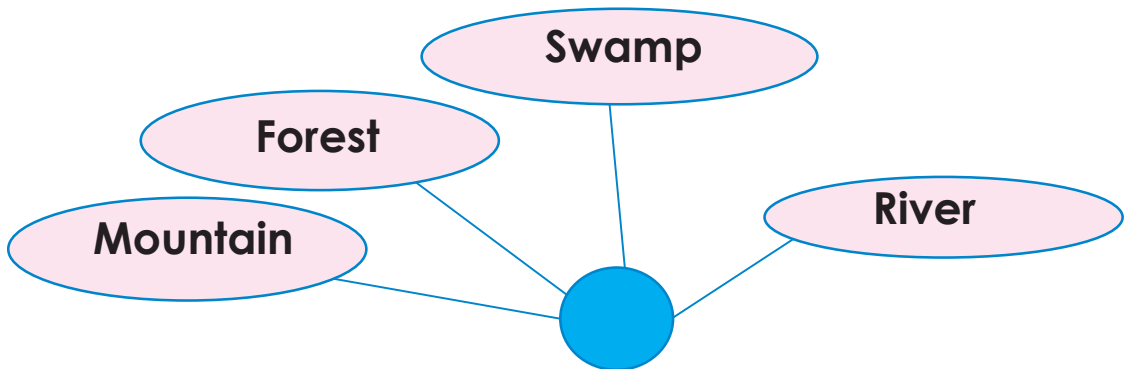
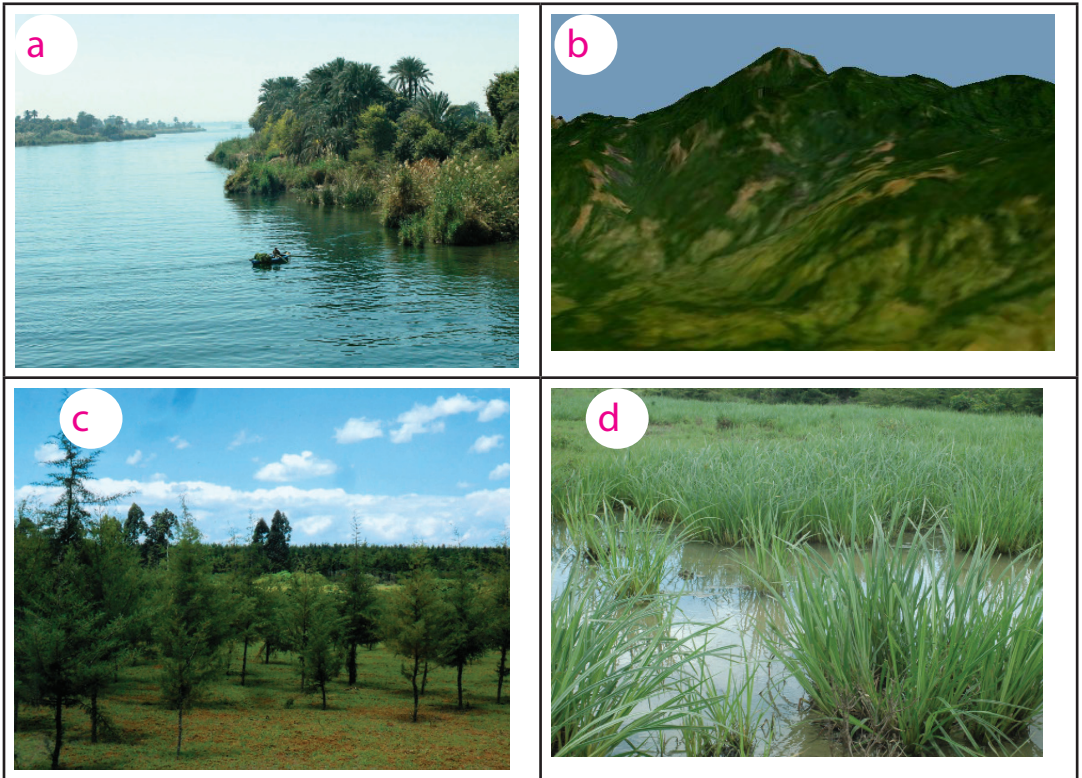
Activity 7: Word bank

Say and copy new words learnt.



Activity 1: Naming physical features

a) Look and match



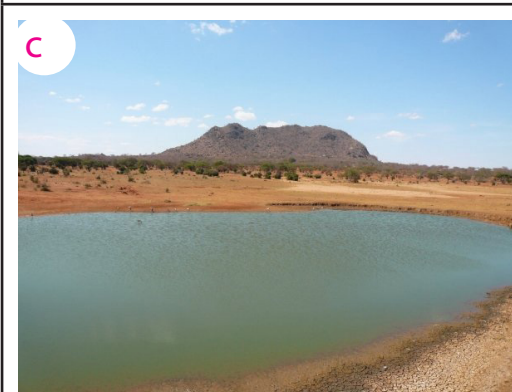
b) Listen and match

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

c) Make sentences using the words in A.

Activity 2: Materials found in our environment

a) Look and name



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

Activity 3: Describing physical features

a) Look and read



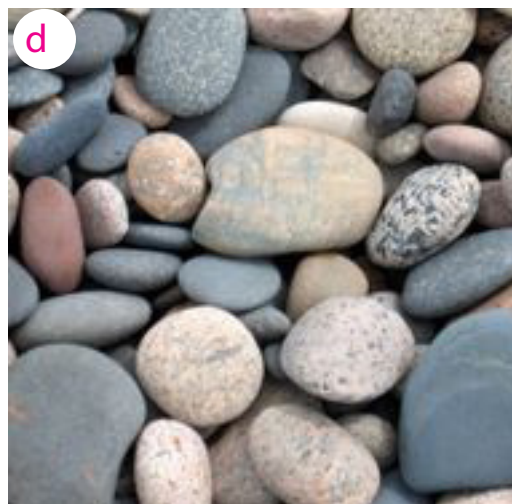
This is a river.



These are rivers.



This is a rock.



These are rocks.

b) Complete

(i) This is a forest.

These are _____.

(ii) This is a rock.

These are _____.

(iii) This is a mountain.

These are _____.

(iv) This is a river.

These are _____.

Activity 4: Poems

(a) Listen and recite



Roaring river

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



Magical Mountain

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



(b) Write a poem

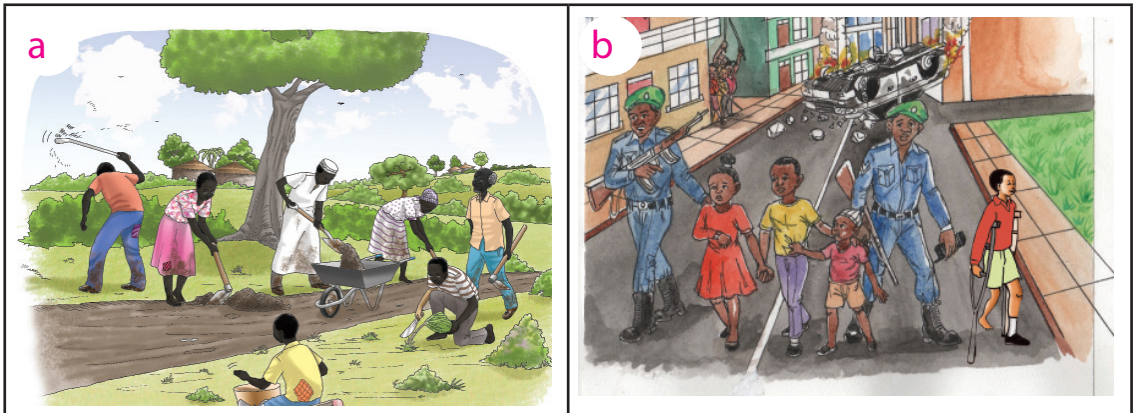
Activity 5: Word bank

Say and copy new words learnt.

