

ENGLISH ALP LEVEL 3 BOOK

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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.

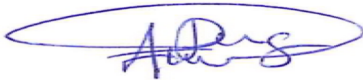
The textbook was written to help learners develop the background knowledge and understanding in the subject. It is intended largely to serve as a source of knowledge and understanding of the subject concerned, but not to be considered as a summary of what learners ought to study.

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

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Unit 1

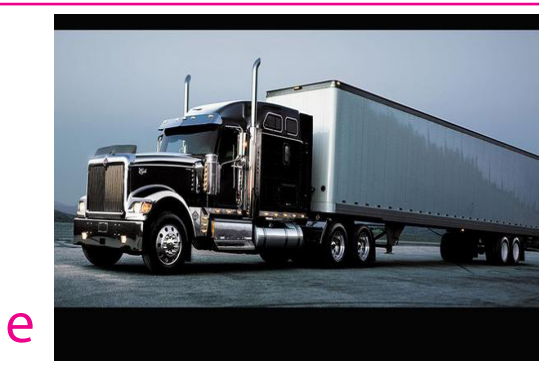
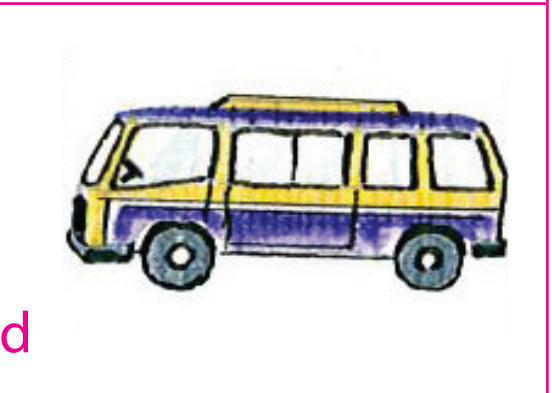
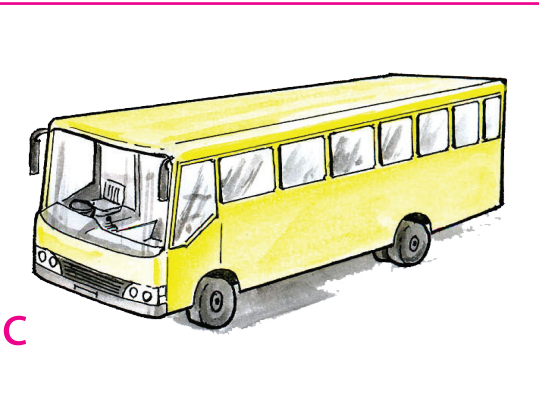
ROAD VEHICLES AND MOTOR BIKES

Activity 1: Vocabulary on road vehicles

In pairs



Look at the pictures below. Work with your deskmate.



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

bus lorry truck van car motorcycle

2. Have you seen any of these vehicles in your Payam? Say where. Share what you have discussed with the class.

Note

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

Road vehicles move on the road.

Word attack

Individually



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

truck car bus bicycle lorry

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

Read your sentences to the class.

Activity 2: Reading about road accidents

Before reading

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



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

A road accident

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

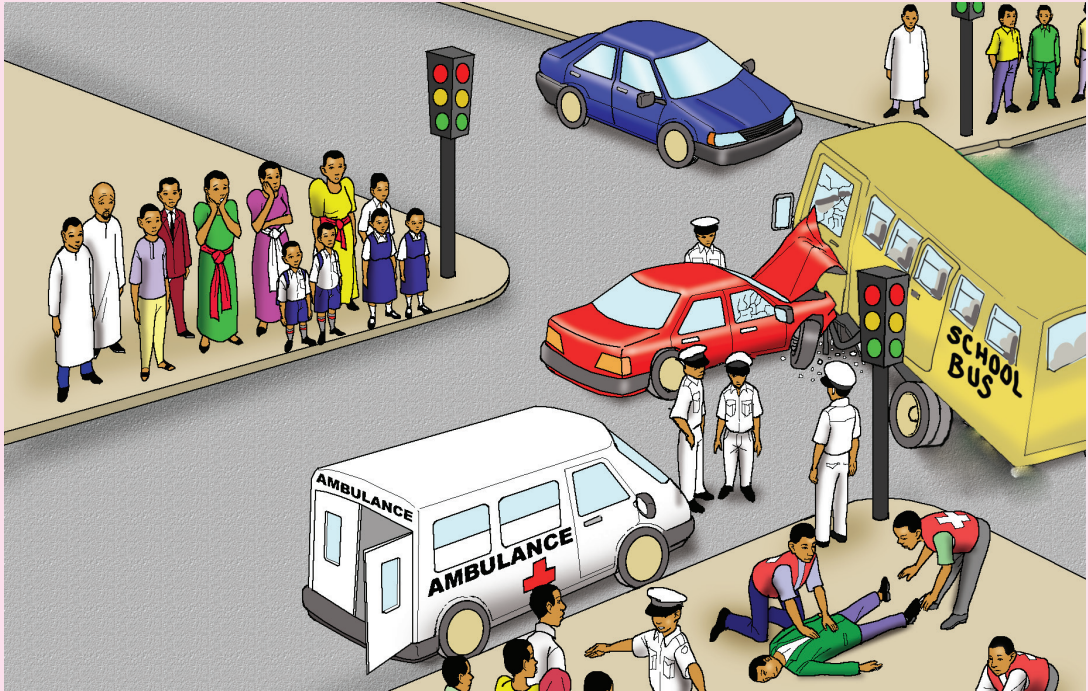
When I got to our school, the school bus was already packed to capacity. I ignored the angry pupils' insults for being late and quickly boarded the bus. The clock struck eight o'clock when we left for the big city.

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

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

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

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



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

The once strong bus was now a scrap.

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

Activity 3: Oral discussion

As a class



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

Activity 4: New words and phrases

In pairs



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

Activity 5: Answering comprehension questions

In groups



Write answers to the questions below.

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

Word attack

Individually



Use the words below to fill in the blank spaces.

board overload speed scrap bus

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

Read out the completed sentences.

Activity 6 : Repairing Mr Mabior's vehicle

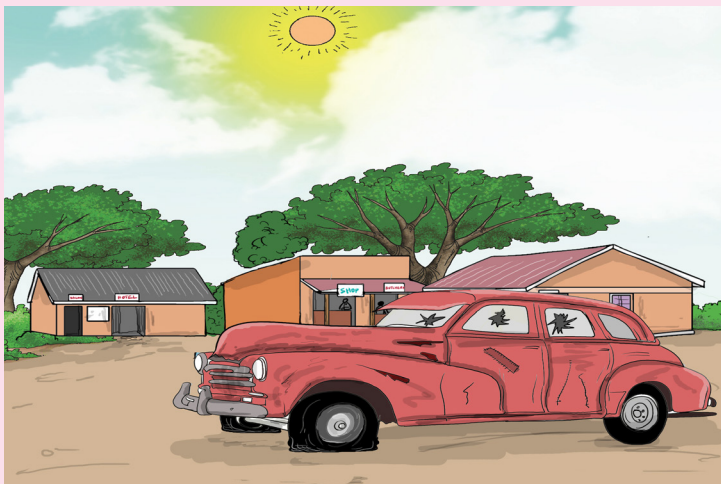
As a class



Before reading

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

Mr Mabior's car



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

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

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

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

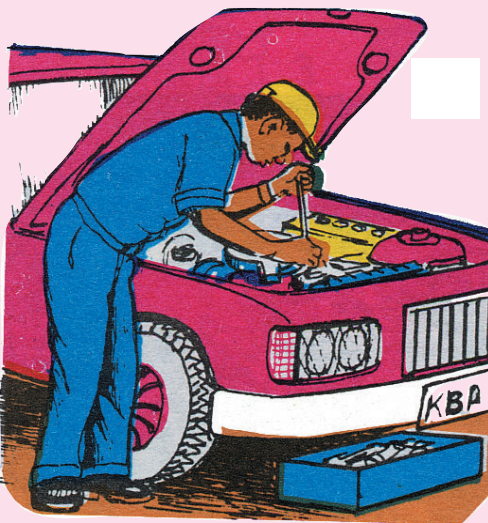
Mr Mabior thanked the mechanic and happily drove his car home.

In pairs

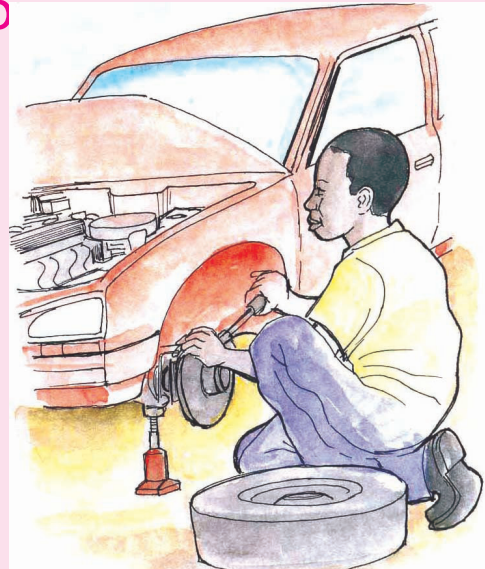


Study the pictures below.

a



b



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

puncture repair vehicle mechanic tyre
spanner garage engine jack

Take turns to present your paragraphs to the class.

Activity 7: New words

In groups



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

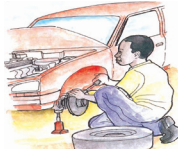
Word attack

Individually

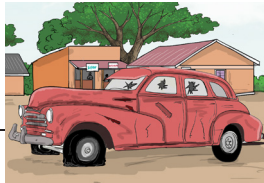


Use the pictures provided to complete the sentences below.

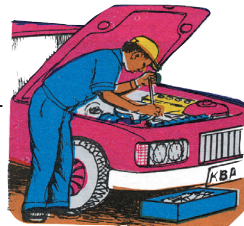
a) I am a _____. I repair road vehicles.



b) My car had a _____. I need to replace the tyre.



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



d) A _____ is used to hold a car in place while changing the tyres.



Activity 8: Reading a conversation on road vehicles

As a class



Listen as the teacher reads the conversation below.

Peter: Good morning mechanic?

Mechanic: Good morning?

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

Mechanic: Yes, open the boot!

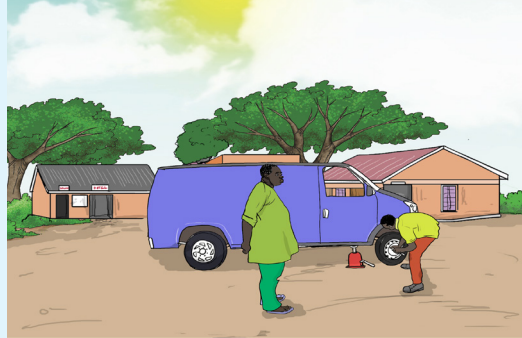
Peter: There you go. I have opened.

Mechanic: Bring the spanner and the jack.

Peter: Here they are.

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

Peter: Thank you.



In groups



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

Take turns to role-play before the class.

Activity 9: Reading a poem on road vehicles

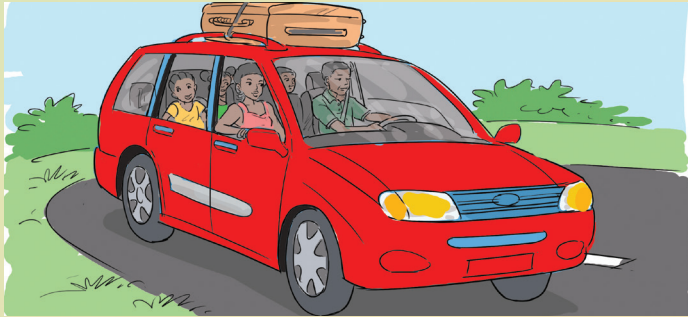
As a class



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



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



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

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

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

Listen big red van,

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

In groups



Answer the following questions.

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

Recite the poem to the class.

Activity 10: Creating a poem

In groups



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



We can fly in an _____ ,

We can ride on a _____ ,

In a _____ we will sail,

We can go!go!go!

In a _____ we go to school,

In a _____ we transport our heavy goods,

In a _____ garbage is cleared off our
estates,

We can go!go!go!

3. Master and recite the poem in your groups.

4. Recite the poem to the class.

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

Note

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

Activity 11: Talking about road vehicles

In groups



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

ATHUOL

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



MARIA

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

Individually



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

In pairs

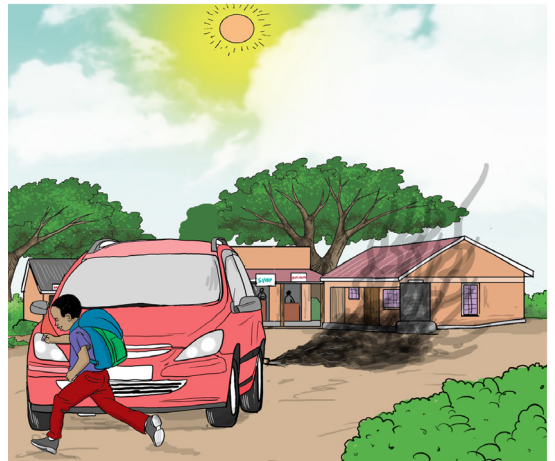


1. Study the pictures below.

a



b



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

Word attack

Individually



Make five correct sentences from the table below.

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

Read your answers to the class.

Activity 12: Let us talk about road vehicles

In groups



Read what Anwar is saying.

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



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

As a class



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

In pairs



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

Activity 13: Describing road vehicles

In groups



Study the following advertisement.



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

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

In pairs



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

Share your advertisement with the rest of the class.

Activity 14: Nouns

As a class



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

Note

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

In groups



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

Mr Mabior garage mechanic vehicle
jack spanner town market
Akot

Group the words above as shown below:

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

Activity 15: Playing a game on road vehicles

In groups



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

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

Activity 16: Writing

In groups



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

Individually



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

5. The group with the best story to be applauded.
Hang the best story at the back of the class.

Activity 17: Further learning

In groups



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

Present what you have written to the class.

Activity 18: In summary

Individually

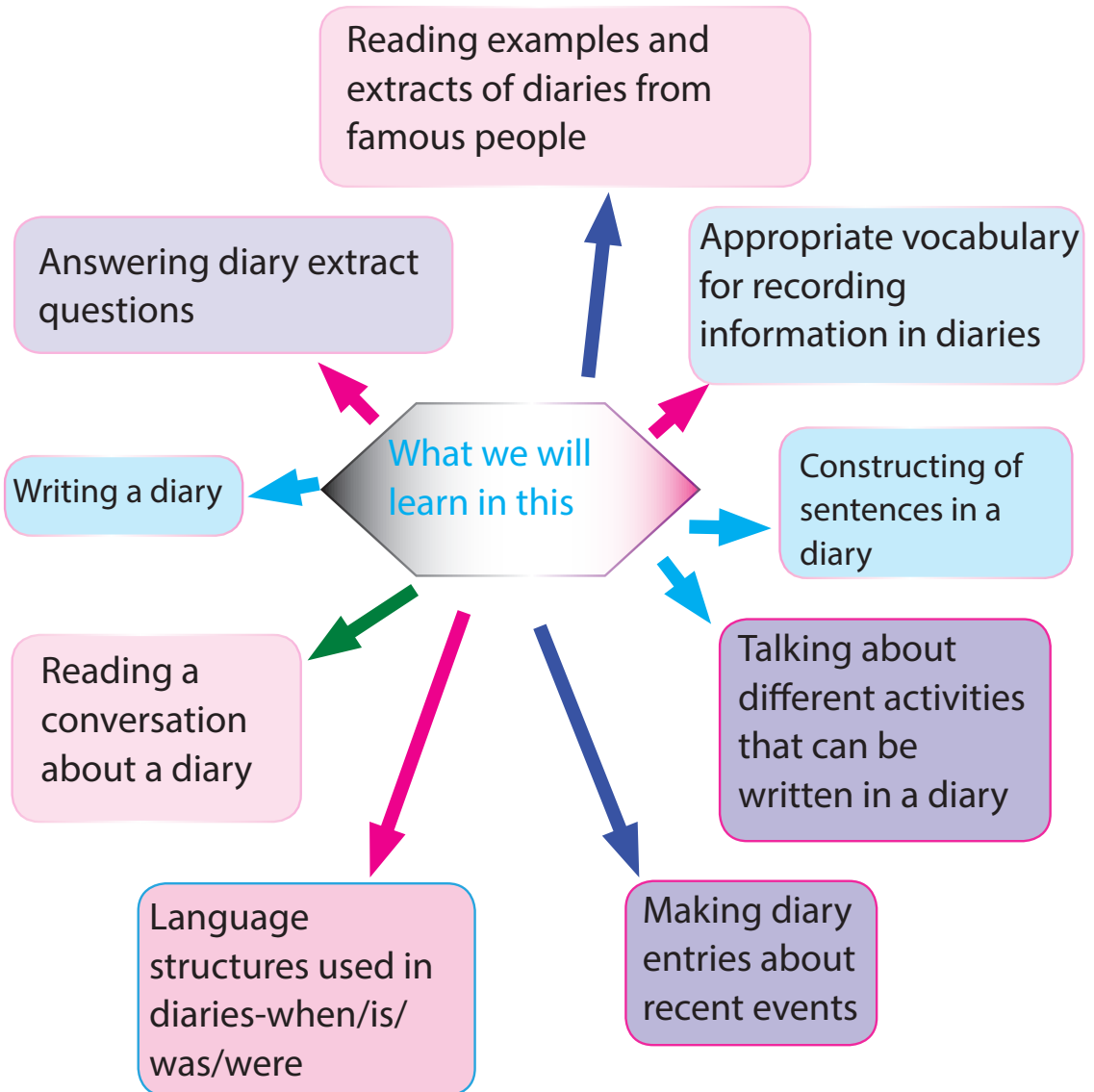


1. Label the following car using the words provided in the box below.

wind screen tyres head lights side mirror
registration plates doors bonnet

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





Activity 1: Vocabulary on diaries

In pairs



Look at the pictures below.

a

b

2018

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

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

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

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

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

Note

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

Activity 2: Reading a diary extract

Before reading

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

As a class



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

From a soldier's diary

Thursday, December 16, 1915.



