

Republic of South Sudan
**PASTORALISTS LIVELIHOODS AND EDUCATION
FIELD SCHOOLS(PLEFS) APPROACH**

English for Youth Learners
LEVEL 3



MINISTRY OF GENERAL EDUCATION AND INSTRUCTION

Pastoralist livelihoods and Education

Field Schools (PLEFS) Approach

English for Youth

Level 3

Ministry Of Education and General Instruction

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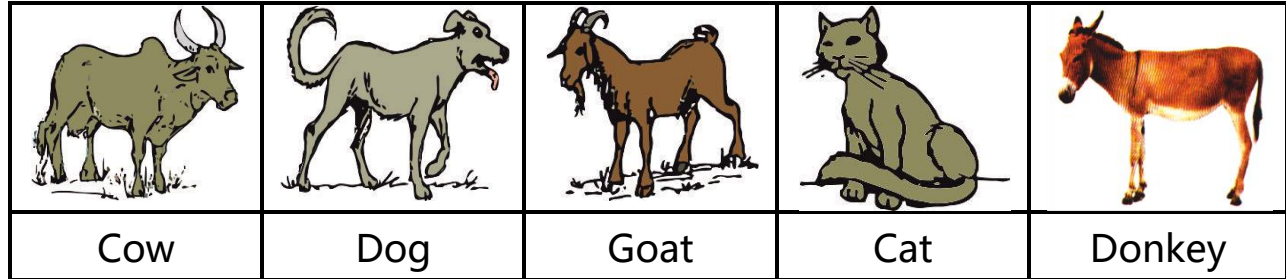
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TOPIC 1: SENDING INFORMATION

Look at the animals



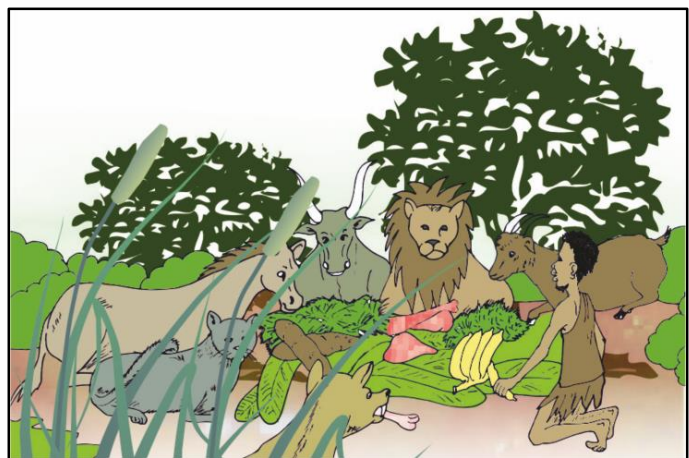
Discuss in groups

1. Which is the most important animal to you?
2. Why is it the most important?
3. How do you take care of the most important animal?

READ THIS STORY

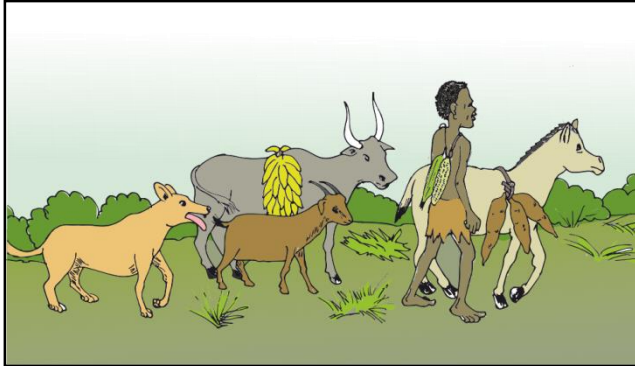
Why there are domestic and wild animals

Long time ago all animals lived together in the forest. They were all friends. They worked hard in the farm together and grew many types of food which they all cooked and ate together.



They hunted together. Those that eat meat would get the meat. Those that eat plants would also get their plants. They never quarreled.

One rainy day the animals went as usual to harvest their food from the farm. They harvested enough and brought it home.



When they got home, they were all very tired. It was raining heavily. The river near their home started to flood. They cooked the food but they did

not have meat. Those animals that eat meat insisted they have to eat. They said everybody has to go for hunting the same way everybody went for food harvesting.

“Me I cannot get out again in this rain. It will make us sick” , said the man.

“Me too” , said the cow. “Why can’ t we all eat what we have tonight? It is even dark now. We can go hunting tomorrow, my brothers” , the cow concluded.

“Yeeeees. That is a good idea. Just what I was thinking about” , said donkey clapping.

“All of us have to eat our diet” , said the lion. “I am the king of this jungle. I am the one who gives orders. Out all of us. We have to bring meat” , he roared.