Physical features in our
Payam

Activity 1: Defining peace and security

Look and talk

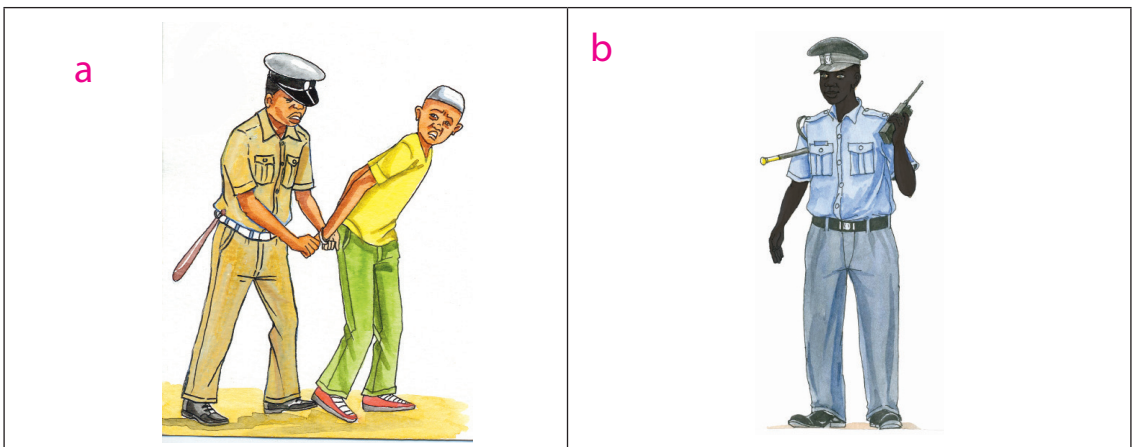


Activity 2: Vocabulary for peace and security

a) Say

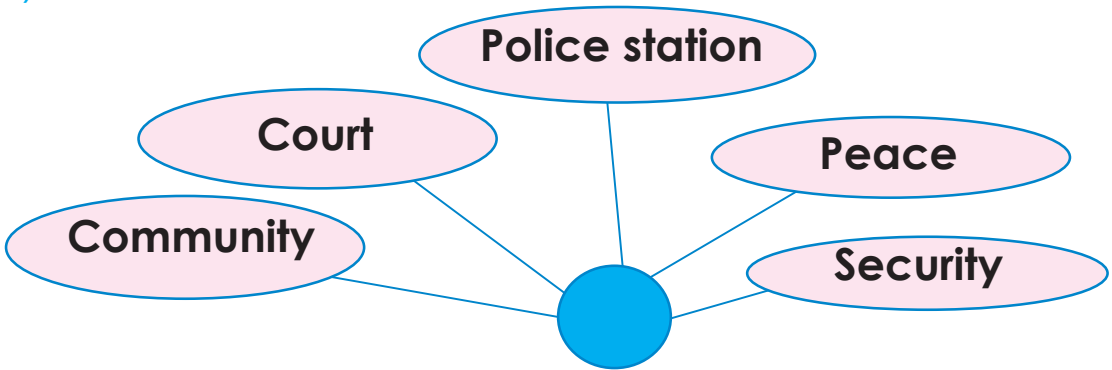
court criminal police officer
community leader

b) Name the pictures





c) Make sentences.



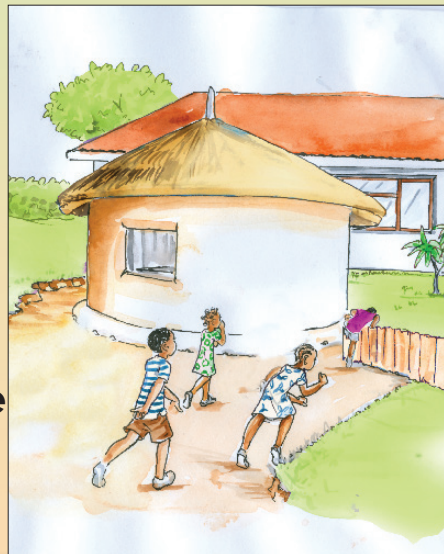
Activity 3: Poems

a) Listen and recite



Akello's home

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



Odong's home

My home my home

I did not like my home

My father quarreled with my
uncle

My mother did not talk to my
aunt

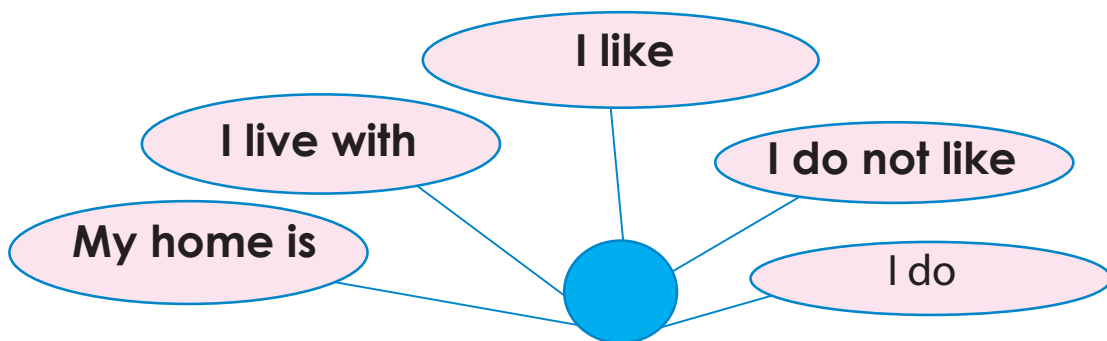
I wished my mother would not beat my cousins

I wish one day, we will live in peace

I wish one day I can rest and eat well



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



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

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

Activity 4: A conversation

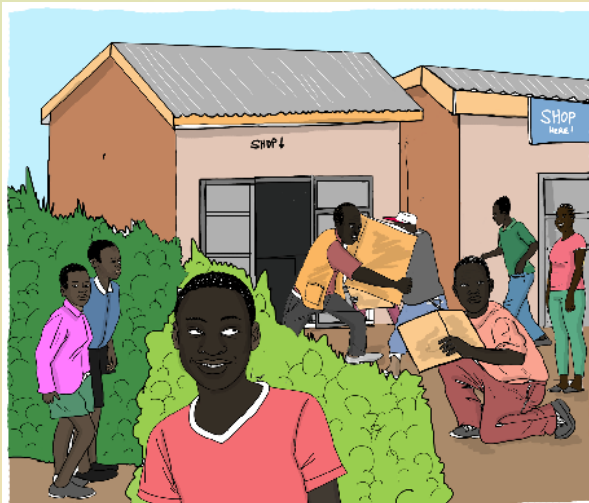
a) Listen and act



Olupot: Look at those people.

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

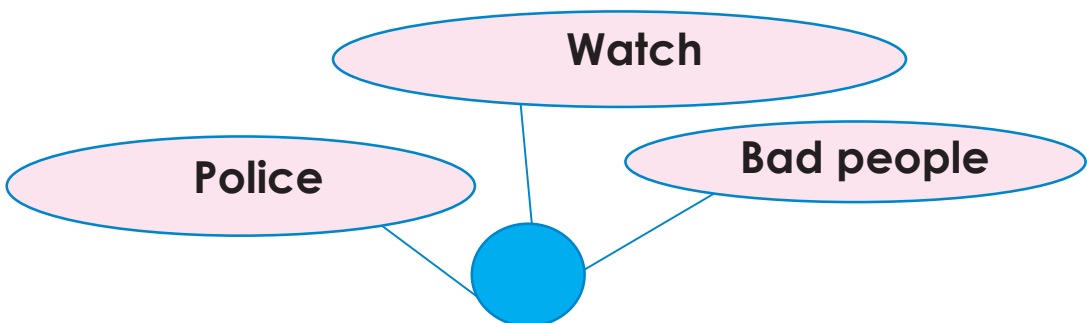
Olupot: They are bad people. Let us go and call the police.



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

Olupot: Okay. (Runs to the police station)

b) Make sentences



Activity 5: Story

a) Listen and tell

Mr Walla and his daughter

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

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



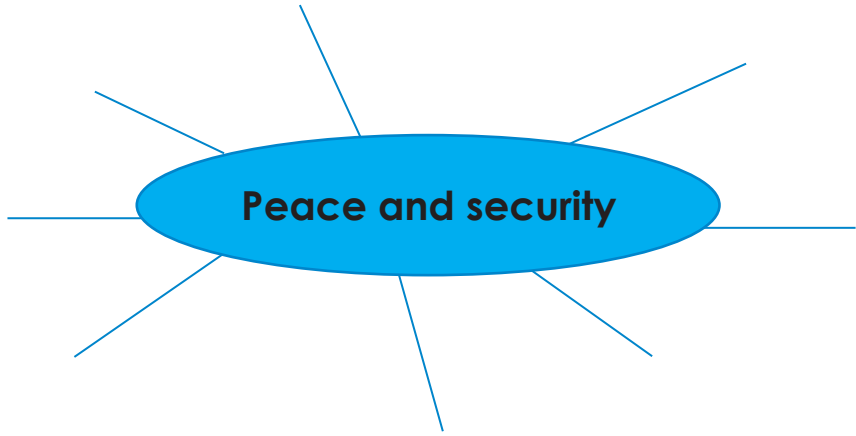
Mr Walla said that when people live in peace, they also work hard. They take their children to school and everyone is happy.

b) Tell us

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





Activity 6: Word bank

Say and copy new words learnt.