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

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



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

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

Sunday, December 19.

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

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

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

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

● **Monday, December 20.**

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

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

Tuesday, December 21.

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

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

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

Saturday, December 25.

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

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

(The Daily Mail)

Activity 3: Oral discussion

In groups



Answer the questions below.

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

Share your answers with the class.

Activity 4: Making a diary

In groups

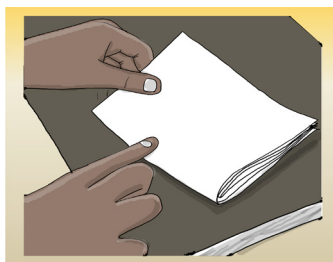


Things you will need;

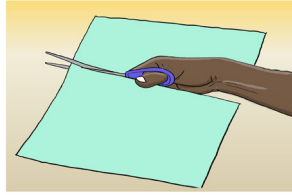
- glue
- printing paper
- manilla paper (colour of your choice)

Steps:

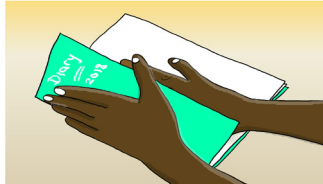
1. Gather the amount of printing paper that you will need according to the number of pages you want your diary to have.
2. Align the edges of the printing paper and glue one side of the edges together.



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



5. Glue the manilla paper to the glued papers.



6. You now have your diary ready for use.

Activity 5: Writing a diary

As a class



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

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

She sat there alone waiting for her friends to arrive after she was done setting up the venue for her party. A few schoolmates passed by outside the hall as they headed home. Every time someone passed by, Ajok thought it was one of her friends but felt dissatisfied when she learned it was not.

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

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

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

In groups



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

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

Activity 6: Making diary entries about recent events

Individually



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

Take turns to present your diaries in class.

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

Activity 7: Oral discussion

In groups



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

What do you normally do at the time indicated?

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

Share your answers with the class.

Presentation

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

Activity 8: Further learning

Individually



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

Present your diary entries to the class.

Activity 9: In summary

In groups



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

Share the answers with the class.



Activity 1: Vocabulary on buying and selling

In pairs

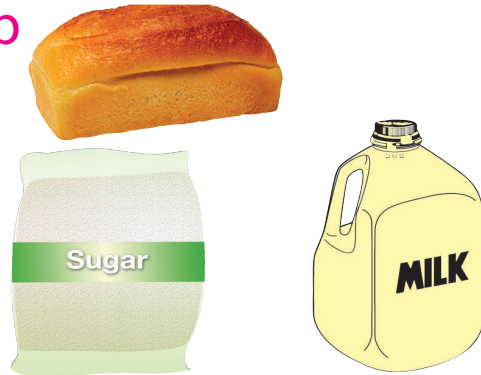


Look at the pictures below.

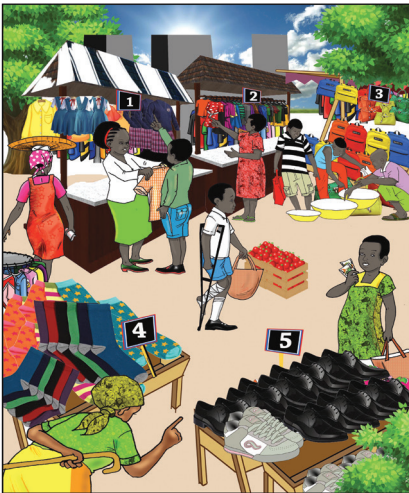
a



b



c



d



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

Share your answers to the class.

Note

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

Activity 2: Matching words with their meanings

In pairs



Match the words below with their meanings.

A

credit

change

price

currency

bank

teller

receipt

spend

B

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

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

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

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

A system of money in general use in a particular country

Where money is kept

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

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

Present your answers to the class.

Activity 3: An advertisement on buying and selling of goods

As a class



Look at the advertisement below.

304 ssp
save
15 ssp



Sugar 2kg

40 ssp
save
5 ssp



Soap

115 ssp
save
20 ssp



Cooking oil 1 litre

100 ssp
save
12 ssp



Body oil

50 ssp
save
5 ssp



Milk 500 ml

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

Present your answers to the class.

In pairs



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

Activity 4: Writing a price list of items

As a class



Look at the price list below.

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

Answer the questions on page 44.

In pairs



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

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

In groups



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

Presentation

Present the price list to the class.

Activity 5: Oral discussion

As a class



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

Activity 6: Reading about buying and selling

Before reading

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

As a class

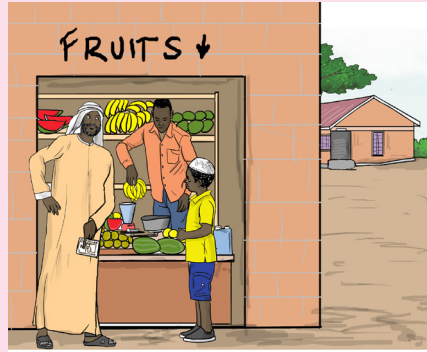


1. Listen to the teacher read the story below.
2. Read the story after the teacher.
3. Read the story in turns.

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

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

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



“How are you?” he began.

“We are fine,” they both replied.

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

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

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

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

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

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

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

Activity 7: New words

1. Read out the following words aloud.

shopping list receipt price list buy sell money

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

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

Read out your sentences to the class.

Activity 8: Answering comprehension questions

In groups



Answer the following questions.

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

Share your answers with the class.

Activity 9: Writing a shopping list

As a class



Example of a shopping list.

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

In groups



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

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

Activity 10: Oral discussion

As a class



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

Activity 11: Debate

In groups



1. Divide yourselves into two groups.
2. Debate on the motion:
"WE NEED TO BUDGET OUR MONEY IN ORDER TO SUCCEED IN LIFE"
3. One group will oppose and the other group will propose the motion.

4. Each group should appoint a group leader and representatives to present their points.
5. The teacher will appoint a time keeper and debate secretary.
6. All learners must observe the debate rules, such as; do not interrupt other learners as they speak and keep time when given a chance to speak.

The winning team to be applauded by the class.

In pairs



Summarise all the points discussed above.

Present your summary to the class.

Activity 12: Let us act

As a class



Read the conversation below in turns.

Ali: Good morning?

Shopkeeper: Good morning. How can I help you?

Ali: I need two kilogrammes of sugar. How much does it cost?

Shopkeeper: Four hundred pounds only.

Ali: Fine. Could I have the sugar please?

Shopkeeper: There you go.

Ali: Thank you. Bye.

Shopkeeper: Excuse me, before you go. Here is your change and your receipt.

Ali: Sorry, I forgot. Thank you.

Shopkeeper: You are welcome.

In groups



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

In pairs



Discuss:

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

Take turns to discuss your answers with the class.

Activity 13: Talking about money

As a class



Read the following texts about money.

A

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

B

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

C

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

In pairs



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

Note

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

Activity 14: Writing about a shopping experience

In groups



1. Have you ever been to a market, supermarket or shopping centre?
2. List the events that took place on that day.
3. Using the events that you have listed down, come up with a

story narrating your shopping experience.

4. In the story, mention the shopkeeper, the place where you shopped and the items that you went to buy.
5. Make good use of the words in your word bank book.
6. Punctuate your sentences properly.
7. Read your story to the class and let your classmates correct your mistakes.
8. The best story to be hang on the school noticeboard.

Activity 15: Further Learning

In pairs



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

Present your findings to the class.

Activity 16: In summary

In groups



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

The best shopping list will be displayed in class.

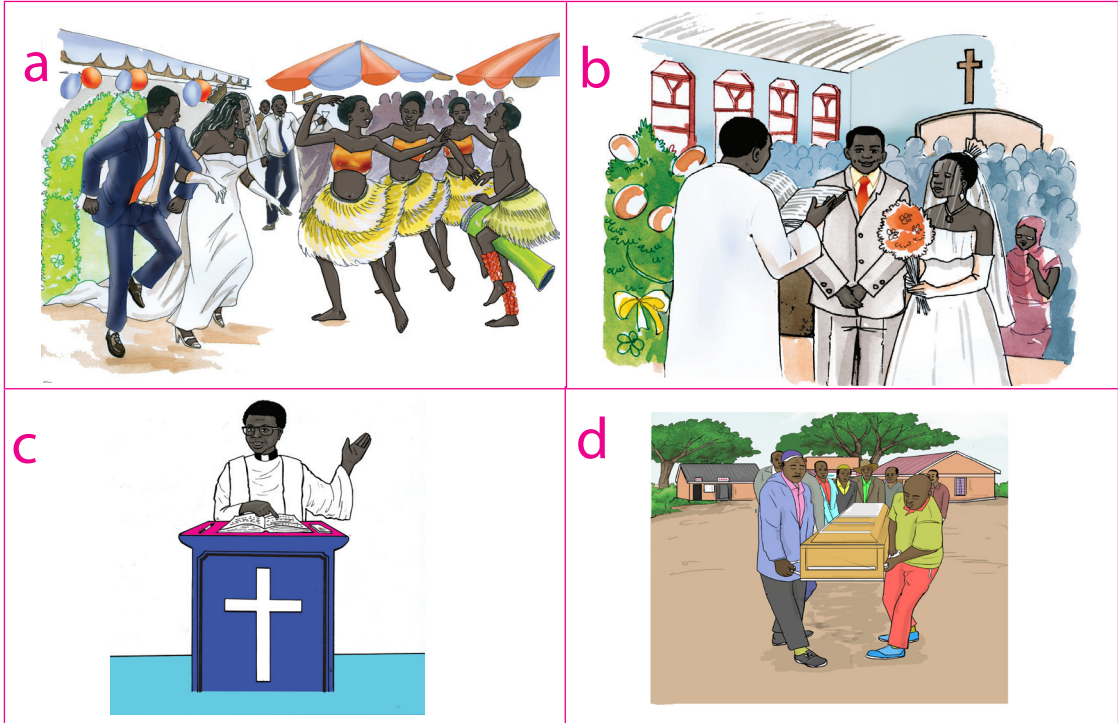


Activity 1: Vocabulary on social events

As a class



Look at the pictures below.



In groups



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

Take turns to present the answers above to the class.

Note

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

Word attack

Individually



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

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

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

Read your answers to the class.

Activity 2: Reading about social events

Before reading

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

As a class



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

A wedding i attended

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

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

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



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

Inside the church, people were calm. The bride walked down the aisle to the front. She sat down just opposite the groom.

"This is the day that the Lord has made. Let us rejoice and be

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



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

Activity 3: Oral discussion

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

Activity 4: Answering comprehension questions

In groups



Answer the following questions.

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

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

Share your answers with the class.

Word attack

In pairs



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

Activity 5: New words

In pairs



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

Activity 6: A poem on social events

As a class



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



On my wedding day

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

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

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

In groups



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

Activity 7: Oral discussion

In groups



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

Activity 8: Talking about different social events

In pairs



Read what John is saying:



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

In groups



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

Individually



Rewrite the following sentences and punctuate them where necessary.

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

Presentation

Read your sentences to the class.

Activity 9: Adjectives

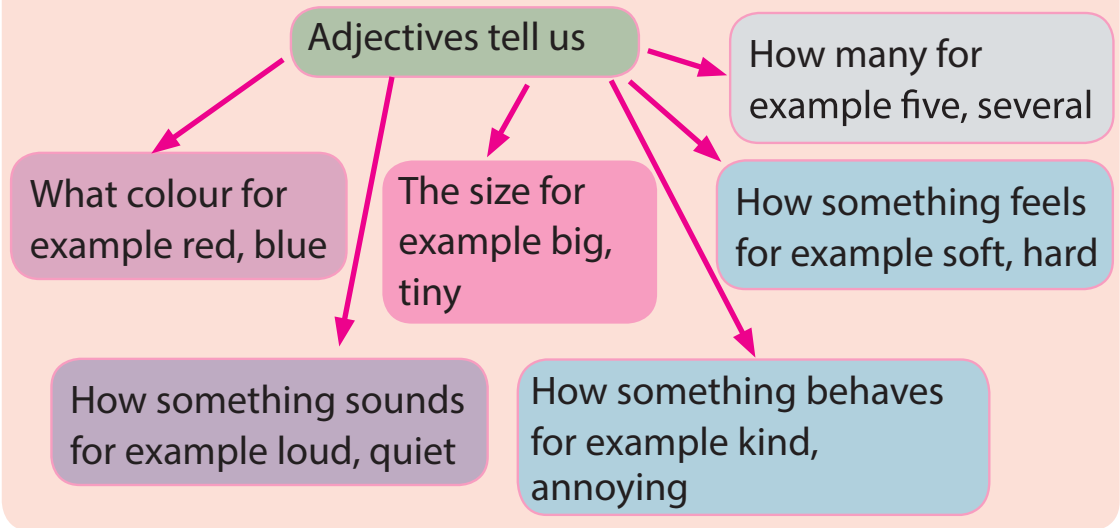
In groups



- (i) Read the following sentences.
 1. Ali had a beautiful car.
 2. The bride had long hair.
 3. Maria wore shiny shoes to the wedding.
 4. The food at my brother's naming ceremony was delicious.

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

Adjectives are words that describe nouns.



In pairs



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

Present your answers to the class.

Activity 10: Writing about social events

Individually



1. Have you ever attended or heard about a wedding?
3. Mention all the people who were at the wedding.
2. List the activities that took place during the wedding.
4. Do not forget to mention the venue of the wedding.
5. Let the story begin like this: **Finally, the day I had been waiting for was here**

- Using the activities you have listed, write about the wedding describing it creatively.
- Make good use of the words in your word bank book.

In pairs



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

Activity 11: Solving a puzzle

In groups



- Read the following descriptions and give one word that fits the description.
 - A social event at which the ceremony of marriage is performed.
 - The man marrying on a wedding day.
 - A young girl who carries flowers on a wedding day.
 - The dress worn by the bride on a wedding day.
 - The woman getting married on a wedding day.
- Study the puzzle below and circle the answers you came up with in 1.

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

Share your answers with the class.

Activity 12: Further learning

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

In groups



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

Activity 14: In summary

Individually



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

Share your work with the class.