“You all go. Me I will stay behind. I will look after this other food. I will be cooking. When you bring meat I will cook. But I will not go out in darkness and rain” , said man.

“Okay, then give us one of your kids we eat, man. All we need is meat. We get one from you, one from cow and another from goat and donkey, that is all” , the lion roared again.

On hearing this, the cow, goat and donkey secretly went and picked their kids. They ran away very far from the forest. After some time, the dog and the cat who were very good friends with the man went to look for them.

They found the man, the goat and the donkey had built a house to hide themselves from other animals. The house was very warm. The cat and the dog refused to go back to the forest.

That is how we got domestic and wild animals. The wild animals are still hunting for the kids of the animals who refused to go for hunting.

Discuss with your friends

1. What you like in 2 animals mentioned in this story.
2. What you don't like about 2 animals in this story.
3. What does this story tell us about farming?
4. What does it tell us about animals?

5. What do you learn about man's relationship with other animals?
6. What message about peace do you get in this story?
7. What caused conflict between the animals?
8. How could that conflict have been avoided?
9. What lesson do you learn from the story?

ACTIVITY

1. Draw 5 things that we get from animals

Prepositions

*These are words that tell us the direction or the position of something. E.g. The cup is **on** the table*

PREPOSITIONS

Work in pairs. Stand at different places.

1. Tell your friend which direction you are standing from him/her.
2. Tell your friend how far you are from the nearest water point.
3. Tell your friend the direction of a natural object like a hill, a river, the forest.
4. Tell your friend where you are from the cattle camp PLEFS.

SENDING SHORT MESSAGES (SMS)

Pretend you have a phone. Your book is your phone.

1. Write short messages and signs on livestock, fisheries and crops.
2. Write names of all the domestic animals.
3. What is used in catching fish?
4. How important is planting cabbages tomatoes and onions near the house?

CULTURAL NORMS

1. List the work that the youth should do while at home.

Write small and capital letters correctly.

Using the letters of the Alphabet, write the names of all the tools used in livestock, fisheries and farming starting with capital letters.

TOPIC 2: HEALTH AND HYGIENE

Members of a Family.

Name the members of a family e.g. Father, Mother, son and daughter. Then give them names as they are in your family at home. E.g. Deng, Achol, Chan and Akeny.

This is Deng' He is a man He is a father	This is Achol She is a woman She is a mother
This is Chan He is a boy He is small	This is Akeny She is a girl She is big.

What is cleanliness?

Read and point out to the family members and the things that we use to clean our hands, bodies and utensils.

Answer these questions;

1. Why do we clean our hands before eating?
2. When should we clean our hands

3. Why must we clean utensils before and after using them?
4. Why do we wash our bodies?
5. Do animals also need cleanliness?
6. List ways of cleaning cows and where they sleep.

Match the animal and how to keep them clean.

Animal	Cleanliness
1. Cows	1.....
2. Goats	2.....
3. Sheep	3.....
4. Chicken.	4.....