Activity 1: Means of transport

a) Look and name

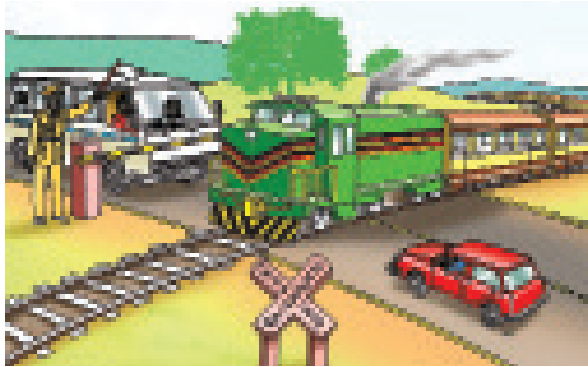
<p>a</p> 	<p>b</p> 
<p>c</p> 	<p>d</p> 

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

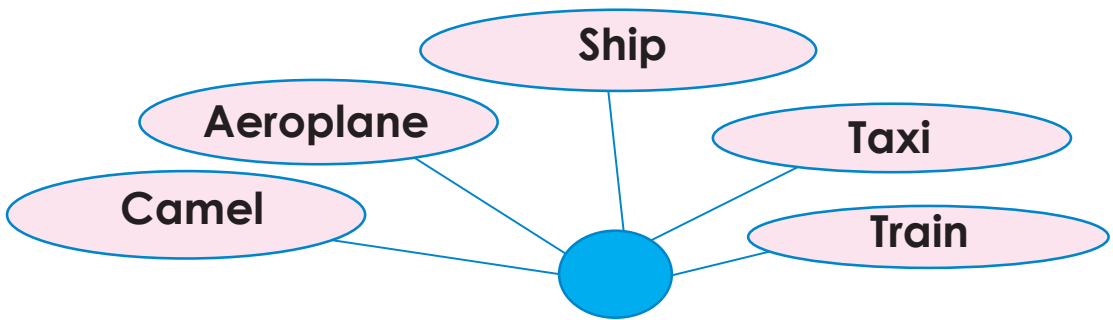
Start your sentence with: In the past...

Activity 2: Vocabulary for transport

a) Look and talk

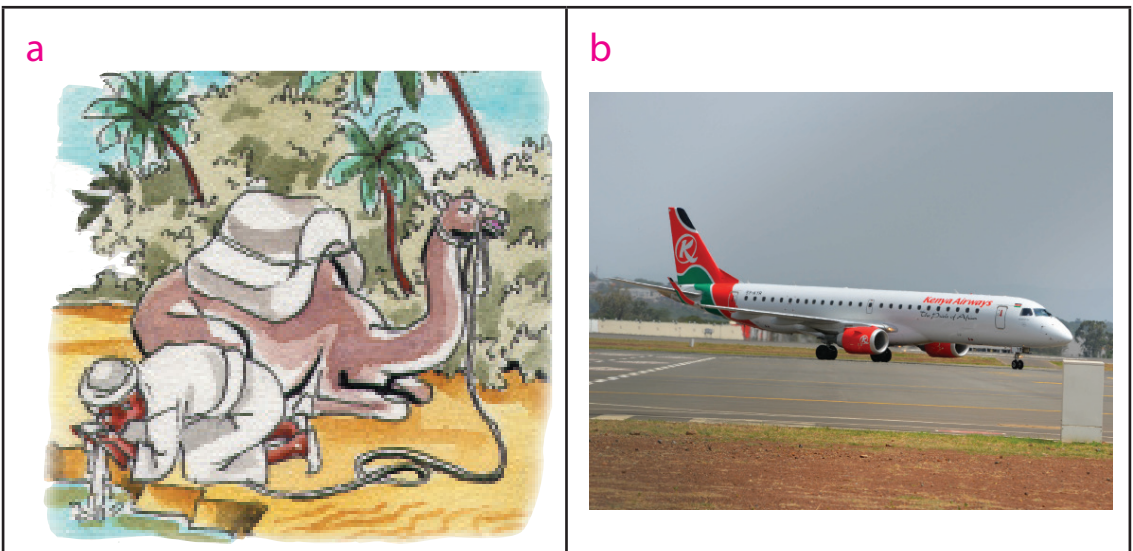


b) Make sentences



Activity 3: Talking about how transport has changed

Look and compare



Activity 4: Rhyme

a) Listen and recite



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



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



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



b) Write a poem

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

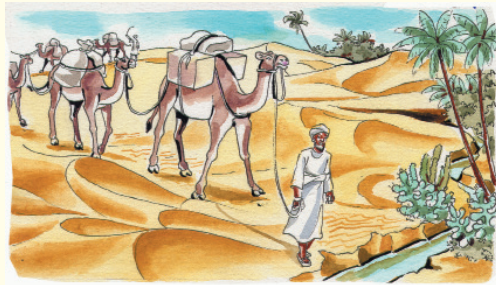
Activity 5: Story

a) Listen and tell

Transport at different times

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

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



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

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

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

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

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

c) Tell us

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

Activity 6: Hold a debate about transport

Debate

Road transport is better than air transport.

Activity 7: Acting about means of transport

a) Listen and mime



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

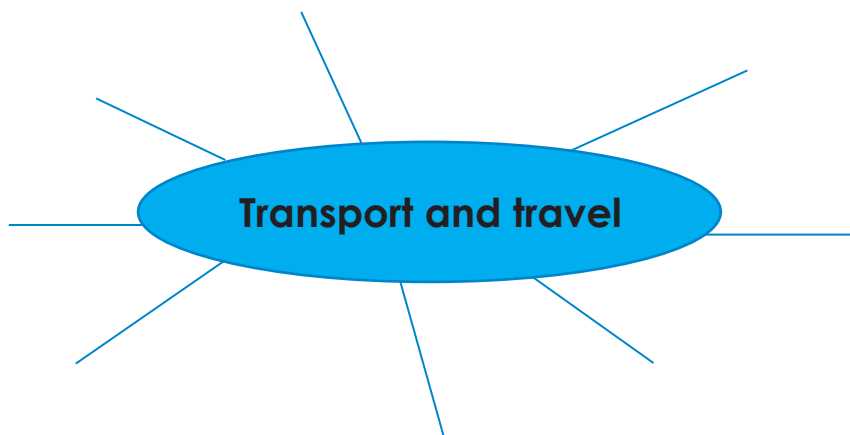
b) Write sentences

Write sentences about your favourite way of

travelling.

Activity 8: Word bank

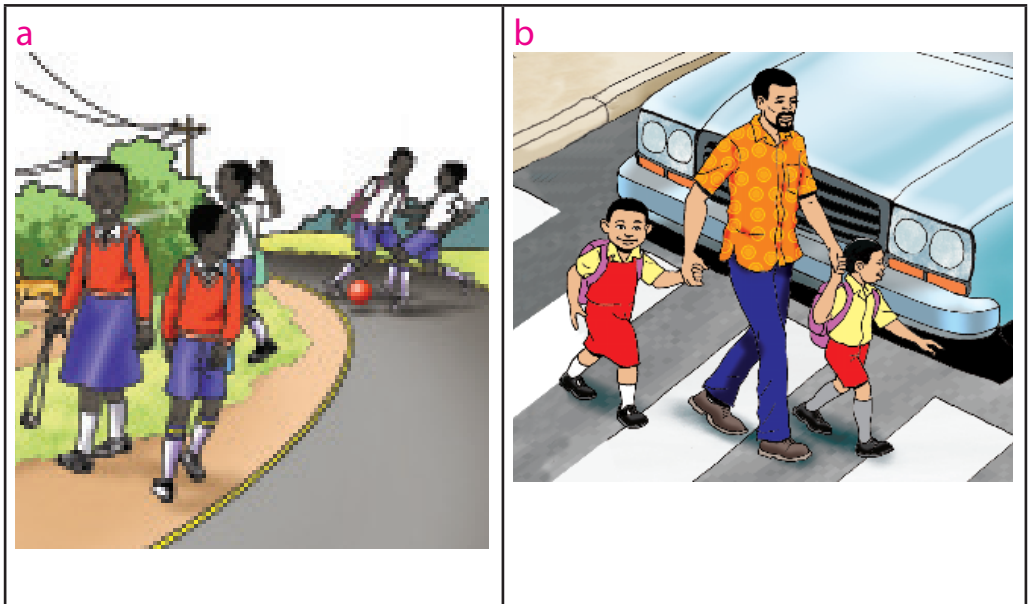
Say and copy new words learnt.



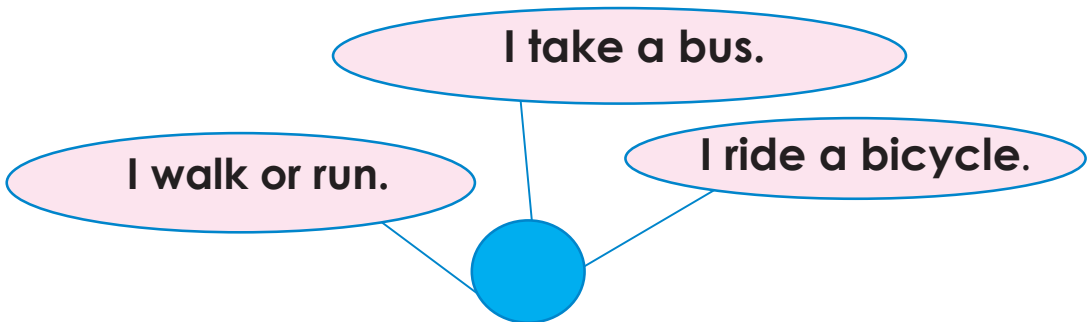
Activity 1: Defining accidents and safety

a) Look and talk

Which children are safe and why?



b) Say how you get to school.