Activity 1: Vocabulary on people from around the world

As a class



Look at the pictures below.

a



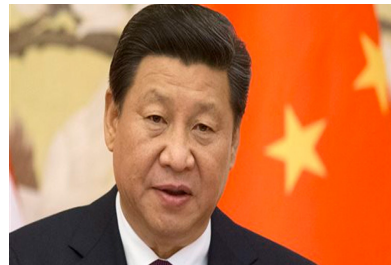
b



c



d



Discuss the following questions.

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

Share your answers with the class.

In groups



Answer the following questions.

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

Share your answers with the class.

Activity 2: Matching words with their meaning

In pairs



Match the words below with their meanings.

A

- a) culture
- b) tradition

- c) international
- d) custom
- e) country
- f) global

B

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

Share the answers with the class.

Activity 3: Miming

As a class



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

Activity 4: Reading about people from around the world

Before reading

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

As a class



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

A visit to a new country

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

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

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



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



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

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

Activity 5: Oral discussion

In groups



Answer the following questions.

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

Presentation

Compare your answers with the class.

Activity 6: New words

In pairs



1. Read out the words below aloud.

culture traditional festival delicacy

2. Look for the words above from the passage in Activity 3.
3. Say the meaning of the words on page 74 from the passage.
4. Construct your own sentences using the words.
5. Add the words to your word bank book.

Present your answers to the class.

Activity 7: Cultural aspects

In groups



1. Study the pictures below and describe them.



2. Mention the cultural aspect each picture above represents.

Share your answers with the class.

Individually



Write two paragraphs describing your culture in terms of:

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

Present it to the class.

Activity 14: Further learning

In groups



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

Activity 15: In summary

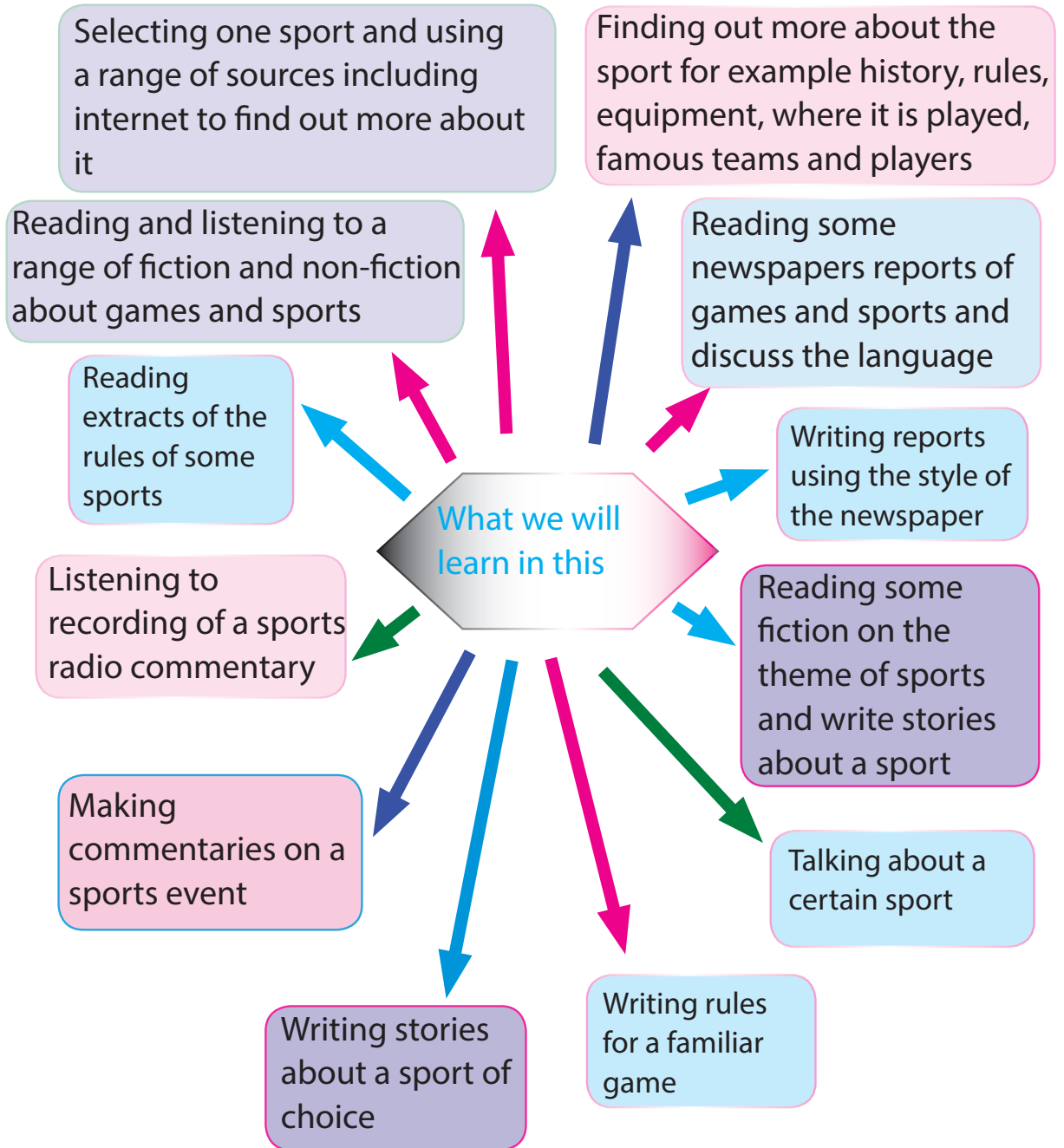
In pairs



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

Presentation

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

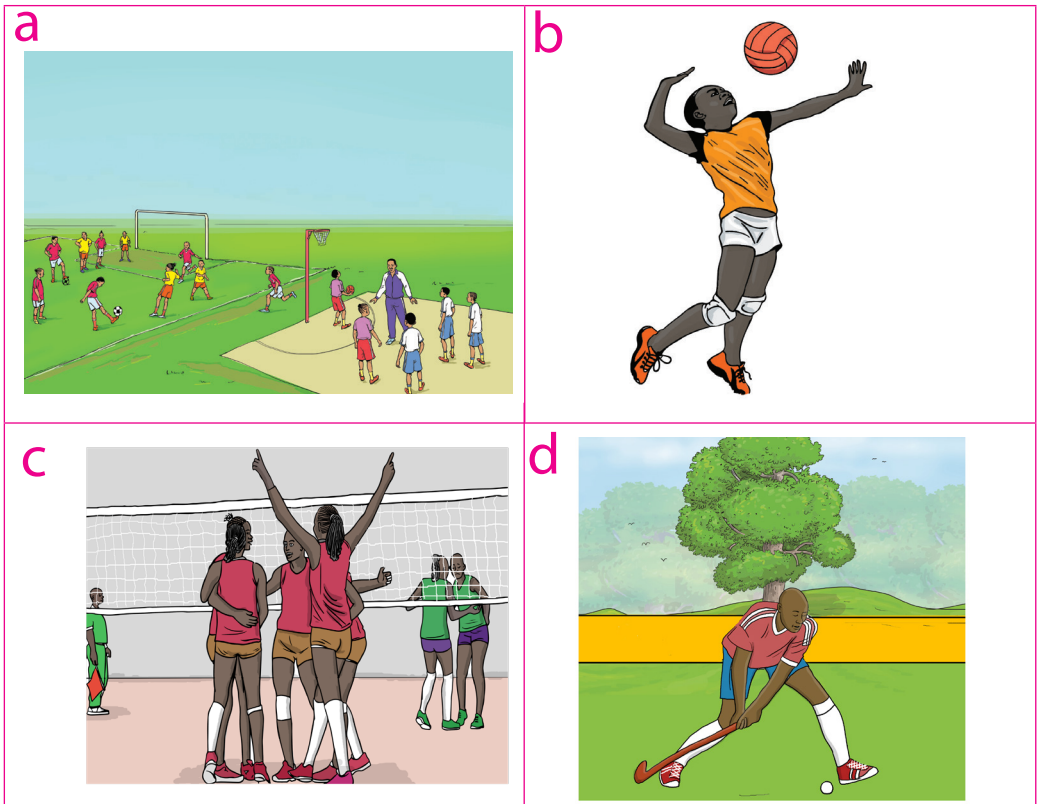


Activity 1: Different games and sports

In pairs



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



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

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

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

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

Read it to the rest of the class.

Note

Game-An activity that one engages in for amusement.

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

Activity 2: Vocabularies on games and sports

In groups



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

volleyball court mistakes cheering practice warming
tennis playing individuals game

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

Read the sentences you have to the class .

Activity 3: Reading about volleyball

Before reading

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

As a class



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

3. Read the passage in turns.

Volleyball

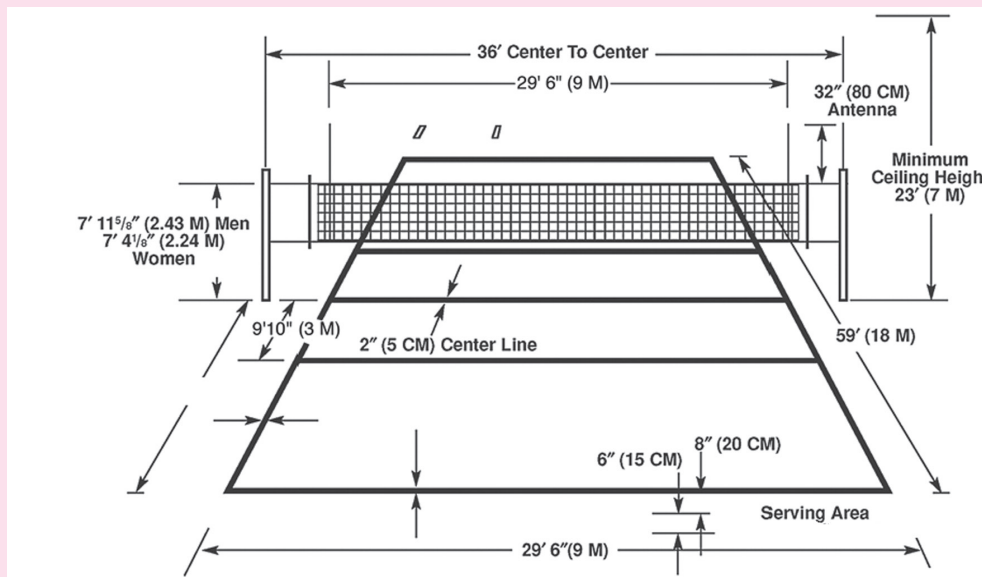
We have different games that are played in our country, some are played in teams while others are played individually. Volleyball a popular game all over South Sudan is one of them. There are some people who play volleyball but they do not know much about it. For this reason they make many mistakes.

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

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

1. The court

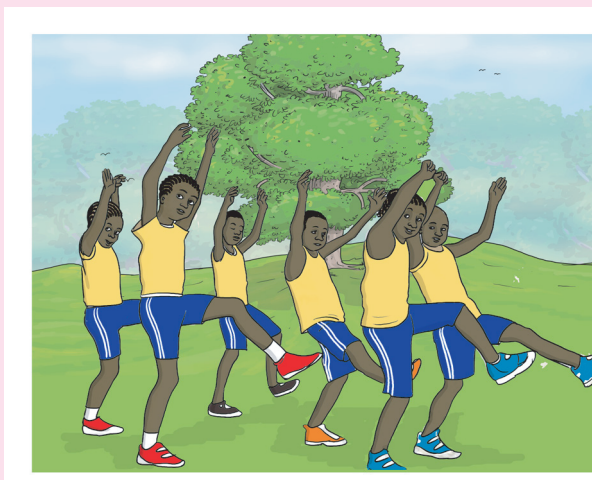
This is a place where games such as tennis, badminton, volleyball and many more are played.



2. Warming up

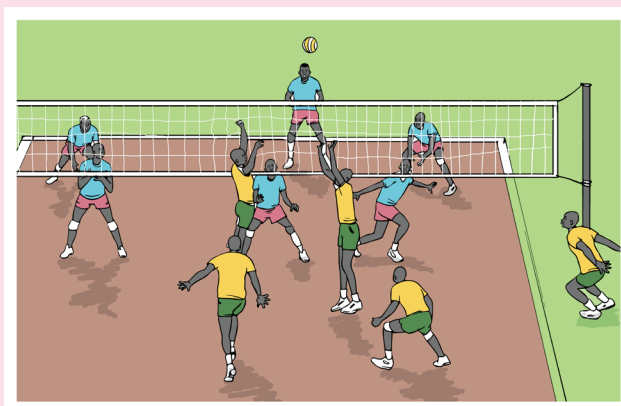
It is important to do some warming up exercises to prepare your body before you start playing. If you play without warming up, you will neither play well nor will you enjoy the game and you

may hurt yourself.



3. Starting positions

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



4. Serving

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

The server should follow the rules below:

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

the ball.

- c) The ball must go over the net.

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



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

There are two styles of hitting the ball namely:

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



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



Rules when the game of volleyball is on.

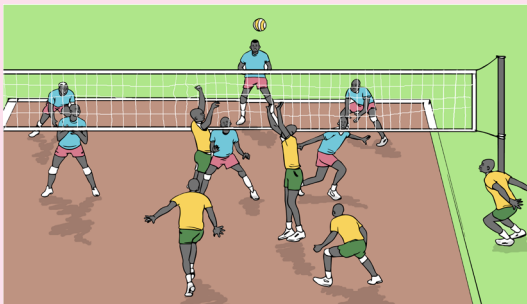
- (i) The ball must not roll on your hands as you are hitting it.
- (ii) The ball must not be hit more than three times by one team before going over the net.
- (iii) Do not hit the ball more than one time before it is hit by another player of your team.
- (iv) Do not touch the net while the ball is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

4. Winning point

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

5. Rotating

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



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

Activity 4: Oral discussion

In groups



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

<https://youtube/wpZNIymJ6uQ>

In turns read your answers to the class.

Activity 5: Answering questions about volleyball

In groups



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

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

Activity 6: Reading a report on games and sports

As a class



Read the following sports report.

Bright Stars-Burundi match ends in draw



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

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

Bottom of group

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

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

What next

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

(extracted from www.eyeradio.org)

In groups



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

Individually



Write your own report about a sport of your choice.

Presentation

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

Activity 7: Listening to a radio commentary on sports

As a class



Listen to a recording of a sports radio commentary.

Individually



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

Presentation

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

Activity 8: Conjunctions

As a class



Read the sentences below.

1. I would like to thank you for visiting me.
2. The games master wanted us to play today but he fell sick.
3. I am performing well in sports because I practice everyday.
4. My mother bought my brother a shirt and a short.