1. What can we use cow dung for?
2. Name any other ways of keeping yourself clean.

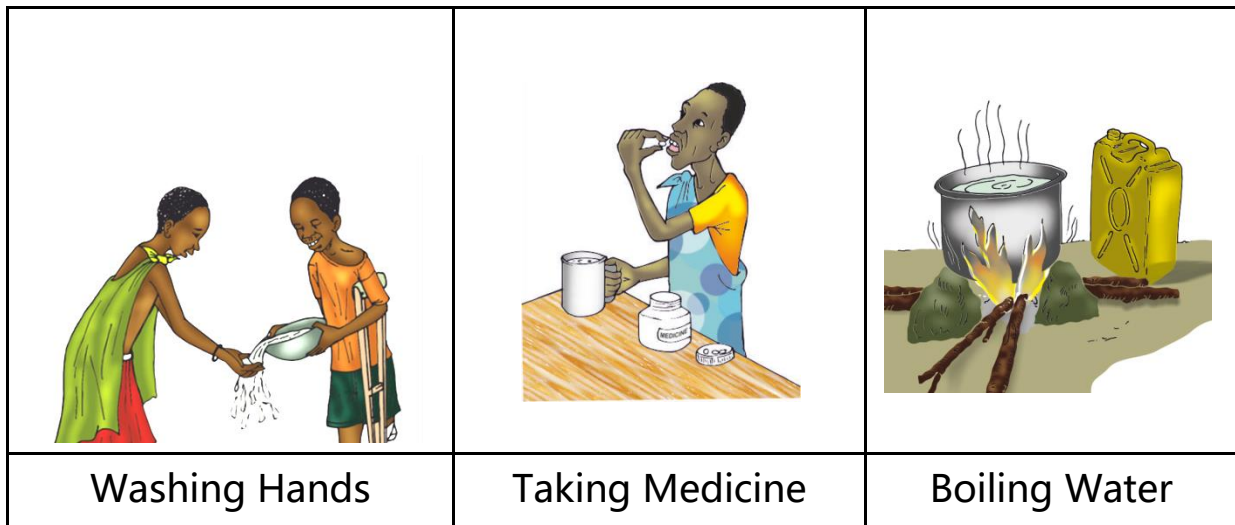
Answer the questions about yourself

1. What is your name?
2. Are you a boy or a girl?
3. What work do you do at home that makes you dirty?
4. When and how do you clean yourself?
5. Name any disease that can affect you when if you do not clean your hands.
6. Where do we go for treatment when sick?
7. What are people given to take to get well?

SPELLING

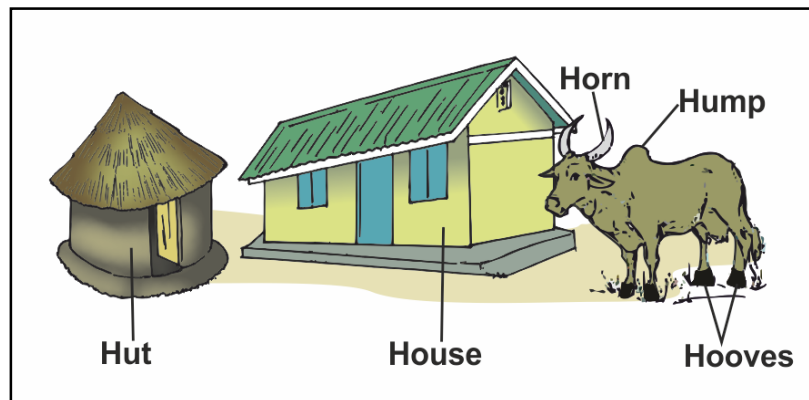
Learn to spell these words. Write them in your exercise books;

Health, Hygiene, Cleanliness, Wash, Sick, Hospital, Herbal
medicine, Soap, Cook, Boil, Wellness, Calendar, Diary,
Daily, Weekly, Seasonal.



Read and say the words that begin with h.

House, Horn, Hooves, Hump, Hut



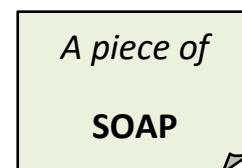
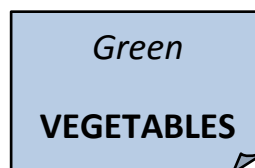
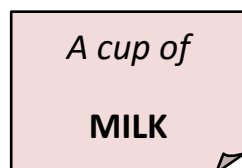
Say and write the names of things used to keep your home clean;

Broom, Cow Dung, Ash, Machete, Fire, Water.

Complete with words from the Exercise above. Write in your exercise books.

1. Achol has gone into the h - - s-
2. The cow has a big h - - p
3. Mother was sweeping with a b - - - m
4. Deng is putting on a h - -
5. The goats have short h - - -v-s
6. We use W - t - r to clean our bodies
7. Father was cutting the bush with M - - he - e
8. Donkeys do not have h - - - -
9. F - - - is good for burning bushes.
10. A - - is sometimes used to control pests from vegetables in the garden.

What sound does it begin with?



TOPIC 3: CLIMATE CHANGES

Look at this calendar

SUN	MON	TUE	WED	THUR	FRI	SAT
25	26	27	28	29	30	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31	1	2	3	4	5

Discussion

How many days are there in the month of July?

Which months do the rains start?

Which are the hottest months?

What do we do during the rainy season?

How do the rains affect you?

How does the dry season affect you?

Which type of weather do you like most and why?

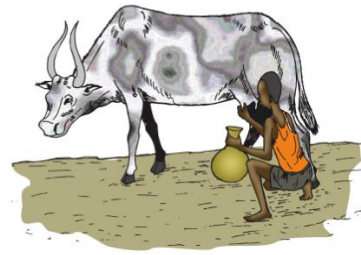
CLIMATE CHANGE

This refers to the weather changes when we are not expecting. There are some months which we expect to be hot. Others we expect to be cold. In climate change, you may find heavy rains in the months that are normally dry. You may also have a dry season or strong heat when it is normally rainy or cool. This is called climate change. We need to be aware of this even as we move because we may go to stay near a river because it is a normally dry month. It may suddenly rain heavily and our animals and crops will be affected by floods.

Find the days of the week and weather in the songs.