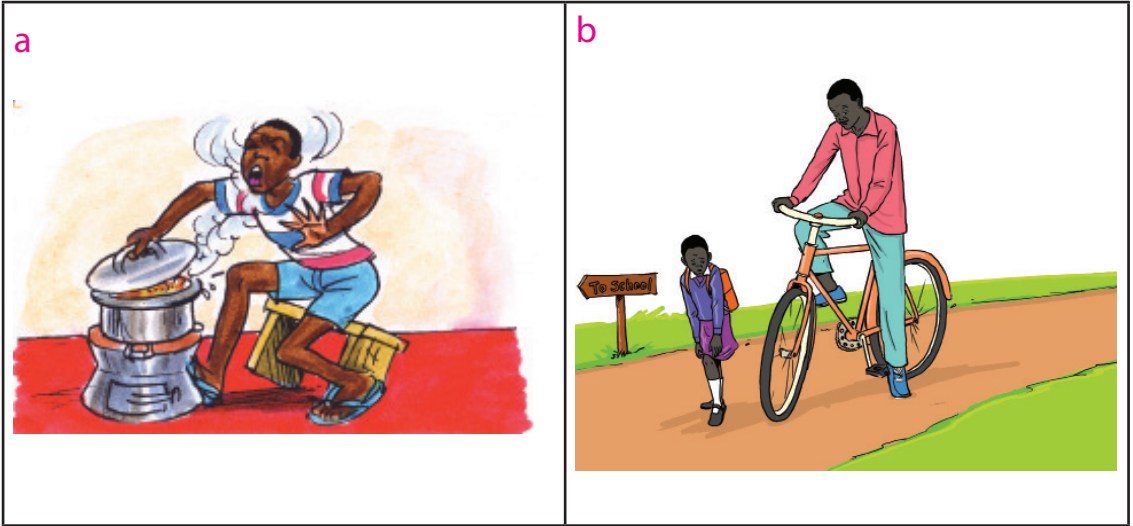


c) Write sentences

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

Activity 2: Common accidents and how to avoid them

a) Look and talk



b) Talk about common accidents in your Payam

Activity 3: Safety on the road

a) Say how you cross the road.

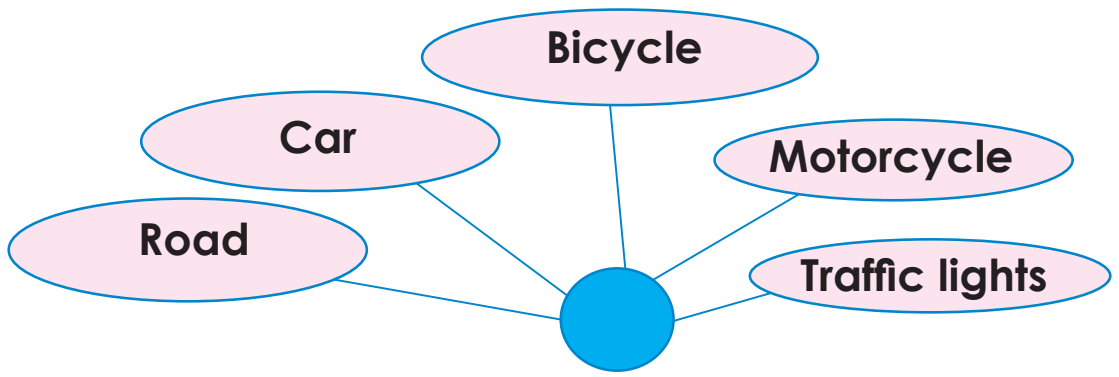


b) What are traffic lights for?

c) Write instructions

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

d) Make sentences in the past tense.



Activity 4: Poem

a) Recite



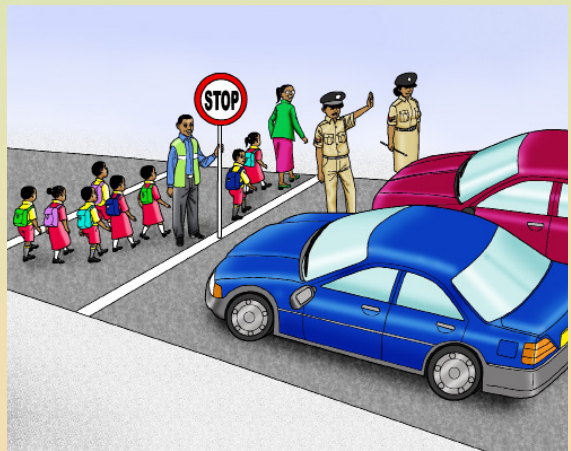
Before you cross the road,
Stop.

Look right, look left,
look right again.

If the road is clear,
cross quickly but don't run!

Do not play on the road.

Always cross in a single file!



b) Mime the poem above

Activity 5: Story

a) Listen and tell

The accident

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

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

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



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

b) Tell us

Say what the story is about.

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

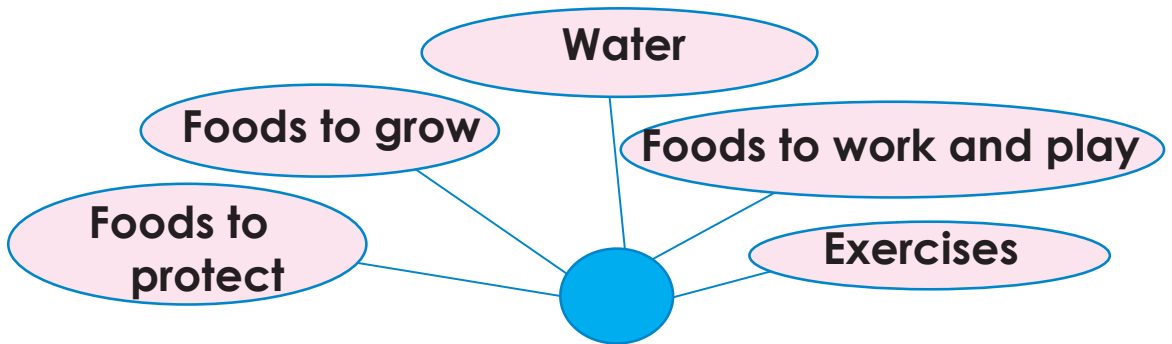
Activity 6: Word bank

Say and copy new words learnt.



Activity 1: Vocabulary

a) Look and name



b) Draw the food you ate this morning. Write a sentence.

Example: I ate potatoes this morning. It was healthy because...

Activity 2: Poem

a) Recite



Healthy eating



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

b) Say more good foods to eat

Activity 3: A game about food

Play a game called 'food food'.

Activity 4: Story

a) Listen and read

Nelly the healthy girl

This is Nelly.

She is having breakfast.

Her favourite fruit is apple.

She eats bread and cassava.

She likes milk.

Nelly eats a healthy meal every day.



Nelly drinks a lot of water too.

Nelly also plays to stay healthy.

Nelly takes a bath once a day.

Nelly brushes her teeth every day.

At night, Nelly sleeps under a net.

Nelly is a healthy girl.

b) Answer orally

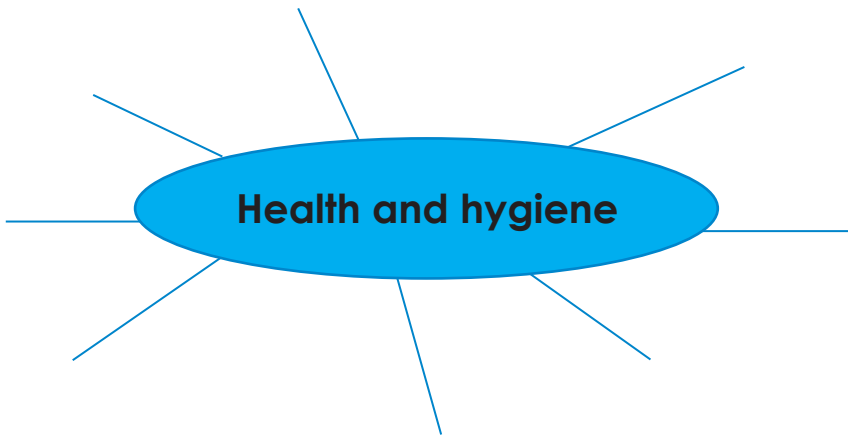
1. Say what the story is about.
2. What should we do to keep our bodies healthy?
3. Do you think people in your family are living healthy? Explain.

Activity 5: Write sentences

Write five sentences about what your family eats.

Activity 6: Word bank

Say and copy new words learnt.