In groups



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

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

Activity 9: Playing a game about games and sports

In groups



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

Activity 10: Further learning

As a class



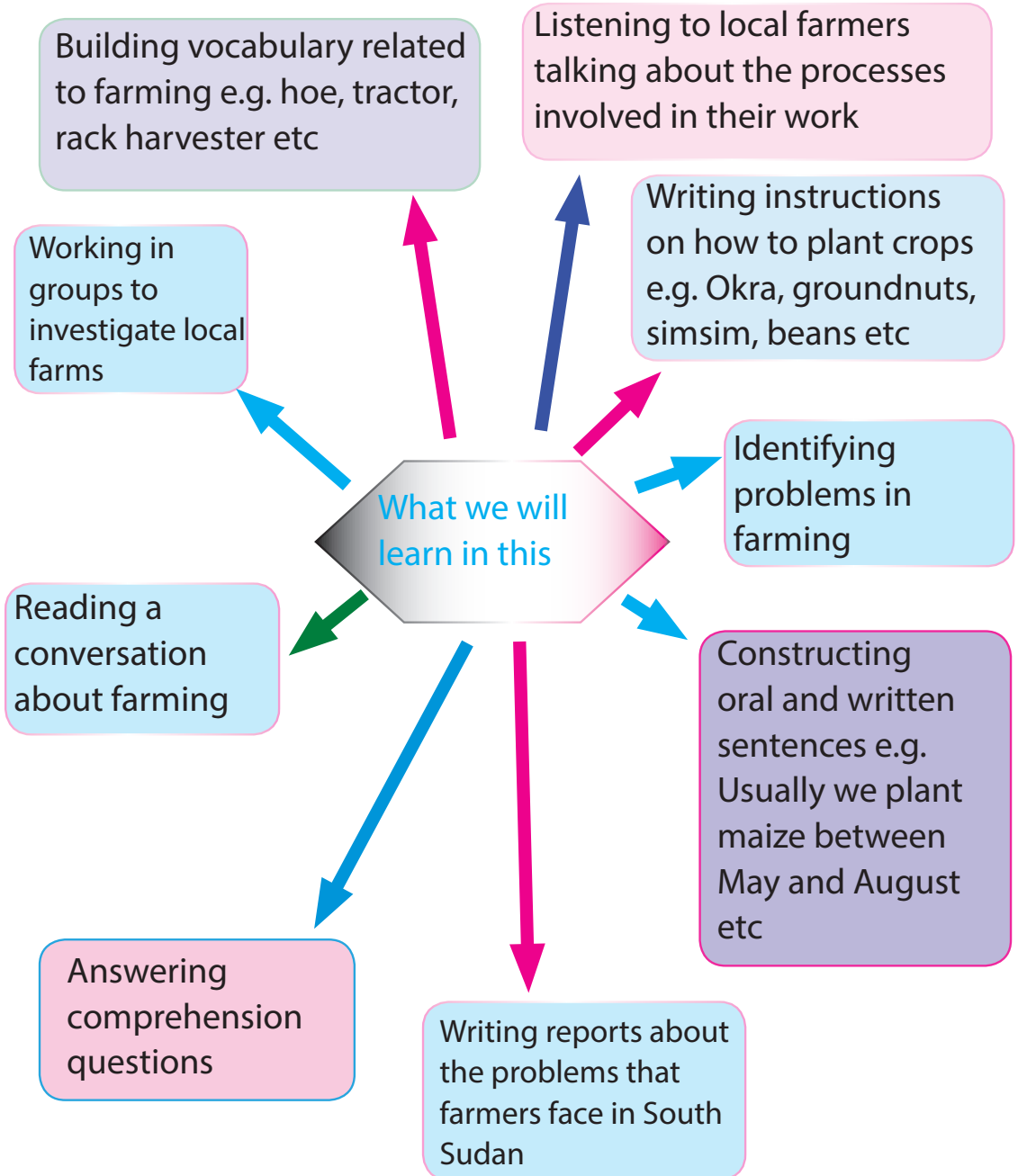
1. Agree on a game that you can play as a class.
2. Write down the rules of the game.
3. Plan on how you will play the game considering the following:
 - a) Where the game can be played. Indoor or outdoor?
 - b) How many players are needed for the game?
 - c) How much time is needed to play the game?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

Activity 11: In summary

Individually



1. Read some sports and games articles from the newspapers.
 2. Write the names of the games you have read about.
 3. Draw children playing one of the games you have written about.
- The best drawing to be hung at the school noticeboard.



Activity 1: Vocabulary on farming

In pairs



Look at the pictures below.

a



b



c



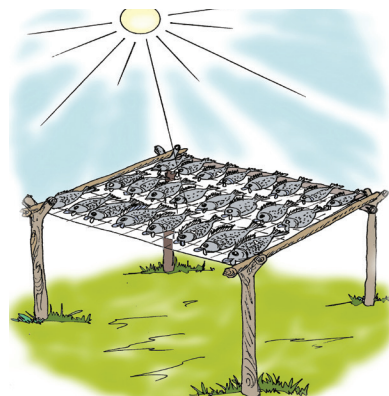
d



e



f



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

Activity 2: Matching words with pictures

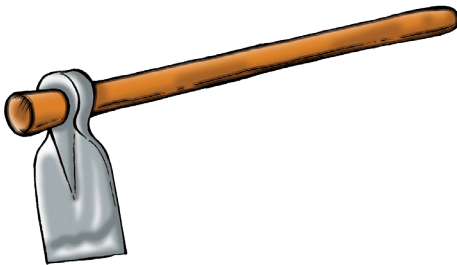
In groups



Study the pictures and match them with the words below.

hoe shovel harvester farmer tractor ox-plough

a



b



c



d



e



f



Activity 3: Reading about farming

Before reading

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

As a class



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

Farming in South Sudan

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

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

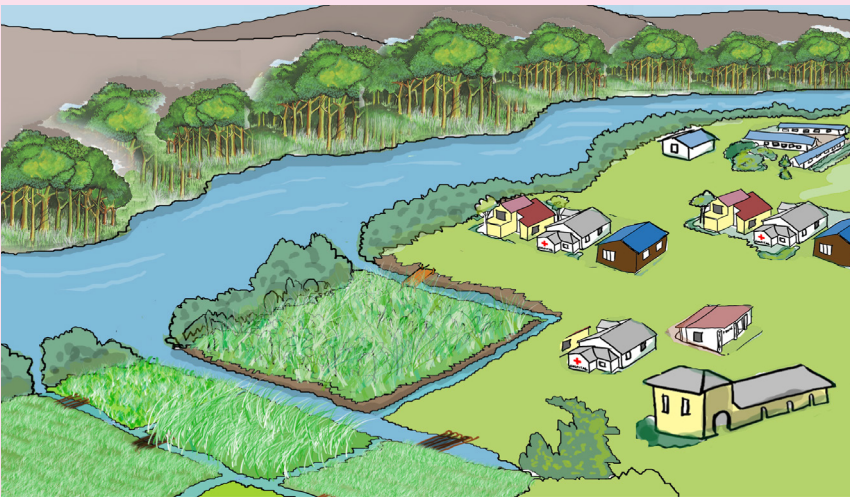


Farming being one of the growing sectors in South Sudan its practiced by majority of the rural population for subsistence purposes with minimal cash crop production.

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

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

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



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

In South Sudan, farming is the backbone of the economy.

Activity 4: Oral discussion

As a class



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

Activity 5: Answering comprehension questions

In pairs



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

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

Add the words to your word bank book.

Take turns to share your answers with the class.

Activity 6: Reading a poem about farming

Before reading

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

As a class



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



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

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

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

'By Year Three'



In groups



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

Take turns to present the poem to the class.

Activity 7: Giving a report on farming in South Sudan

In groups



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

7. Start with writing the types of crops, then the benefits that the farmers get from the crops, then the problems the farmers face and the solutions to those problems.

Activity 8: Writing instructions on planting beans

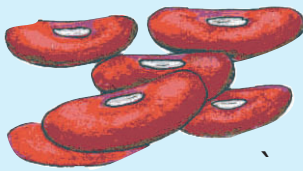
As a class



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

Planting beans

The seeds are sown outdoors in an already prepared garden.



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

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

In groups



Mention three crops grown in your Payam.

Individually



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

Take turns to read the instructions to the class.

Activity 9: Playing a game

In groups



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

Applaud the learners that will be left in the circle.

Activity 10: Further learning

In groups



1. Think of other tools used in farming and have not been mentioned in this unit.
2. List them down including their uses.
3. Draw a table with two columns label one column traditional and the other mechanised.
4. Categorise the tools you have listed into either traditional or mechanised in the table.

Read what you have written to the class.

Activity 11: In summary

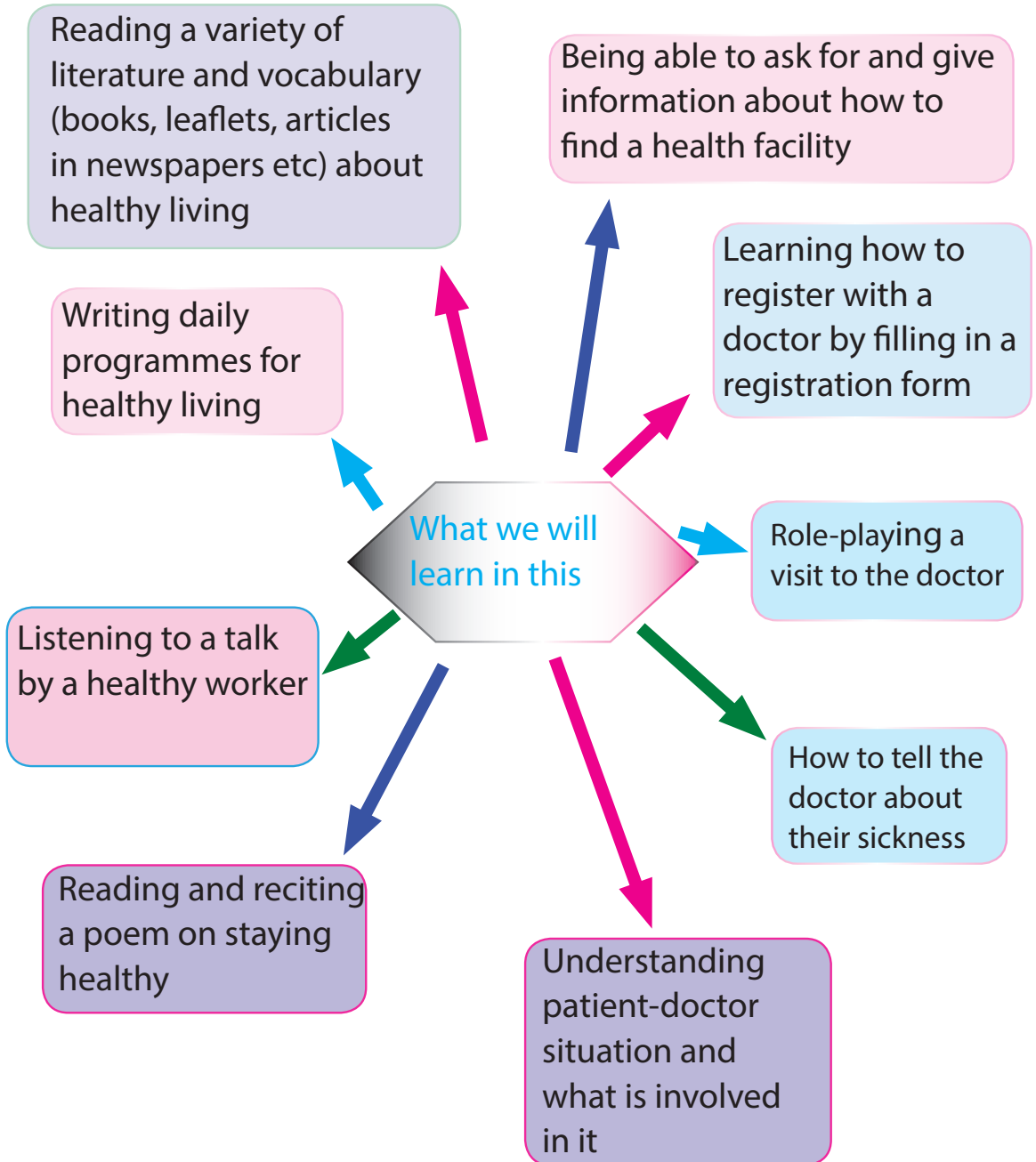
Individually



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

Presentation

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



Word attack

Individually



Complete the following sentences using the given words.

healthy sleeping exercise physically

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

Compare your answers with your group members.

Activity 2: Matching words with their meanings

In pairs



Match the words below with their meanings.

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

Share your answers with the class.

Activity 3: Reading on how to stay healthy

Before reading

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

As a class



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

HOW TO STAY HEALTHY

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

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

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

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

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

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

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

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

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

‘Adapted from Wikipedia’

Activity 4: Oral discussion

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

Activity 5: Answering comprehension questions

In groups



Answer the following questions. Refer to the passage.

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

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

In turns, present your answers to the class.

Word attack

Individually



Construct sentences using the words below.

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

As a class



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

Take turns to share your written reports with the class.

Activity 7: A visit to the doctor

Before reading

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

As a class



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

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

"Good morning doctor"

"Good morning"

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

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

"Okay doctor I will get there as soon as I can"

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

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

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

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

“Goodbye. I hope John gets well soon”

In groups



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

Role-play to the class.

Individually



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

Activity 8: Reading a poem on staying healthy

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

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

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

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

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

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

In groups



1. Recite the poem.

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

Recite the poem to the class.

Activity 9: Directions

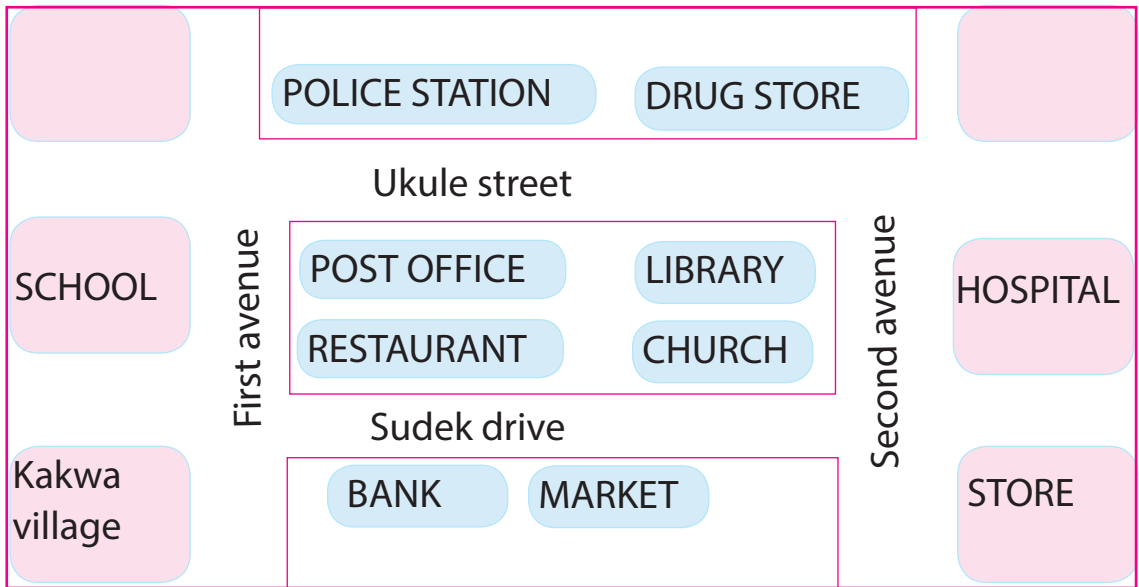
In groups



1. Read the words and phrases below.

along between near behind next to in front of

2. Study the map below:



Use the words in 1 above to tell where the:

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

Note

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

In pairs



1. Read the phrases below:

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

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

Activity 10: Solving a puzzle

In pairs



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

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

Presentation

Read your words to the class.

Activity 11: Further learning

In pairs



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

Presentation

Present your work to the class.