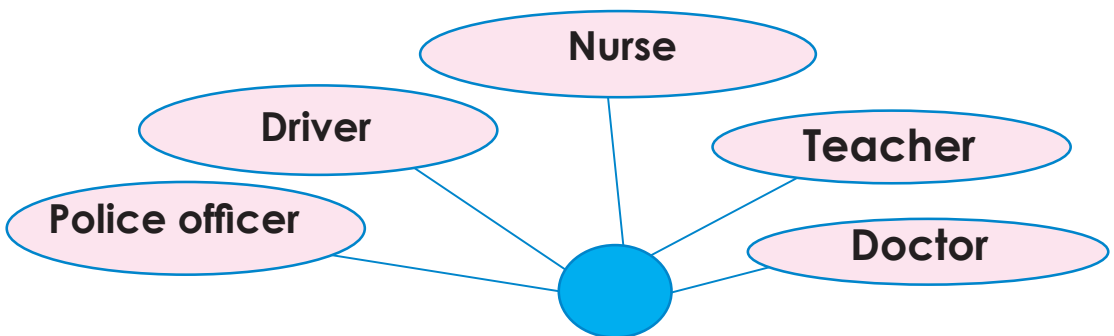


Activity 1: Naming occupations

a) Look and name



b) Read and say



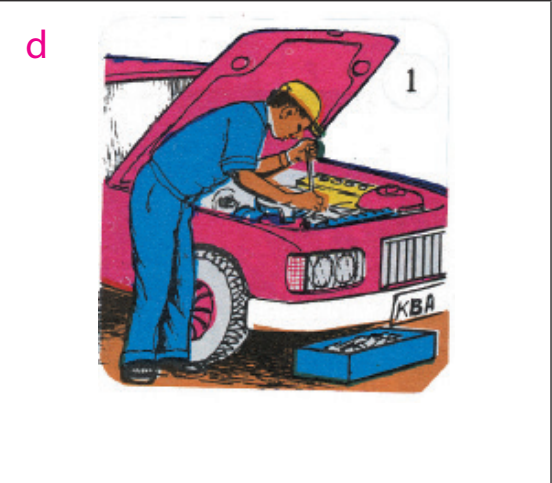
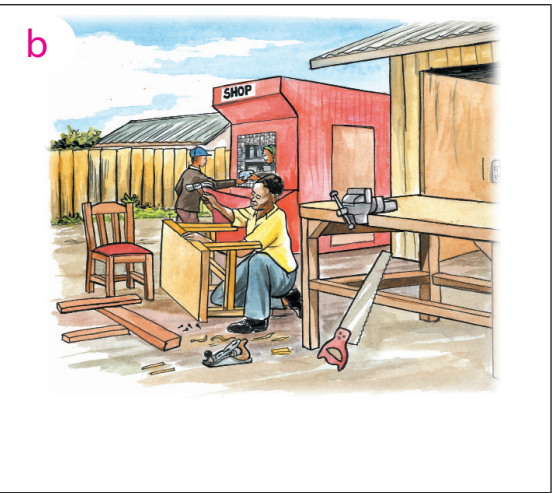
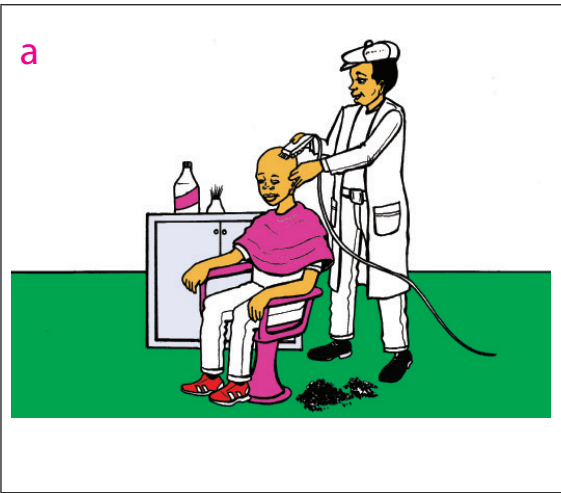
c) Answer

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

Activity 2: Matching occupations

a) Say and match

mechanic barber carpenter weaver



b) Read and match

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

I am a mechanic.

I mend shoes.
I mend slippers.

I am a captain.

I command a ship.
I travel on water.

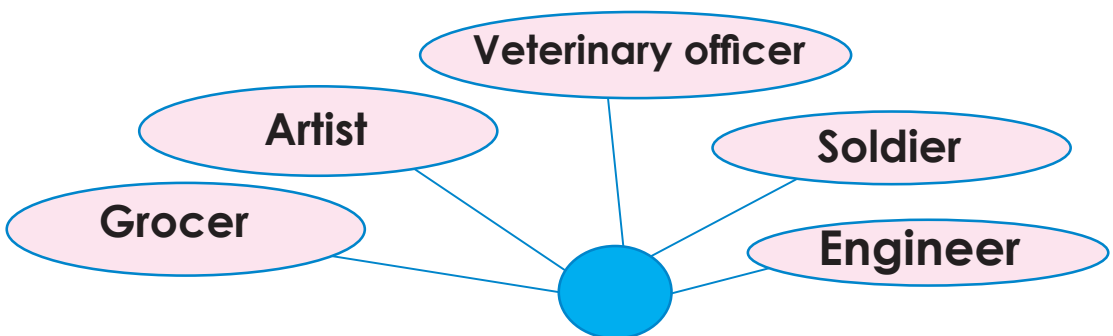
I am a barber.

I repair cars.
I repair buses.

I am a cobbler.

c) Write sentences

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



Activity 3: A conversation

Read and act

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

Peter: What do you do Mr Kisanga?



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

Mary: Why do you keep so many animals?

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

Jane: Do you grow any crops?

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

John: Why do you grow all these crops?

Kisanga: I grow them for food and sell some.

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

b) Write about

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

Activity 4: Poem

a) Listen and recite



I walk in our Payam, I walk in our Payam

I see a woman weeding, I smile at her and walk on

I see an old man under the car, he is repairing the car

The old man cannot hear me, I walk on

I see a young man making a stool, I wave and walk on

I come to the market place, I meet buyers and sellers

I buy some paraffin and while walking home

b) Write five sentences about occupations in your Payam.

Activity 5: Talking about occupations at different times

Role-play



My name is Amos.

I am a teacher.

My occupation is teaching.

I teach children in school.



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

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



Activity 6: Future occupations

a) Listen and say

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



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

Activity 7: Text on occupations

a) Listen, read and tell

Occupations in our Payam

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



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

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

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

b) Tell us

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

Activity 8: Solving a puzzle

a) Draw and circle the words

farmer	teacher	artist
nurse	builder	driver

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

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

Activity 9: Word bank

Say and copy new words learnt

Activity 1: Identifying children's rights

a) Look and write

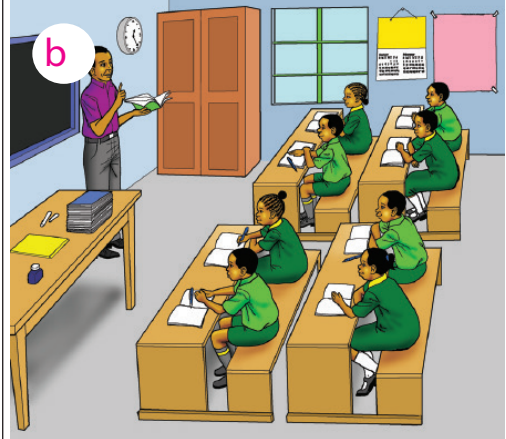
Write one sentence for each picture. Read to the class.

a



Family

b



School

c



Health

d

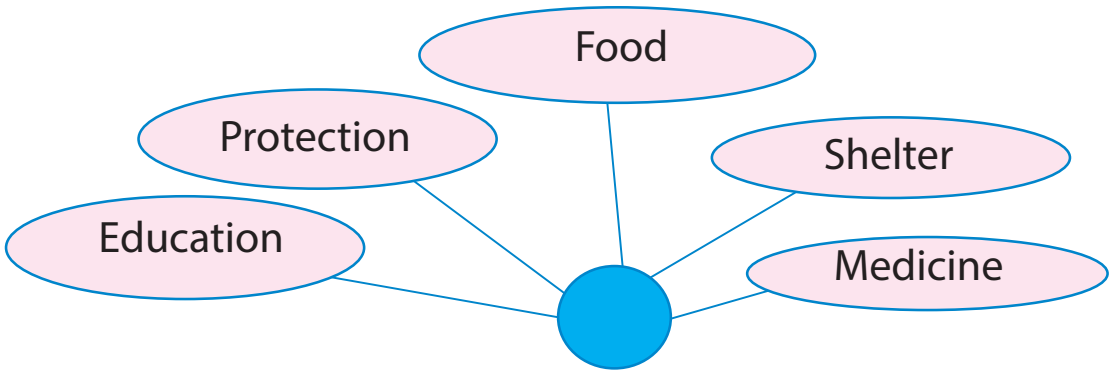


Shelter

Activity 2: Vocabulary

a) Listen and say

Why are these important? Tell your partner.



b) Answer using the words above.

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

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

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

(v) Right to food

Activity 3: Poem

a) Recite and act



I am happy

I live with my family who keep me safe and care for me.

Every morning I have to brush my teeth. I always eat a healthy breakfast.

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



At home I learn to cook and clean to help my family.

Everyday I always do my homework. My family always ask me about my day in school.

I play with my brother and sisters before I get

b) Mime the poem

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

are important to you

Activity 4: Story

a) Listen and read

Adut, a caring girl

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

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

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

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



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

b) Tell us

- (i) Say what the story is about.
- (ii) What rights do you think Adut talked about?

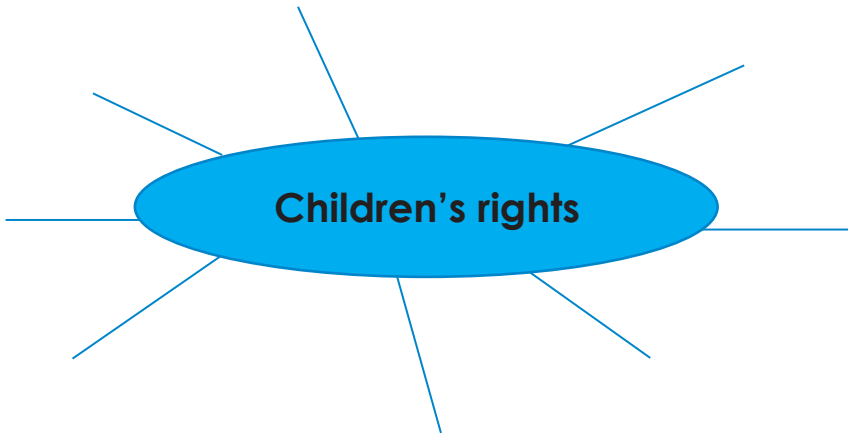
(iii) How else can we help other children know their rights?

Activity 5: Write sentences

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

Activity 6: Word bank

Say and copy new words learnt.



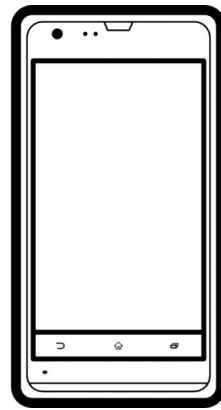
Activity 1: Common technological devices

Look and write.

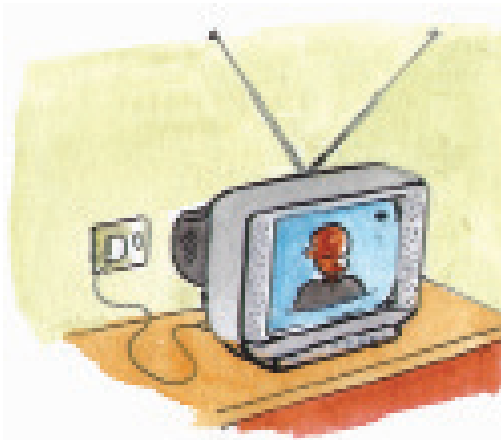
a



b



c

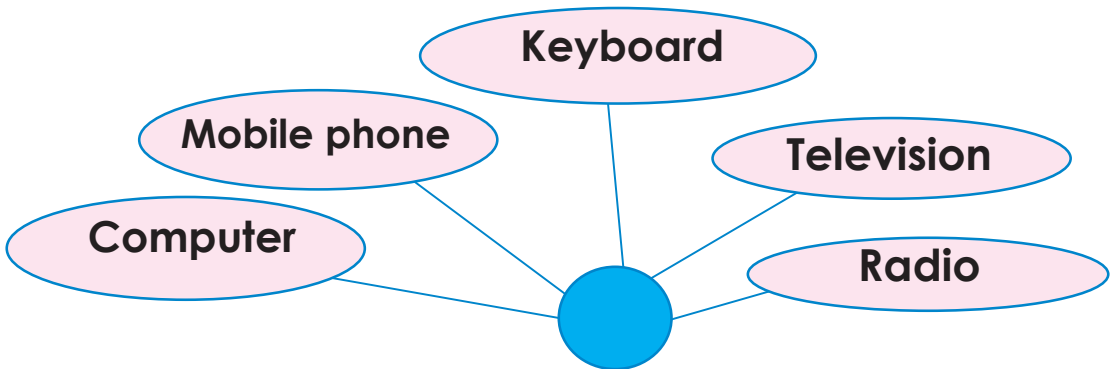


d



Activity 2: Vocabulary for naming technology

a) Make sentences.



b) Guess who I am

People can move around with me.

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

People enjoy watching me.

I give them news, movies and cartoons.

I move on the road.

People sit inside me.

People click on me.

I form words and numbers.

c) Write sentences about each of the things above.

Activity 3: How a mobile phone works

a) Look and tell



b) Write two sentences about the picture.

Activity 4: How a computer works

a) Look and talk



b) Write two sentences about the picture.

Activity 5: Poem

a) Recite and act



Technology! Technology!
You have taken my family
away!

My mother loves her
smartphone.

She carries it everywhere.

My father likes the television.

He watches it the whole evening.

My sister is always wearing headphones.

She dances to her music the whole day.

My brother plays with his play station.

He stays awake the whole night.

Our unborn baby too will have a tablet.



b) Copy and write true or false.

(i) The baby has a play station _____

(ii) The father has a dog pet _____

(iii) The mother watches too much television _____

(iv) The sister enjoys dancing _____

c) Spell

technology

computer

buttons

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

Activity 6: Story

a) Listen and read



Maria uses a mobile phone

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

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

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



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

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

Maria's father then showed her the ear speaker

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



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

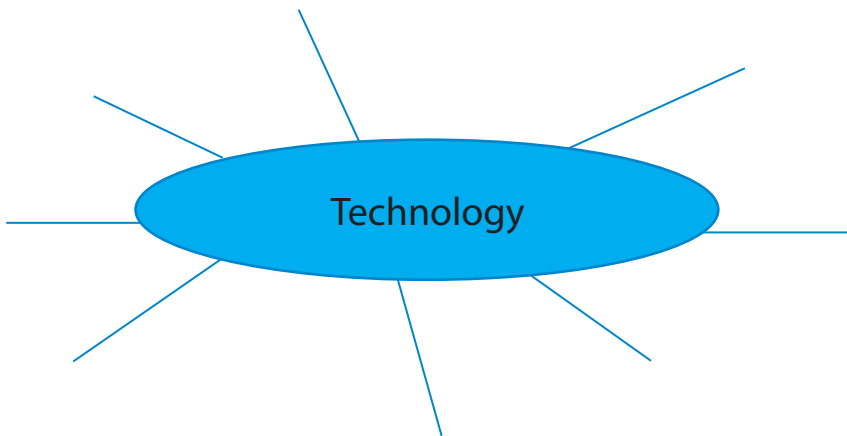
Maria had learnt to use a mobile phone.

b) Answer and write

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

Activity 7: Word bank

a) Say and copy new words learnt.



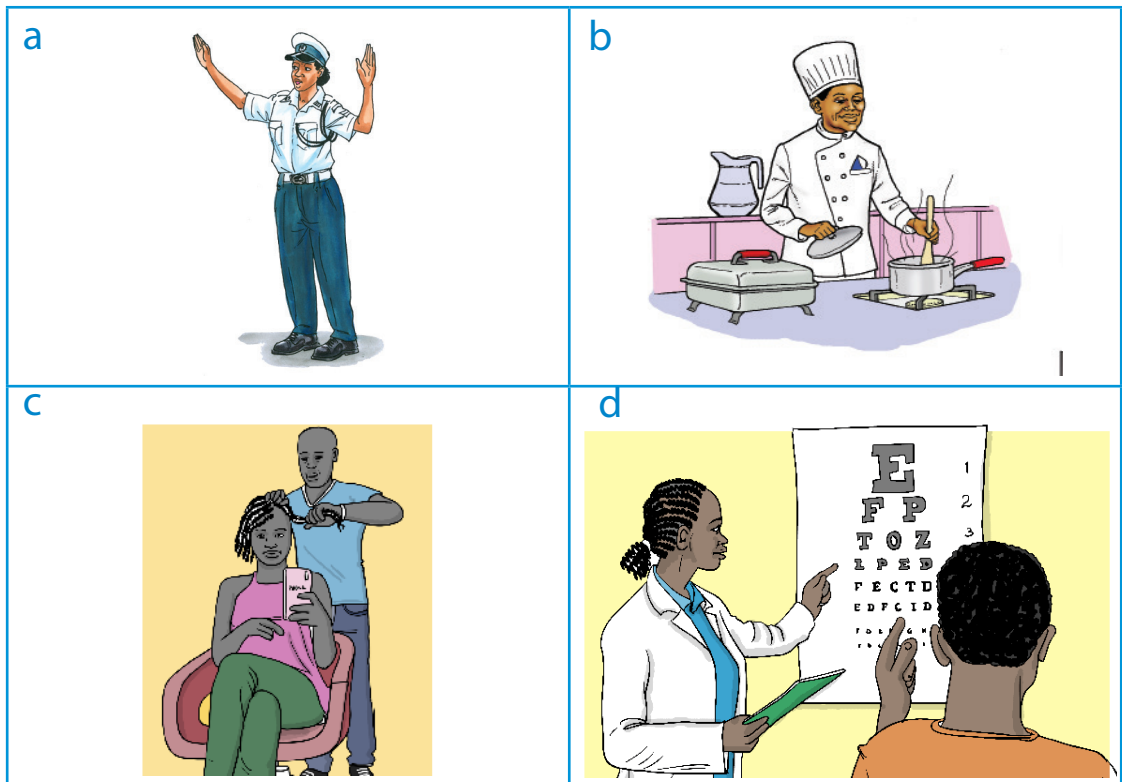
b) Pick five words and write sentences.