Activity 12: In summary

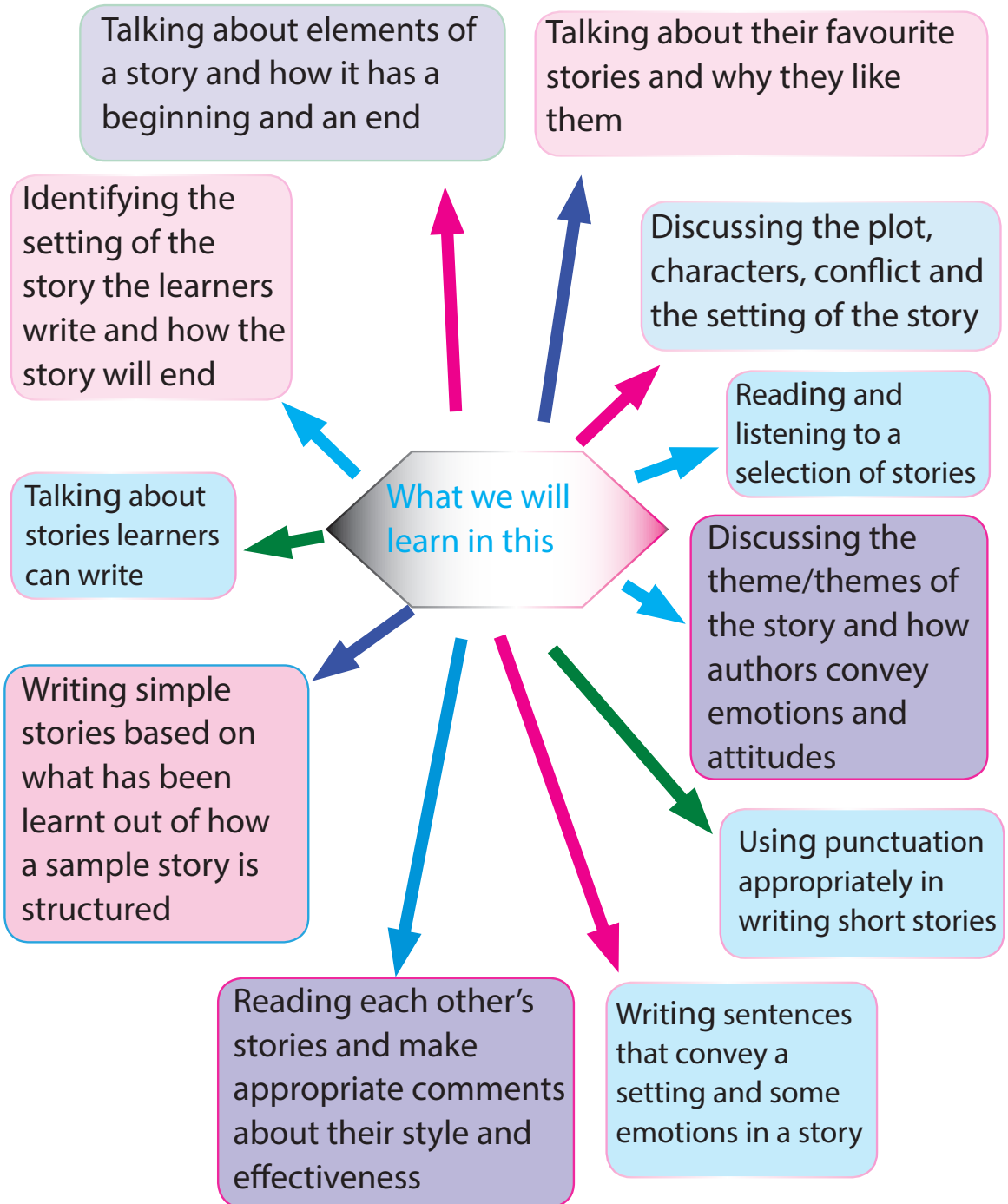
In groups



Write down all ways people can live a healthy life.

Presentation

Share your answers with the class.

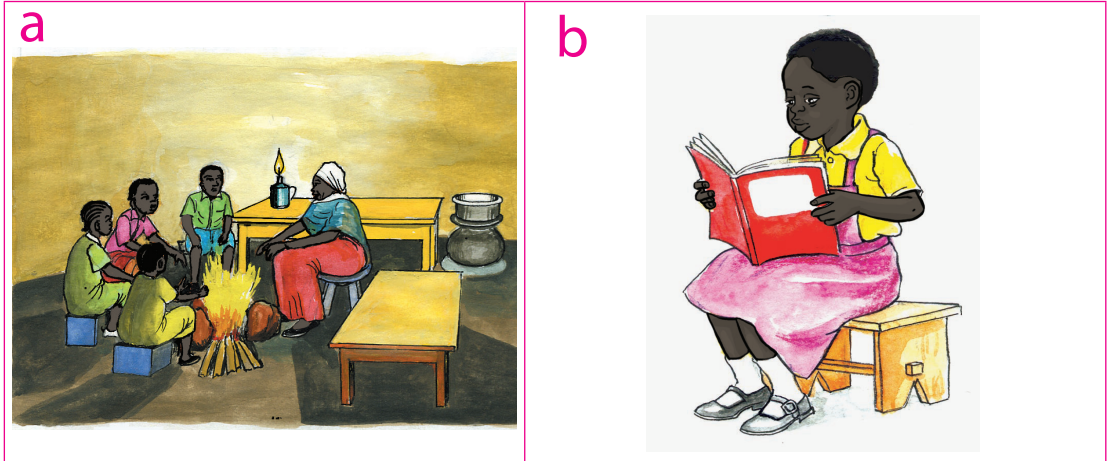


Activity 1: Vocabulary on writing a story

In pairs



1. Look at the pictures below.



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

Note

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

Activity 2: Matching words with their meanings

In groups



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

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

Presentation

Read your answers to the class.

Activity 3: Reading a story

Before reading

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

As a class



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

SURPRISE!

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

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

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

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

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



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

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

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

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

Activity 4: Oral discussion

As a class



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

Activity 5: Answering comprehension questions

In groups



Answer the following questions.

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

Presentation

Present your answers to the class.

Activity 6: Elements of a story

In pairs



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

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

Note

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

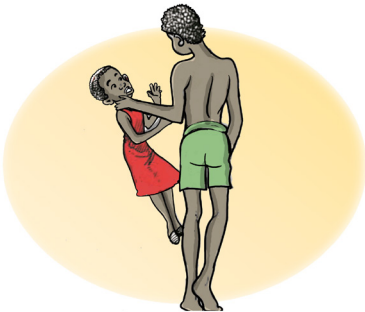
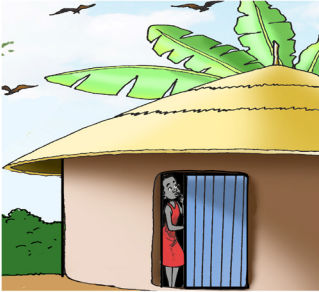
- i) Setting
- ii) Character
- iii) Plot
- iv) Conflict
- v) Resolution
- vi) Theme

Activity 7: Writing a simple story

In pairs



Study the following pictures and describe what you can see.



Individually



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

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

The best stories to be read to the class.

Activity 8: Summarising a story

In groups



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

Present your summary to the class.

As a class



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

Applaud the learner with the most interesting story.

Note

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

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

Activity 9: Further learning

In pairs



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

Read your comparisons to the class.

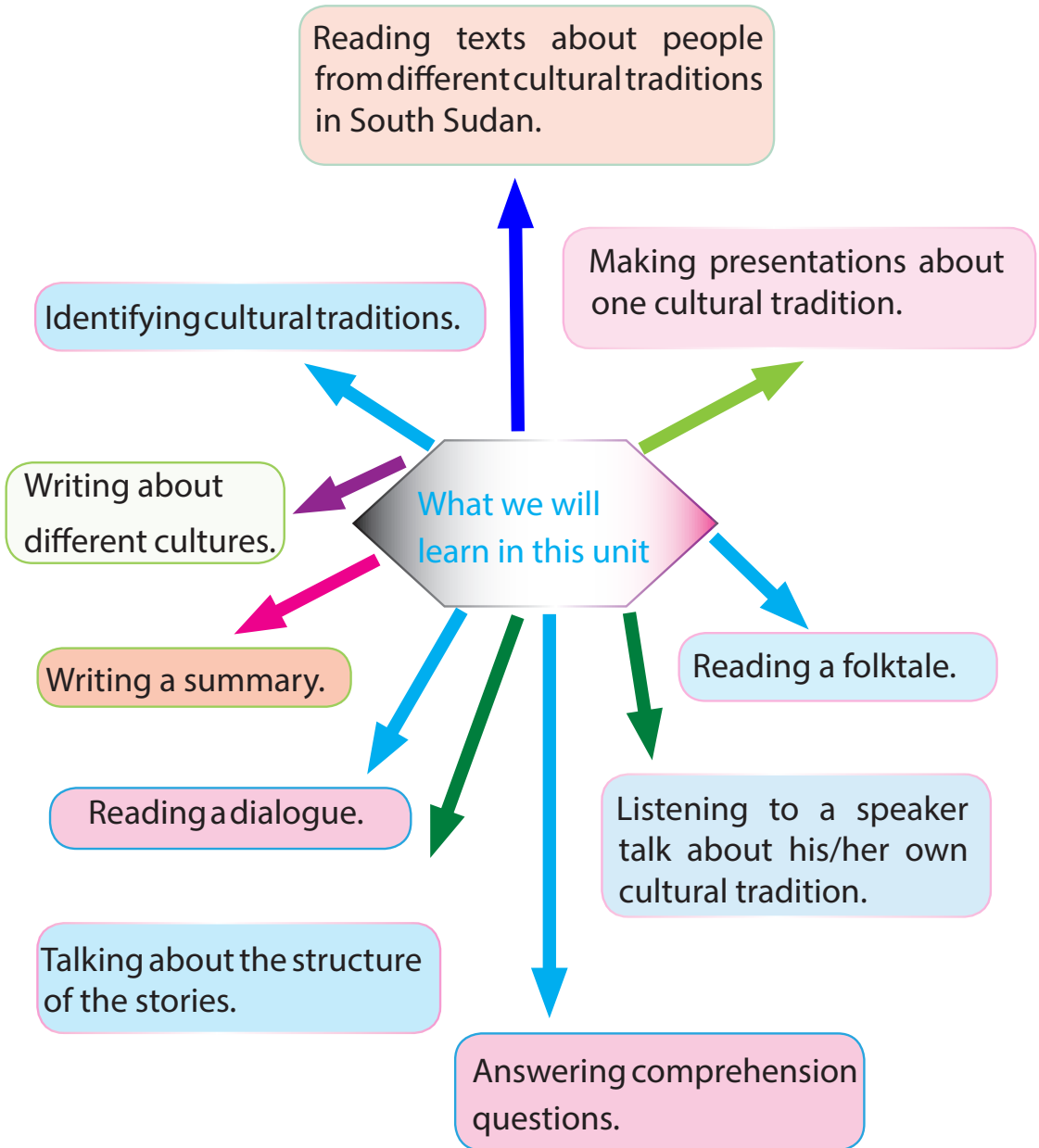
Activity 10: In summary

Individually



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

Read them out to the rest of the class.



Activity 1: Identifying cultural traditions

In pairs



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

a)



b)



c)



d)



NOTE

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

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

Activity 2: Learning vocabulary on cultural traditions

In groups



1. Read the words below.

language food dance music
celebrate indigenous recreational

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

Individually

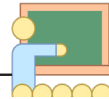


1. Use the words above to write sentences.

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

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

As a class



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

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

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

Activity 3: Creating a word bank

In groups



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

Individually



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

Activity 4: Reading a folktale

Pre-reading activity

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

In groups



Read the folktale below.

TURTLE AND THE BIRDS

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



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

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

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

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

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

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

The hosts replied, "This food is for 'Kulu,'(all)."

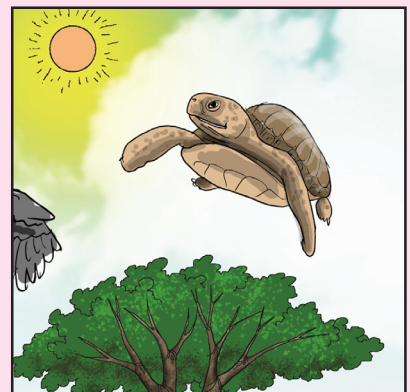
"Oh, I am Kulu. Bring the food to me," shouted Turtle. Turtle ate it all alone until he was full. The leftovers were given to the birds. Every time food was served, Turtle ate alone and gave the leftovers to the birds. The birds were not happy. They asked Turtle to give them back their feathers.

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

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

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

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



Activity 6: Answering comprehension questions

In pairs



Read the story and answer the following questions.

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

NOTE

Connectives are words that join phrases or sentences like 'because'.

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

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

Share your answers with the class.

In groups



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

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

Individually



1. Use the key points you wrote from the research above.

2. Write down your story about the culture you researched on.

In pairs



1. Read each other's stories.
2. Try and improve your partners work.
3. Read the improved work to the class.
4. Some individuals from the class to make comments.

Activity 7: Writing about culture

In pairs



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

Individually



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

Share the best story with the school magazine for publication.

Activity 8: Writing a story

In pairs



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

Individually



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

Activity 9: Further learning

In groups



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

Activity 10: In summary

Individually



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



Activity 1: Identifying holiday activities

In pairs

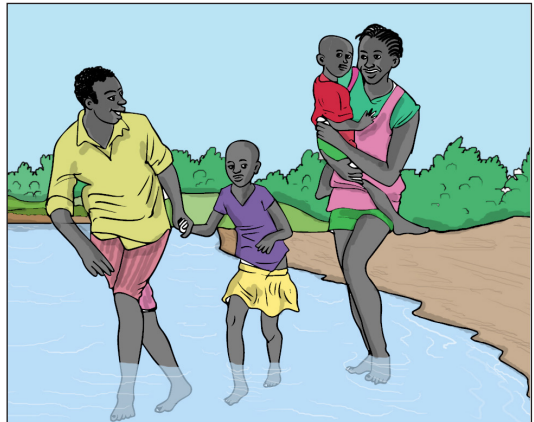


Look at the pictures below.

a)



b)



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

As a class



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

Activity 2: Learning vocabulary

In groups



1. Read the following words.

Re-energised relax outdoors relatives
travel seafood beach activities

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

3. Construct five simple sentences using the words.

Read the sentences to the class.

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

Individually



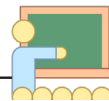
1. Add the new words above to your word bank.
2. Keep practising the use of these words outside the classroom.

Activity 3: Reading a comprehension

Pre-reading activity

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

As a class



Read the story below in turns.

MY LAST SCHOOL HOLIDAY

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

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

The next day we visited the village market. We walked round and round the market. My mother bought some spices for chicken stew that evening then we went to a seafood restaurant. The village was not very far from the beach.

Seafood restaurants were quite a number. This particular one was

the best in the region. Again, I ate one of the best seafoods I had eaten in a long time. After a good meal we all went back to my grandmother's house.

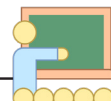
The next day we enjoyed a picnic at the hot springs. This village was quite a tourist attraction. It had so many interesting sites to see and enjoy. Near the hot springs, there was a big river. I asked my father to take me boat rowing and he agreed. We rowed the small boat until we saw very heavy clouds.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



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

Activity 4: Oral discussion

As a class



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

Activity 5: Structure of the story

As a class



In pairs



Answer the following questions.

Re-read the comprehension and identify

a) The nouns, pronouns and conjunctions used.

NOTE

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

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

She welcomed us with warm porridge in African gourds.

Conjunctions are words used to connect sentences

Example: and, but, if

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

NOTE

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

Example: I kicked the ball.

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

Share your answers with the class.

Activity 6: Writing about a memorable school

holiday

In groups



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

Individually



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

Read your work to the class.

Activity 7: Holding a debate

As a class



Read the debate below.

Primary 6 had a class debate one day. Jonah the first speaker stood to debate. He was proposing (supporting) the motion. The motion of the debate was:

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

Jonah: Thank you Mr Chair for giving me this chance to propose the motion. My first point is that school days are more productive than holidays. Children spend their time learning new things and working hard. **However**, during the holiday, children idle around the whole day doing nothing. My next point is: In school, you see your friends the whole day; you help and support each other. But during the holiday,

you see your friends for a few hours then you part ways. The holiday becomes very boring.

Last but not least, during the holiday, some of us stay at home alone because our parents are busy working. But in school you are always surrounded by teachers, classmates and the workers who all care for you.

Therefore, being in school is better than being on holidays.

As a class



Divide yourselves into two groups.

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

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

Activity 8: Writing complex sentences

In pairs



Read the highlighted words in the debate in Activity 5.

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

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

- a) Write three sentences like the one above.
 - b) Read your sentences to the class.
- B. The word **therefore** is used to introduce the result of something that has just been mentioned.

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

- a) Write three sentences like the one above.
- b) Read your sentences to the class.

- c) Look up the phrase **last but not least**, in the dictionary and its usage.
- a) Construct your own three sentences using the phrase.
- b) Read your sentences to the class.

Activity 9: Comparing an ideal holiday

In pairs

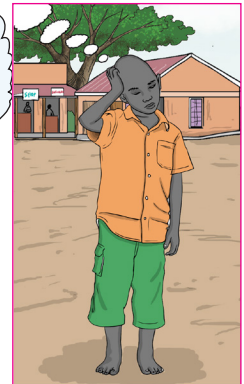


Look at the picture below.

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

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

During the Easter holiday I would really like to visit my grandmother. I would also like to play with my cousins. I would like to eat my grandmother's food. I would like to attend the village dancing competitions. I wish my father would take me for boat riding in the Nile River. I would swim with the fish and race with my brother. During the Easter holiday I would also like a wildlife safari. That would be my ideal holiday.



Individually



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

Activity 10: Discussing an ideal holiday

In groups



Discuss your ideal holiday:

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

Activity 11: Writing a story

Individually



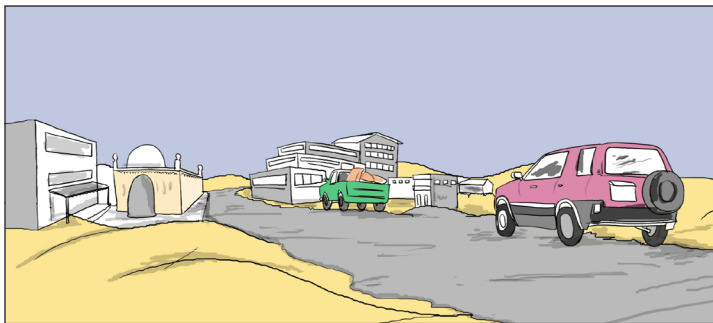
1. Write a story about your ideal holiday.
2. Use the points above.
3. The teacher to make necessary corrections on your work.

Activity 12: Creating a story

In pairs



1. Study the picture below.



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



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

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

b) Add two more paragraphs to the story.

c) Share your work with the class.

d) Let the class vote for the best story.

e) Ask the teacher to make corrections on the best story.

f) Publish the story in your school magazine.

Activity 13: Further learning

A good holiday plan should contain the following.

a) Destination (where you want to go)

b) Duration that is how long you plan to stay.

c) Budget cost- Estimate your flight costs, meals etc

d) Accommodation- Where you will stay.

e) The activities you want to enjoy and their costs.

f) Your packing list or the things you will need for the holiday.

In pairs



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

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

Activity 14: summary

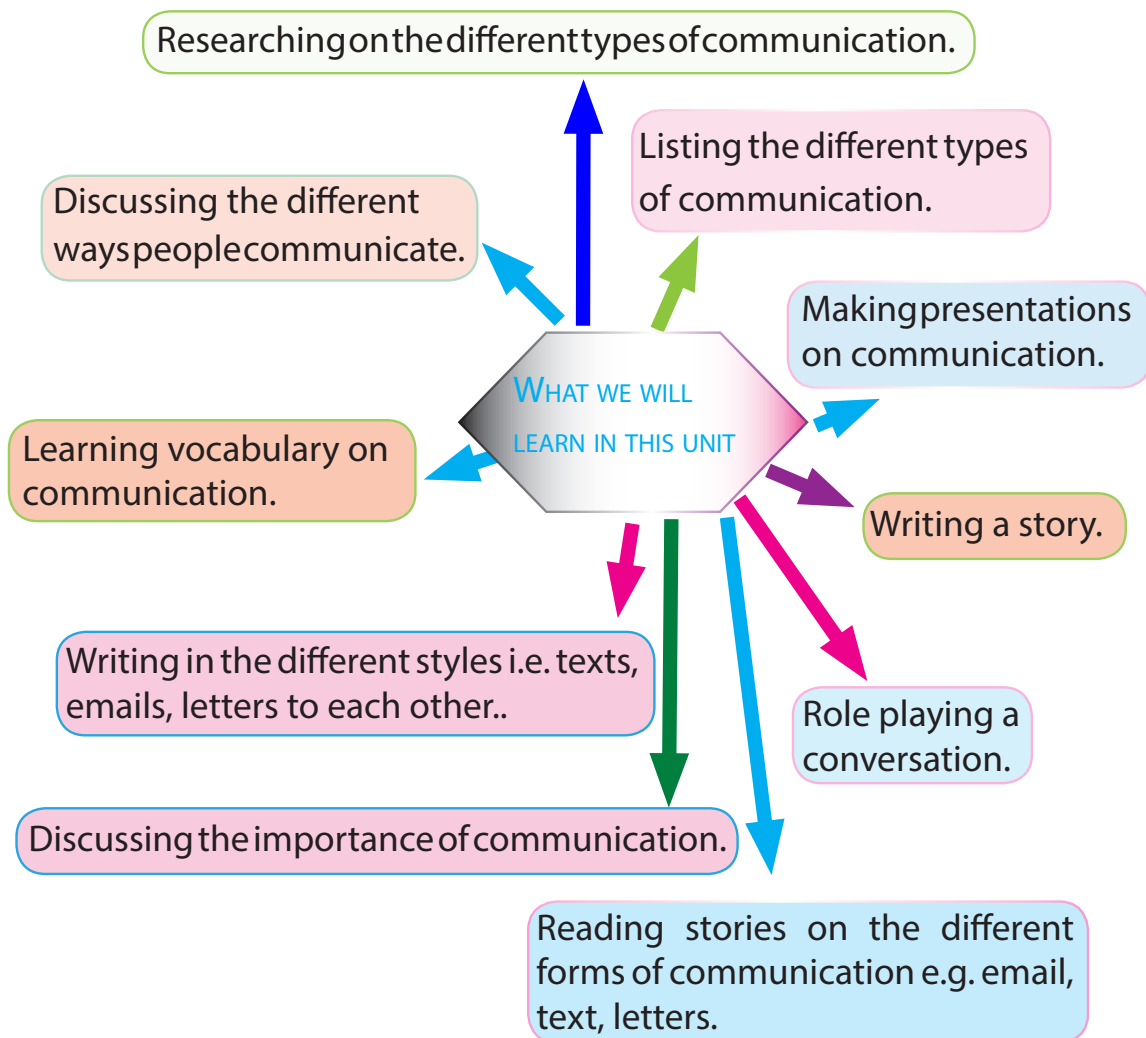
Key feature of a brochure. A brochure should contain the following.

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

Individually



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



Activity 1: Identifying different ways of communication

In pairs



1. Name what you see in the pictures below.



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

Share your answers with the class.

In groups



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

Your group leader to share the answers with the class.

5 Few individual to give comments on the presentations.

NOTE

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

Activity 2: Learning Vocabulary

(a) Jumbled words

In pairs



1. Read the jumbled words in the box below.

infoatrinm docntums ralo disscsonicu intntere maiel

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

(a) Miming

As a class



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

Activity 3: Reading a passage

Pre-reading activity

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

As a class



Read the passage below:

COMMUNICATION

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

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

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

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



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

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

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

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

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

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

Activity 4: New words and phrases

In pairs



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

Individually



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

Activity 5: Answering comprehension questions

In groups



Answer the following questions:

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

Activity 6: Writing a summary

In pairs



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

Individually



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

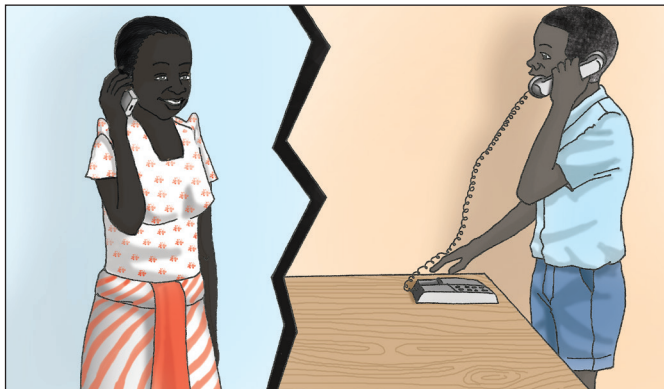
Activity 7: Reading a dialogue

In pairs



Read the dialogue below, in turns:

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



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

Act the dialogue before the class.

NOTE

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

Activity 8: Role-playing

In pairs



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

Activity 9: Writing a phone conversation

Individually



Write your own phone conversation.

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

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

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

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

Activity 10: Reading a story

As a class



Read the story below:

PETER'S SCHOOL FEES

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

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



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

He ran for his mother's phone in the house and wrote a text message.
Hi Dad, where are u? Hope you haven't forgotten about my school fees,
please.

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

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

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

Activity 11: Oral discussion

In groups



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

Share your work with the class.

5. Some individuals to give comments on the presentations.

Activity 12: Analyzing features of communication

In groups



Read the messages below:

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

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

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

Share your answers to the class.

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

Activity 13: Learning different forms of communication

In groups



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

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

4. Some individuals to give comments about the presentations.

Activity 14: Research on different forms of communication

In groups



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

Individually



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

Activity 15: Presentations

In groups



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

Activity 16: Writing and making presentation

In groups



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

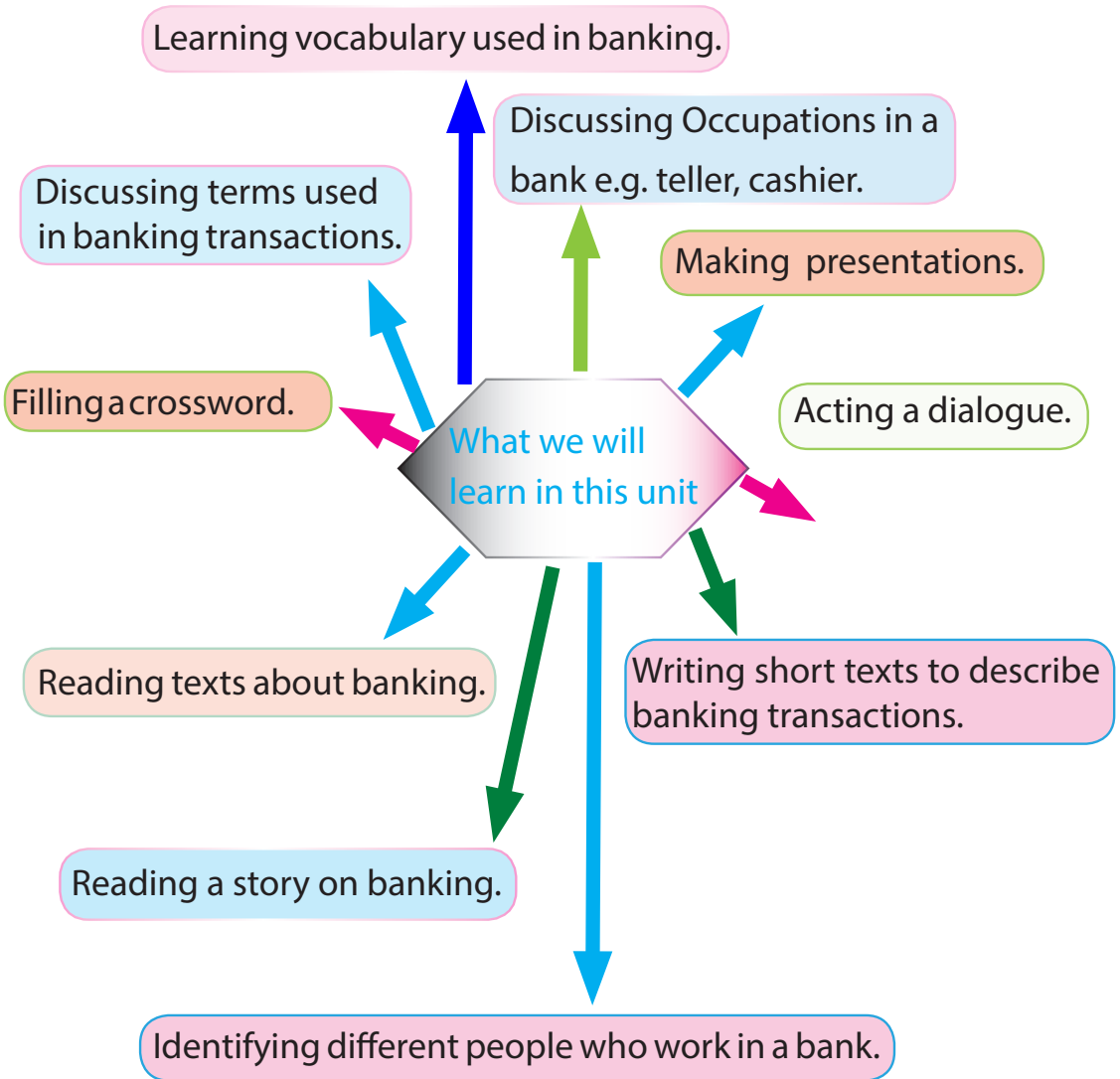
Use powerpoint to make a presentation to the class.

Activity 17: Further learning

In groups



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



Activity 1: Identifying a banking environment

In pairs



Study the picture below.

1. Describe what you see.



As a class



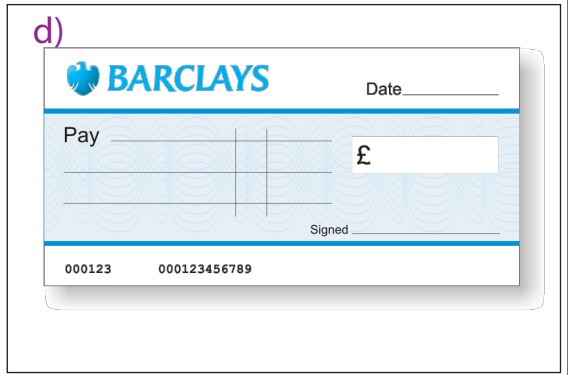
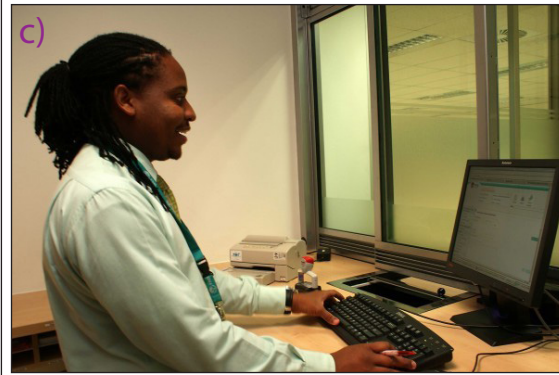
1. Walk to the front of the class when teacher calls you.
2. The teacher will whisper a word to you.
3. Mime actions for the word.
4. The class to guess and say the word you mimed.

Activity 2: Learning vocabulary on banking

In pairs



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



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

In groups



Read the words below:

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

withdraw	cashier	deposit	account	teller
loan	cheque	savings	ATM	accountant
banking hall	transactions	enquiries		

As a class



Use the words in the box to fill the gaps

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

Activity 3: Learning vocabulary on banking

Individually



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

Activity 4: Facts about banks

In groups



Read the passage below in turns.

BANKING

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

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

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

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

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

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



Activity 5: Make a fact book

In pairs



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

In groups



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

Reference to unit two where you learnt about brochures

Activity 6: Answering questions from the passage

In pairs



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

As a class



Discuss the following questions:

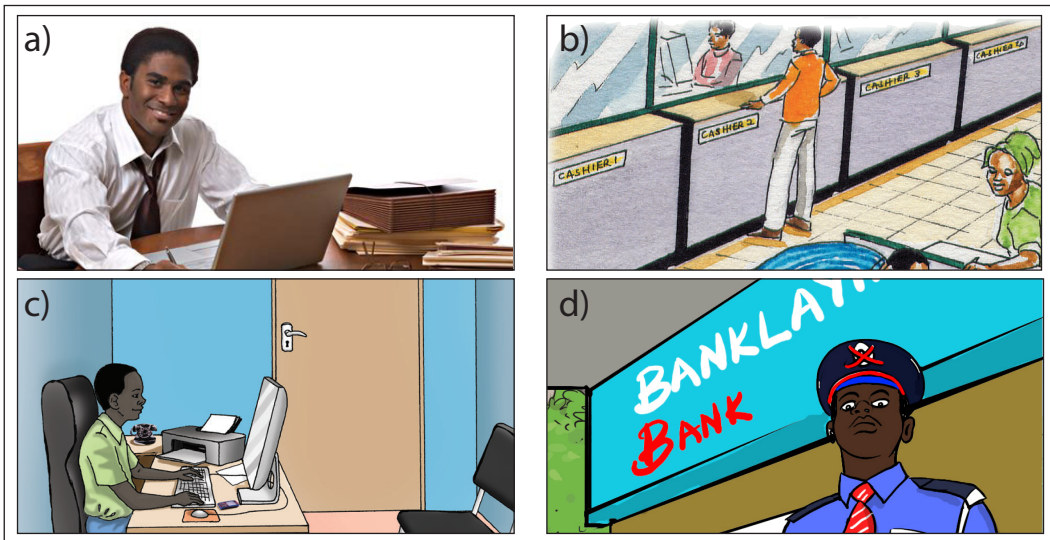
1. Have you ever visited a bank?
2. Which transaction did you do? Tell the class.
3. List at least 3 transactions that are carried out in a bank.
4. Would you want to save money in a bank? Why?