Activity 1: Vocabulary on gender roles and responsibilities

In groups



Study the pictures below.



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

Individually



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

Read your answers to the class.

Activity 2: Role-play on gender roles and responsibilities

As a class



Do the following.

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

Activity 3: Reading about gender roles and responsibilities

As a class



Read the story below.

Before reading

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

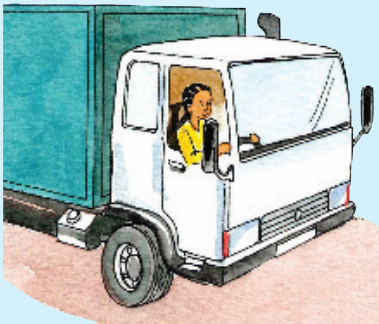
The changing world of work

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



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

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



Until recently, some roles were reserved for men. Most women were not allowed to work in offices. We can easily know the first woman pilot, the first woman bank manager, the first African woman president and so on. This is how gender roles have discriminated the women for many years. With a lot of determination, many women have made a mark in the world. Names such as Wangari Maathai of Kenya, Mother Teresa of

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

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

Activity 4: Oral discussion

In groups



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

Activity 5: Role-play

As a class



Read the dialogue below.

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

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

Teacher: What are some of these outdated cultural practices?

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

Teacher: Thank you, Ms Akong.

In pairs



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

In groups



Let us ask Ms Akong.

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

Activity 6: A poem on gender roles and responsibilities

As a class



Listen as the teacher reads the following poem.



Girl or boy let us work together

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



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

In groups



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

Activity 7: Writing a poem on gender roles and responsibilities

In groups



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



We are all equal

I think what a boy can do

A girl can _____ too

And to the boy who _____ girls are weak,

It is a woman who gave birth to _____

Do not make girls _____ in fear

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

In pairs



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

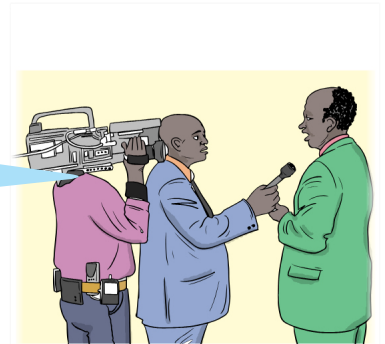
Activity 8: Talking about gender roles and responsibilities in our country

In groups



Read what the people below are saying.

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



My name is
Susan Manyok.

I am a football referee.

All players respect my decisions.

I am helped by two male
assistant referees.

I enjoy my work.

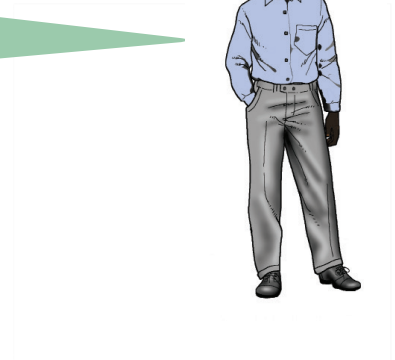


My name is James

Kok. I am a midwife

I help women give birth to

babies. I work with a team of
female nurses.



My name is

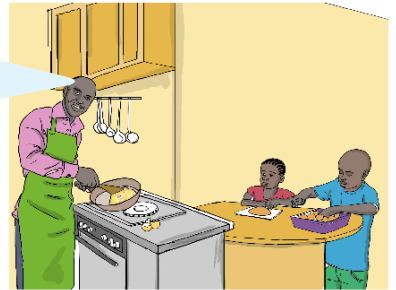
Samuel Ruea.

I am a teacher and my
wife is a police officer.

I work during the day but my
wife is on duty at night sometimes.

I cook for the family and
change the baby's diapers
when my wife is on duty.

We are a happy
family.



In pairs



1. What are the people on page 52 - 53 talking about?
2. What did you learn from what they have said?
3. In turns, share your answers in class.

Individually



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

Activity 9: Writing about gender roles and responsibilities

In pairs



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

Individually



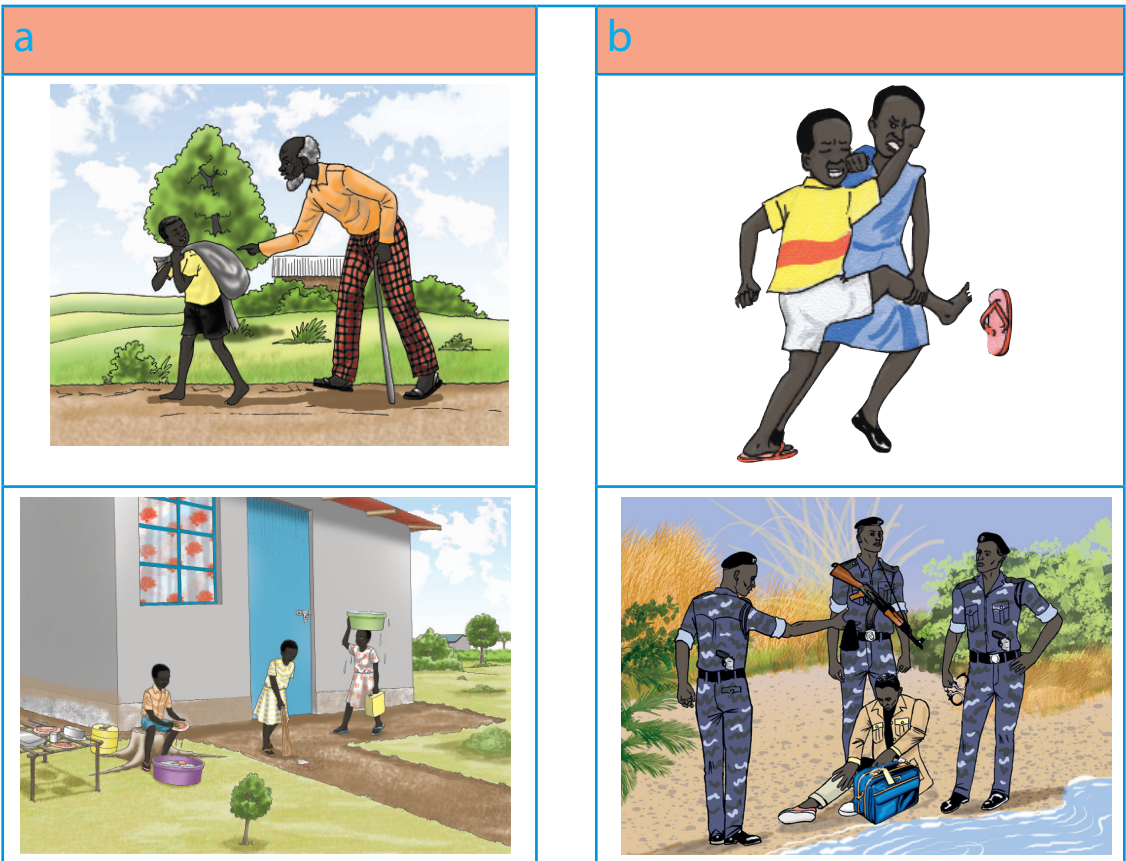
1. Draw and paint a man and woman working together.
2. Think of a story about the picture you have drawn.
3. Using what you have learnt and your knowledge on gender roles, write a story about a man and woman who work together.

Activity 1: Vocabulary on core values

In pairs



(a) Look at the pictures below.



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

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

Give commands on the presentations.

NOTE

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

Individually



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

integrity

obedient

kind

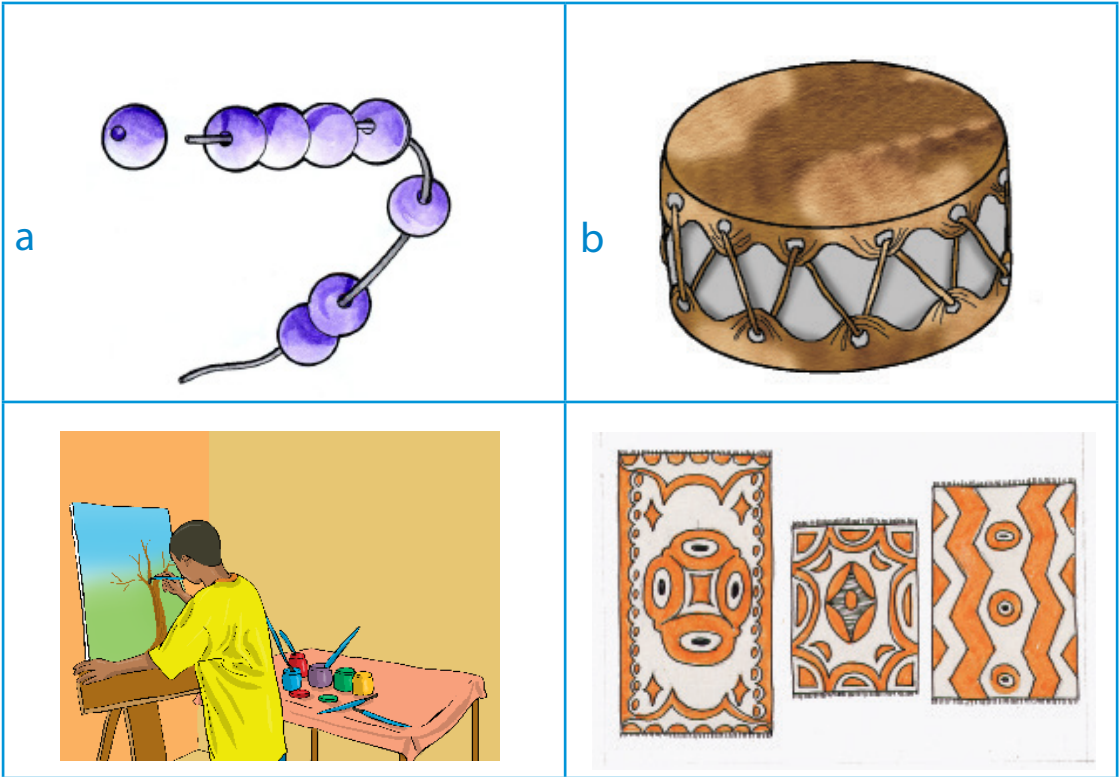
honest

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

(b) Read your answers to the whole class.

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

Activity 1: Vocabulary related to works of art



In pairs



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

NOTE

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

Individually



Answer the following questions.

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

Activity 2: Let us talk about types of artwork

In groups



Look at the pictures below.



Answer the following questions.

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

In pairs



1. Read out the following words:

ornaments

carvings

beads

weaving

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

Read your sentences to the class in turns.

Activity 3: Read and act

As a class



Read the conversation below.

Omar: How are you, Yusra?

Yusra: I am fine, Omar, thank you.

Omar: What did you learn today?

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

Omar: We were taught the same too.

Yusra: What did you like most?

Omar: I prefer drawing and painting to carving.

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

Omar: Do you like carving?

Yusra: No, I dislike carving.

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

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

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

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

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

In groups



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

Read your conversation to the class in turns.

Activity 4: Copy and read

In pairs



1. Look at the conversation between Omar and Yusra.
2. Find and copy all the sentences that have **like** and **prefer**.

Read them out to the whole class.

NOTE

Prefer or like refers to the things people enjoy doing.

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

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

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

For example:

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

Individually



(a) Change the verbs below to continuous tense.

For example: watch - watching

i. paint _____

ii. cook _____

iii. draw _____

iv. dance _____

v. weave _____

vi. sing _____

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

(c) Read your answers to the whole class.

In pairs



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

like

dislike

does not

do not

prefer

(b) Read your sentences to the class.

Activity 5: Making comparisons



In pairs



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

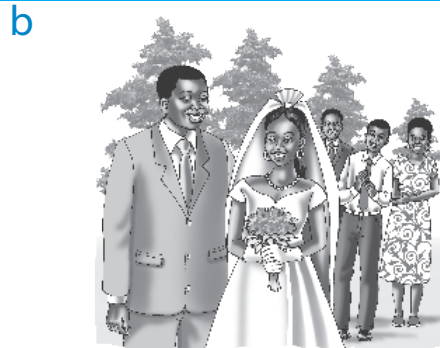
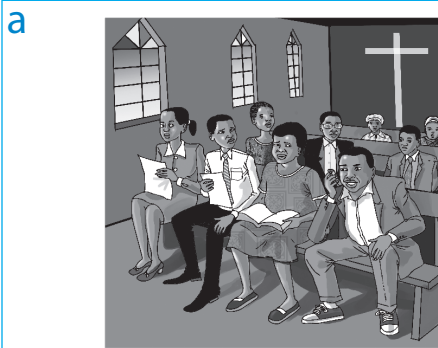
1. What things do you like about musicians?
2. What things do you like about weavers?
3. Between music and weaving which one do you prefer? Why?

Activity 1: Vocabulary on social events

In pairs



(a) Look at the pictures below.



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

wedding church event holiday sports day

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

In turns, share with class what you have discussed.

NOTE

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

Individually



Answer the following questions.

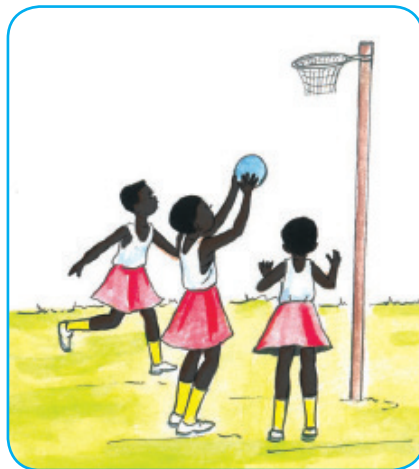
1. When someone dies, we have a _____.
2. When someone is marrying, we have a _____ ceremony.
3. Name two public holidays you know in South Sudan.
4. Which kinds of sports do you like watching?

Activity 2: Different sports

In pairs



(a) Look at the picture below.



(b) Now discuss the following questions.

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

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

Read your answers in turns to the whole class.

Activity 3: Reading comprehension

Before reading:

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

As a class



Read the story below.

Sports are not only beneficial but also important

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



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

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

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

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

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

Activity 4: New words and phrases

As a class



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

Activity 5: Oral discussion

In groups



1. Summarise the passage above orally.
2. Which sports do you like in your community? Why?

3. How do you feel when you play the sport?

Activity 6: Answering comprehension questions

In pairs



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

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

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

Word attack

Individually



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

rudeness

politeness

kindness

tolerance

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

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

(c) Read your answers to the whole class.

Activity 7: Oral work

In groups



1. Read the words below.

community neighbour scramble relative clan
boundary border child country district

2. Read them again in your group.
3. Which word is difficult for you?
4. Find the meaning of the words using a dictionary.

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

In pairs



1. Study the pictures below.
2. Discuss what is happening in each picture.

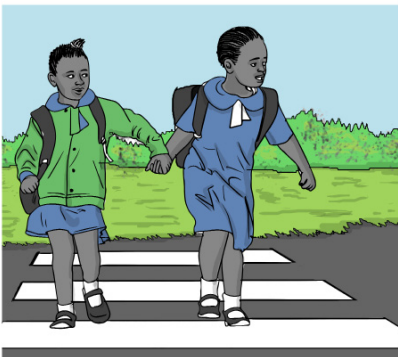
a



b



c



d



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

Activity 8: Reading comprehension

As a class



Before reading:

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

Read the story below.

Good deeds become a tree

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

This is what John's father told the mourners.



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

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

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

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

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

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

Activity 9: New words and phrases

As a class



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

Activity 10: Oral discussion

In groups



(a) Answer the following questions.

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

(b) Read your answers to the whole class.

Activity 11: Answering comprehension questions

In pairs



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

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

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

Word attack

Individually

(a) Read the words in the box aloud.

relatives neighbours nearby patient community parents

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

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

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

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

Activity 12: Role-playing on social events

As a class



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

In pairs



Use your own words to complete the following sentences.

NOTE

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

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

Individually



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

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

She played very well but	they still played the game.
She was very tired but	she went on running.
It was very hot but	they caught the bus.

In pairs



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

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

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

Good social behaviour	Bad social behaviour

3. Add other social behaviours.

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

Read your answers to the whole class.

Activity 13: Role-play on social events and politeness

In pairs



Read the conversation below.

Odoh: Mother, tomorrow is my birthday.
Mother: Oh! My son, I almost forgot.
Odoh: What shall we do now?

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

Odoh: Thank you, Mother.

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



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

Mother: Welcome, I know you have many friends.

Odoh: Shall I help you cook now?

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

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

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