Activity 7: Bank staff

In pairs



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



2. What do these people do?

Share your answers with the class

In groups



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

Share your work to the class

Activity 8: Mime

Individually



1. Pick one bank official/ worker you admired from the list you made in Activity 8.
2. Think of what the worker does. Look for actions to show what the worker does.
3. Mime your actions before the class.
4. The class to say which worker you admire.

Clap for the best mime

Activity 9: Reading a story

Pre-reading activity

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

In groups



Read the story below:

LABAN'S VISIT TO THE BANK

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

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

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

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

“I didn’t see anyone give you the money, mother,” Laban was amazed. His mother laughed, “An ATM does not need an attendant to work.”

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

Activity 10: Oral discussion

As a class



Answer the following questions.

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

In pairs



WORD ATTACK

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

lanm terniset gasinvs daeh oanl awtihdrla yuicestr MTA

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

Share your answers with the class.

Activity 11: Dialogue on banking

In pairs



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

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

Lokoro I hope you have your _____ card.

Chuol Yes, I have it in my wallet.

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

Chuol Not much, just enough to buy us lunch.

Lokoro Oh! Thank you.

3. Read the complete dialogue to the class.

In groups



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

Activity 12: Writing a dialogue

In groups



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

Situation: Your parent is talking to a Bank Teller.

He or she wants to withdraw some money.

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

All groups to present their dialogues to the class.

5. Some individuals to make comments about the presentations.

Activity 13: Further learning

As a class



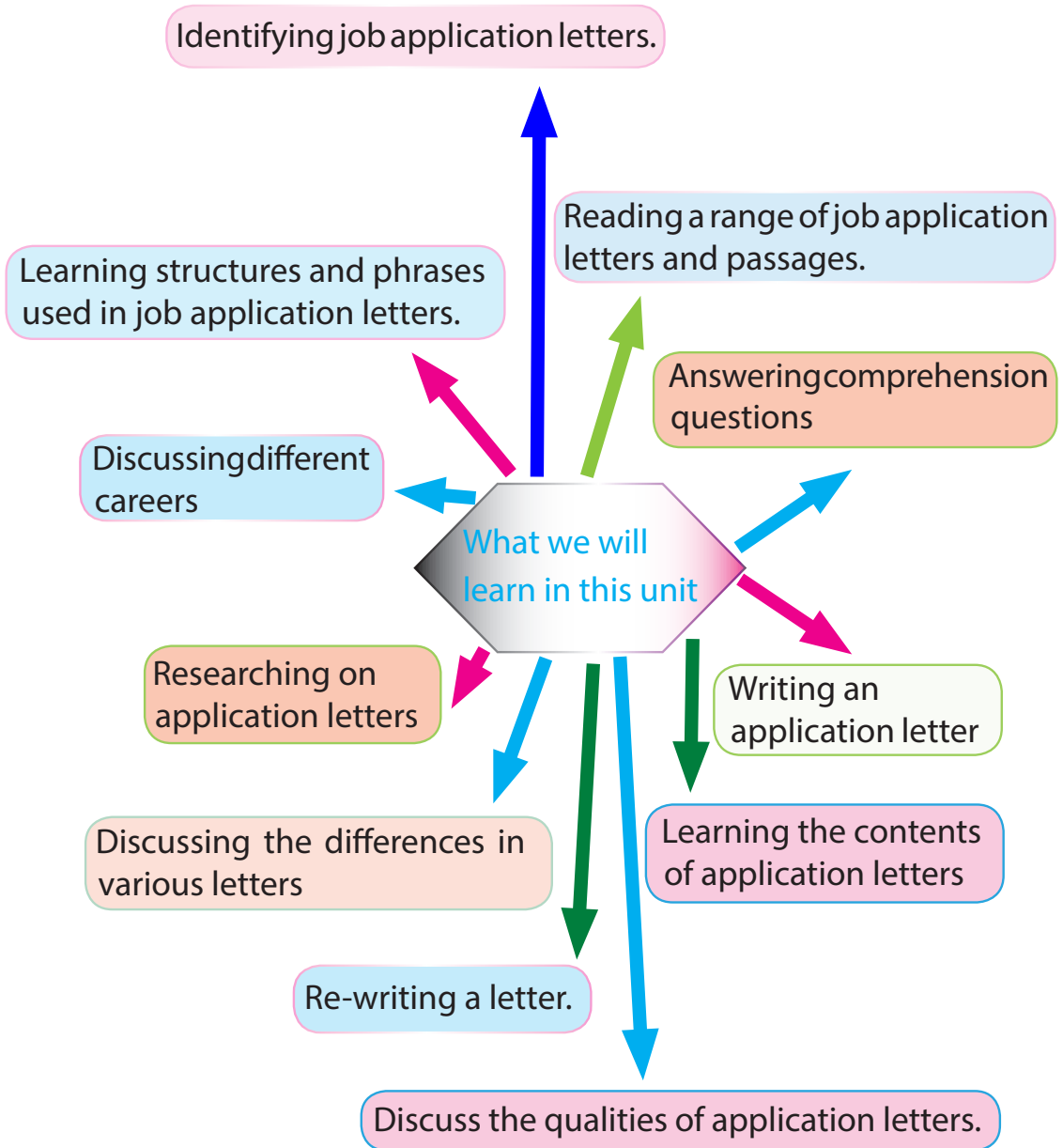
1. Plan a visit to the bank.
2. Identify the people you have learnt in this unit.
3. Talk to the bank manager about how the bank works.

Activity 15: In summary

In pairs



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



Activity 1: What is a letter?

In pairs



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



Share your discussion with the class.

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

Share your discussion with the class

Activity 2: Vocabulary on letter writing

In pairs



Read the words below:

applicant referees signature salutation address recipient

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

(c) I write a job application letter that I am interested in _____

(d) I am called incase an employer would like to verify any information on the employee_____

As a class



NOTE

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

Activity 3: Reading different letters

As a class



Read the two letters below.

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

Dear Akot,

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

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

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

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

to do better. It was a colourful occasion.

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

Your loving friend,
Samuel.

In groups



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

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

Present your finding to the class.

NOTE

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

Present your findings to the class.

Activity 4: Reading a passage

Pre-reading activity

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

As a class



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

A JOB APPLICATION LETTER

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

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

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

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

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

In groups



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

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

Present your answers to the class

In pairs



Assuming you are the employer answer the following questions.

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

Read your answers to the class.

In pairs



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

Share your list with the class

Activity 5: Reading an application letter

Pre-reading activity

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



Read the letter below:

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

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

Dear Sir,

RE: APPLICATION FOR A VACANCY AS A TEACHER

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

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

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

I look forward to your response.

Yours faithfully,

JOSEPH ODUK.

In groups



Answer the following questions

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

Share your answers with the class

Activity 6: Oral discussion

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

In groups



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

Activity 7: Features of a job application letter

1. Write address.

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

2. Date.

Appears below the writers address.

3. Recipients address.

Appears on the left side after the date

4. Salutation

Appears after the recipient address

5. Subject.

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

6. Body

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

7. Sign off

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

In groups



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

Two dashed-line boxes for a job application letter outline. The top box is larger and wider, and the bottom box is smaller and narrower.

A dashed-line rectangular box for a job application letter outline.

A dashed-line rectangular box for a job application letter outline.

A dashed-line rectangular box for a job application letter outline.

A large dashed-line rectangular box for a job application letter outline.

A dashed-line rectangular box for a job application letter outline.

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

Take turns to present your work with the class

As a class



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

In groups



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

In groups



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

(j) Yours sincerely

(k) Dear Sir or Madam

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

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

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

(a) Opening

(b) Reason for writing

(c) Introducing yourself

(d) Talking about your education and experience

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

(f) Closing comments

(g) Singing off

Present your answers to the class

NOTE

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

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

Activity 8: Writing a fictional letter

1. Study the job advertisement below.

Vacancy Advertisement

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

Duties and responsibilities

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

Required Qualifications, skills and qualities

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

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

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

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



1. Use the outline below to write your letter

Your address

Current date

Recipients address

Salutation

Subject

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

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

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

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

Sign off

Your Signature

Your name

Activity 9: Reading a poem

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

As a class



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

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

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

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

In groups



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

In pairs



Answer the following question. Refer to the poem

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

Activity 10: New words and phrases

Individually



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



Read the letter below.

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

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

Dear sir,

RE: APPLICATION FOR THE POSITION OF A DATA ANALYST

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

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

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

I look forward to a response from your desk.

Yours faithfully,

RIECH OKAL

Activity 11: Re-writing an application letter

Individually



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

In groups



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

Activity 12: Researching about application letters

In groups



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

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

For example: **Both** have two addresses.

Activity 13: In summary

As a class



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

Activity 14: Further learning

In groups



Here is a list of letter-friendly language you can use to write your letters.

Match them to their meaning correctly.

1. That reminds me.....

2. Why don't we

3. I would better get going

4. Thanks for your letter

5. Please let me know

6. I'm really sorry

7. Could you do something for me?

8. Did you know that

9. I'm happy to hear that.....

1. to apologise

2. to thank the person for writing.

3. to change the subject.

4. to ask for a favour.

5. before signing the letter.

6. to suggest something.

7. to ask for a reply.

8. to ask for a response.

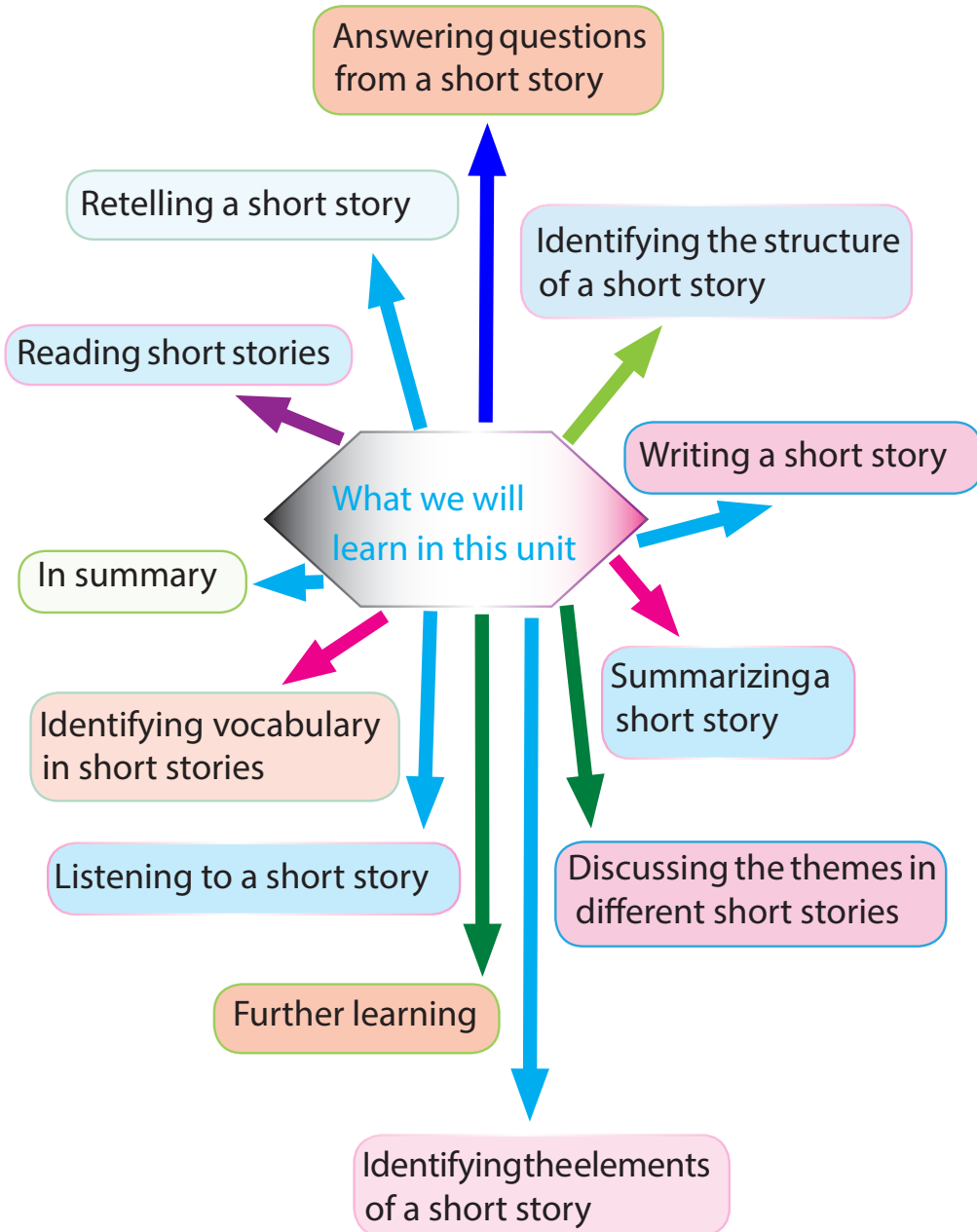
9. to share some information.

In groups



1. Search for other letter-writing formats and the vocabularies they use.

2. Compare them with the formats you have learned in this unit.



Activity 1: Discussing vocabulary on short stories

In pairs



1. Read the following words.

plot setting characters theme conflict narrator

2. Have you come across these words before? Where? What do they mean? Tell your partner.
3. Using a dictionary, find the meanings of the words.

Share your discussion with the class.

In groups



Match the words above with the meanings given below:

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

Share your answers with the class.

NOTE

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

Activity 2: Telling oral stories

In groups



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

Activity 3: Reading a story

Pre-reading activity

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

As a class



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



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

LOOKING FOR A RAIN GOD

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

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

The family of the old man, Mokgobja, were among those who left early for the lands. They had a donkey cart and piled everything onto it. Mokgobja - who was over



seventy years old; two little girls, Neo and Boseyong; their mother Tiro and an unmarried sister, Nesta; and the father and supporter of the family, Ramadi, who drove the donkey cart all set off.

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

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

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

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

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

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

Activity 4: Oral discussion

As a class



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

In groups



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

middle of the story?

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

Activity 5: New words and phrases

In groups



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

NOTE

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

Activity 6: Listening to a story

As a class



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

Activity 7: Identifying the elements of a short story

As a class



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

THE CHRISTMAS HOLIDAY

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

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

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

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

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

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



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

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

In groups



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

Discuss the following:

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

Activity 8: Answering comprehension questions

In pairs



Write answers to the following questions:

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

Share your answers with the rest of the class.

Present your answers to the class.

Activity 9: Make a fact book

In groups



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

Activity 11: Summarising a story

In groups



Read the story below:

THE ANIMAL KINGDOM

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

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

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

First, he called man. He assigned him the role of an overseer in all the work to be done. Hare would be the messenger to run errands. Birds of the air were to keep an eye on the ground of what was going on. He gave marine animals, fish crocodiles and hippopotamus the responsibility of



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

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

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

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

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

In pairs



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

Individually



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

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

NOTE

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

Activity 10: Conflict in a short story

In groups



Refer to the story: *The animal kingdom*

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

Share your answers with the class

Activity 11: Writing a story

In pairs



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

Individually



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

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

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

Activity 12: Further learning

In groups



1. Using a digital device, read more about short stories from different communities.
2. Make the following comments about them:

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

Share your work with the class

Activity 13: In Summary

Individually



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

Phrases that can be used to write a story:

To start a story.

It started when.....

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

Once upon a time.....

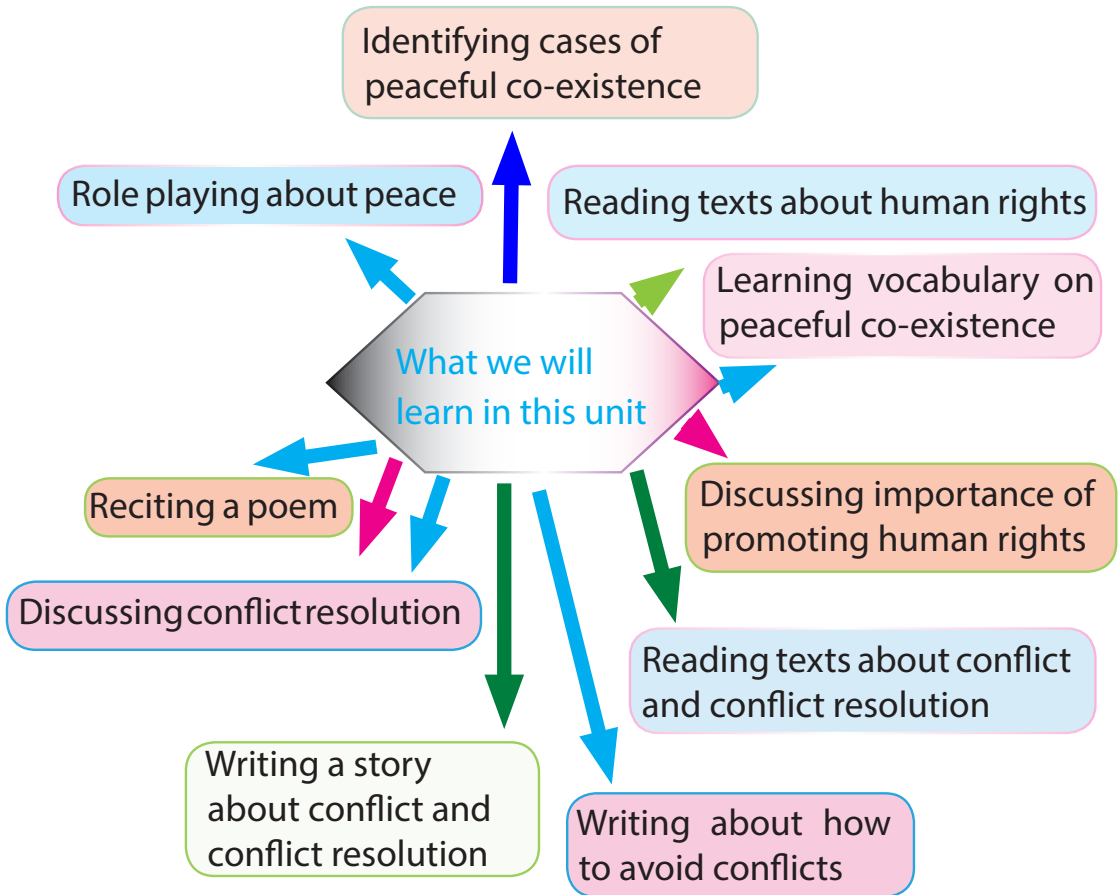
Long, long ago.....

Ways to end a story.

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

..... it had finished at last.

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



Activity 1: Identifying cases of peaceful co-existence

In pairs



Look at the pictures below:



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

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

NOTE

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

Activity 2: Learning vocabulary on peaceful co-existence

In groups



1. Read the words below:

mediator solution agreement violence
opinion peace conflict resolution

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

In pairs



2. Match the words with the given meanings below.

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

Share your answers with the class.

Individually



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

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

Activity 3: Listening to a passage about Human rights

As a class



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

Individually



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

NOTE

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

Activity 4: Reading a passage about conflict

Pre-reading activity

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

As a class



Read the passage below.

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

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

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

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

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

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



Activity 5: New words and Phrases

As a class



1. Identify any new words or phrases from the story you have read.

2. Try to infer the meaning of these words. (you may use a dictionary)
3. Add the new words to your **word bank**.

Activity 6: Oral discussion

In pairs



Discuss the questions below:

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

Take turns to share your answers with the class.

Activity 7: Discussing conflict resolution

In groups



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

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

Read your answers with the class.

As a class



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

1. Buwa and Lagu wanted to play together but Buwa wanted to skip rope while Lagu wanted to play football.

2. Deng and Lam both wanted a piece of cake but there was only one piece left.
3. Kenyi and Wani were really good friends but Wani said something that hurt Kenyi's feelings.

Individually



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

NOTE

Communication is the resolution to the majority of conflicts

Activity 8: Role-play

In groups



Role-play a court session.

- i) You are a judge in a case between two conflicting people.
- ii) The people support two different political parties

iii) Listen to their case and deliver a judgement.

Take turns to role play before the class.

Activity 9: Reciting a poem on peaceful co-existence

As a class

Recite the poem below:

THIS LAND

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

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

God made you different
He made me different
Our difference diversity
As one, we live in harmony
The land He created,
And all in it he created

To enjoy and use
You and me, all is ours.



In groups



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

Individually



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

Share your answers with the class

Activity 10: Further Learning

As a class



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

In groups



Think of some of the conflicts in our country.

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

Activity 11: Discussing peaceful co-existence

In pairs



Assume you are the head of your Payam.

- a) Talk about two neighbouring disagreeing communities.

b) Discuss the causes of the disagreement and how you can resolve

In pairs



1. Read the following:

- (a) Help (b) be mean
- (c) bully (d) share
- (e) care (f) hurt other
- (g) be kind (h) abuse my neighbour

2. Fill in the table below appropriately using the words and phrases you have read in 1

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

Individually



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

As a class



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

As a class



1. Your teacher will help you access a digital device that can access youtube.
2. Watch the following video: <https://youtube.be/5dBKGZjuuMs>.

3. What has the song taught you?

In groups



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

The group with the best presentation to be.

Activity 12: Presenting a song

In groups



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

Activity 13: Further Learning

In groups



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

Present your composition to the class

As a class



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

Activity 14: In summary

Individually



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

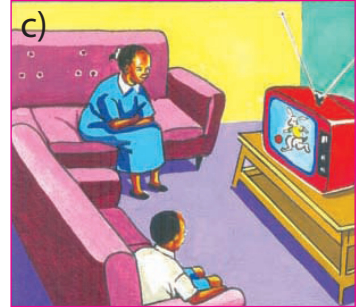
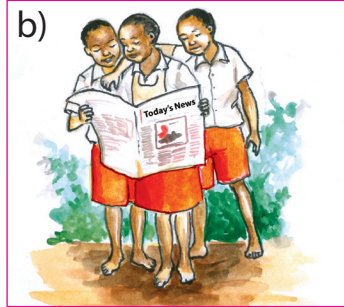
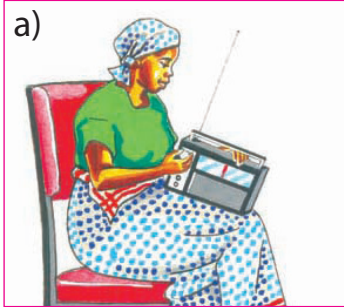


Activity 1: Identifying news sources

In pairs



Look at the pictures below:



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

Share your answers with the rest of the class.

As a class



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

NOTE

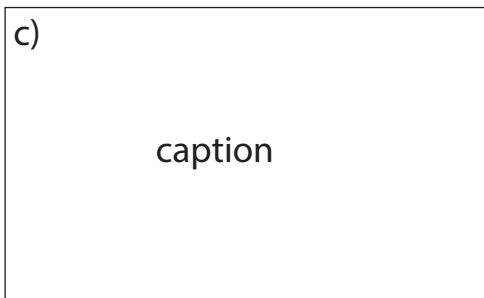
News is the latest information about what has happened or will happen. News is transmitted through **Media**. Media include **television**, **radios**, and **newspapers**.

Activity 2: Learning vocabulary

In pairs



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



As a class



1. Read the words below

media headline recap newscaster editor
newsroom caption journalist breaking news reporter

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

Individually



Match the words above with their meanings below

- i) Printed words underneath a picture

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

Read your answers to the class.

Activity 3: Listening to radio local news

As a class



1. The teacher will play a radio programme.



2. Listen to the tape played by the teacher.

In groups



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

- ii) audibility
- iii) pronunciation of words

Share your answers with the class.

Individually



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

Activity 4: Writing radio news reports

In groups



Talk about an event that happened in your school.

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

Play the report to the class.

NOTE

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

Activity 5: Watching TV news presentations

As a class



Watch a TV news presentation.

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



Take turns to share your answers with the class.

Activity 6: Comparing radio and television news

In groups



Compare radio news and television news.

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

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

Report your answers to the class.

Activity 7: Writing news items

In pairs



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

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

Read your sentences to the class.

Individually



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

Read your article to the class

Activity 8: Reading a newspaper item

As a class



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

Individually



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

Let the school listen to the tapes during assembly.

Activity 9: Reading a newspaper item

In pairs



Read the newspaper story below:

SOUTH SUDAN ECONOMY CRUMBLES

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

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



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

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

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

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

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

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

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

Activity 10: New words and phrases

As a class



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

Activity 11: Oral discussion

In groups



Answer the following questions:

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

Activity 12: Evaluating a news report

As a class



Read the article below.

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

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

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

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

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

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

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



Jose Mourinho

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

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

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

By Chris Burton

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

In pairs



Identify.

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

Report this to the class.

In groups



Discuss the following:

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

Take turns to report to the class.

Activity 13: Reporting news about school events

In groups



Talk about the following:

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

Individually



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

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

Activity 14: Role play in TV news reporting

In groups



Compile the news reports you have written in this unit.

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

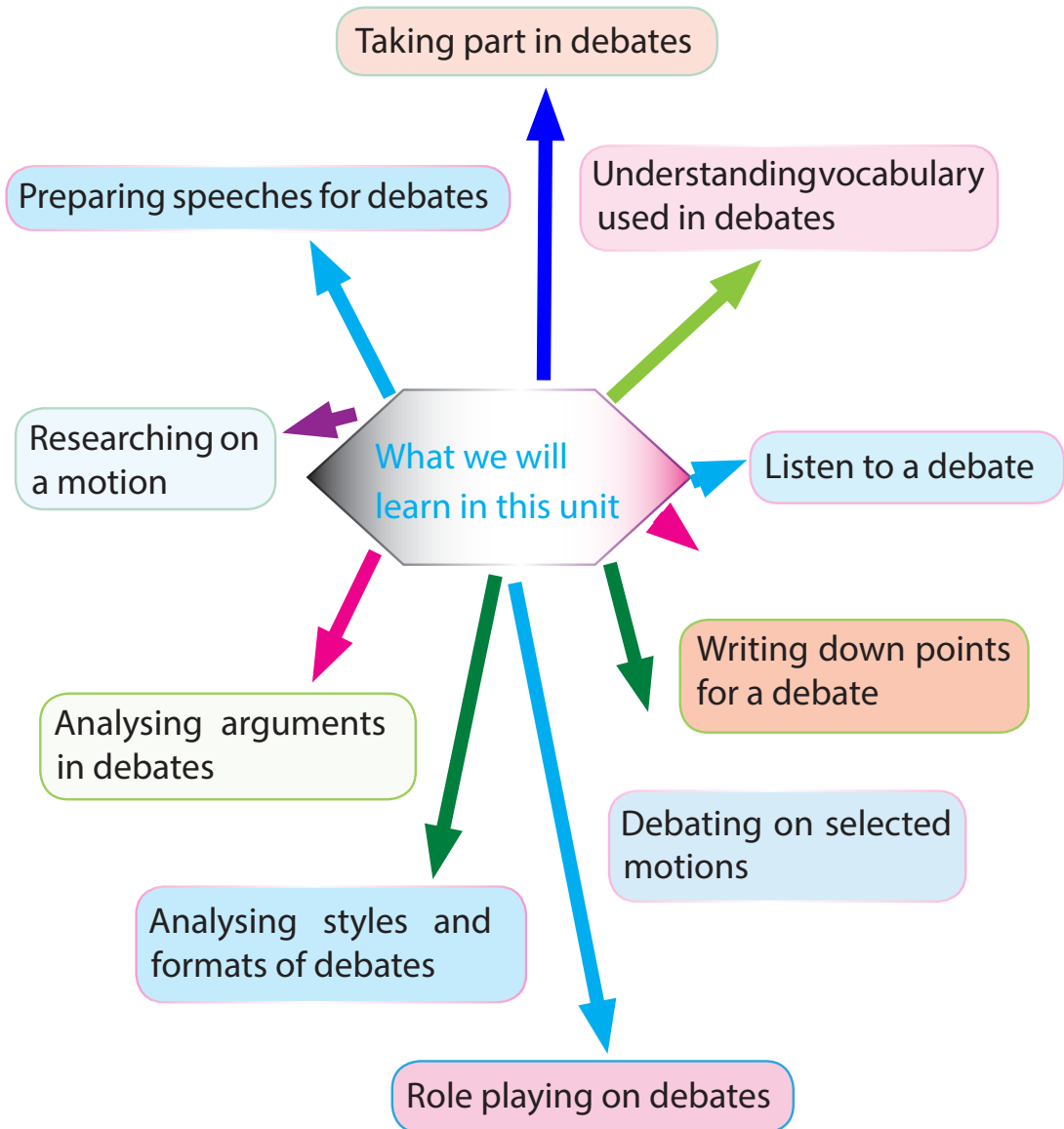
Read the news to the class plus the commercial break advertisements. Which pair did it best?

Activity 15: Further learning

As a class



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

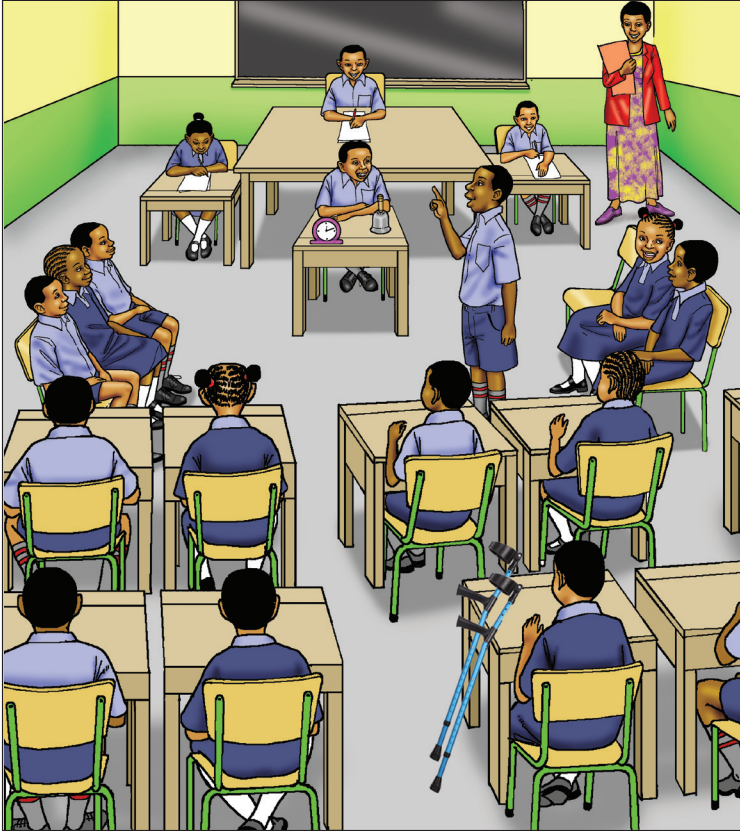


Activity 1: Learning vocabulary used in debate

In pairs



1. Look at the picture below.



2. Tell your partner what you see.

In groups



1. Read the words below.

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

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

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

Read your answers to the class.

NOTE

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

Individually



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

As a class



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

Activity 2: Listening a debate

In groups



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

Report your answers to the class.

Activity 3: Reading a debate

In pairs



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

Activity 4: Discussing a debate

In groups



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

TOPIC: MIXED SCHOOLS SHOULD BE ABOLISHED

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

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

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

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

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

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

We should let boys and girls go to school together.

Activity 5: Oral discussion

As a class



Read the debate in Activity 5 above.

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

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

Activity 6: New words

In pairs



Discuss the following questions:

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

Share your list of words with the class

Activity 7: Holding a debate

As a class



Divide the class into two groups.

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

In groups



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

The debate

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

Applaud the winning group

NOTE

A good debater;

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

Ask the other side questions.

Activity 8: Watching a debate

As a class



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

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

In pairs



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

Activity 9: Writing points for a debate

In groups



Read the motion below:

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

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

Use phrases like:

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

As a class



Vote to see which group has winning points.

Activity 10: Role play

As a class



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

In groups



Summarise the points argued by the lawyers.

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

Activity 11: Creating a debate from an outcome

In groups



Discuss the following motion.

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

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

As a class



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

Activity 12: Further learning

As a class



Visit the national assembly during session.

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

In groups



Write a report about your visit.

Activity 13: Further learning

Individually



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