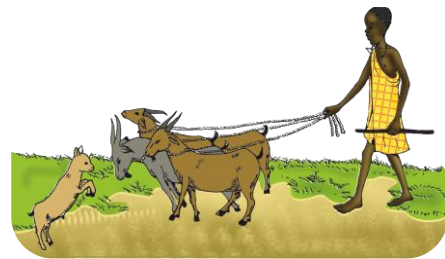
Sing and act the songs.

This is the way we milk our cows,
Milk our cows, milk our cows.
This is the way we milk our cows,
So early Sunday morning.



This is the way we drink our milk
Drink our milk drink our milk
This is the way we drink our milk
So early Monday morning.

This is the way we tether our goats,
Tether our goats, tether our goats.
This is the way we tether our goats,
So early Tuesday morning.



This is the way we wash our
clothes,
Wash our clothes, wash our
clothes
This is the way we wash our
clothes,
So early Wednesday morning.

This is the way we dry our clothes,
Dry our clothes, dry our clothes.
This is the way we dry our clothes,
So early Thursday morning.



This is the way we sweep the floor
Sweep the floor sweep the floor
This is the way we sweep the floor
So early Friday morning.

This is the way we hoe the garden,
Hoe the garden, hoe the garden.
This is the way we hope the garden,
So early Saturday morning.



This is the way we warm ourselves
Warm ourselves, warm ourselves
This is the way we warm ourselves
On every rainy day.

Answer these questions

1. What do they do on Wednesday?
2. Do they drink milk on Friday?
3. Where are they on Tuesday?
4. What do they wash on Thursday?
5. Which day do they hoe the garden?

i) Read and say the names of weather/climatic changes.

Cold, Dry, Cloudy, Floods, Warm, Dusty, Sunny

ii) Read and say the names of the months.

**January , February, March, April, May, June, July, August,
September, October, November, December.**

Answer these questions.

1. How many days are there in a week?
2. How many months are there in a year?
3. Do you know the month of your birth?
4. Which months are the hottest?
5. What do they do on Sunday morning?
6. What is your favorite day and weather?

SPELLINGS

A. Learn how to spell these words. Write them in your exercise

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.

Vocabulary

B. Match and say the rhyming words.





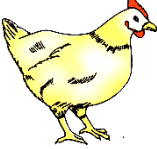

Sunday	Go
May	Monday
January	Day
December	Weep
June	Lend
Sweep	February
Hoe	Moon
Mend	September

Listening

A. Listen for the last sound in each word.

Which is the odd one?

1. Sack , Book, Key, Sock
2. Rat, Axe, Cat, script
3. Hen, Pen, vessel, Queen.

 <p>QUALITY MAIZE FLOUR</p>			
Sack	Book	Key	Sock
			 <p><i>Long time ago animals lived together in the forest They were all friends. They worked hard.</i></p>
Axe	Rat	Cat	Script
			
Hen	Pen	Vessel	Queen

TOPIC 4: POSITION AND DIRECTION

Read and find the words; where, here and there.

I am in the field.

Here are my goats.

I am grazing them,

There is a black he goat.

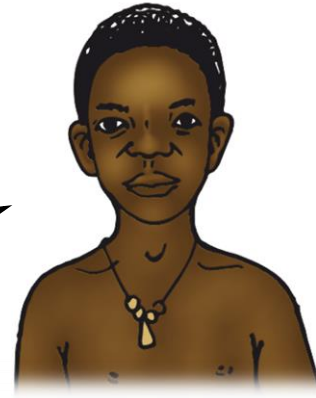
It has no rope.

Where is the rope?

It is behind the tree.

Where is the milking jug?

It is in the basin.



Where did they put the sorghum?

The sorghum was put in a sack.

Where did you keep the cup?

I kept it inside the kitchen.



USE OF PAST CONTINUOUS WITH QUESTIONS ON POSITION.

Where were the cows grazing?

The cows were grazing behind the old cattle camp.

Where were the leaders of the Cattle camp sitting?

The leaders of the cattle camp were sitting under the lulu tree.

Read and say here or there.

Where is the small Kid?

It is.....

Where is the mother goat?

It is.....



Where is the mother cow?

It is.....

Where is the calf?

It is.....



Questions

A. Answer these questions.

1. Where is the Kid?
2. Where is the mother goat?
3. Where is the calf?
4. Where is the mother cow?

B. Look around your learning area and answer these questions.

1. Where is your teacher?
2. Where is your book?
3. Where is the blackboard?
4. Where is the bench?
5. Where are the other pupils?

C. Draw a picture of your learning place/classroom and talk about it.

Here is the table.
There is the teacher.
The books are on the table.
Other classmates are playing
outside the classroom.

SPELLINGS

D. Learn to spell these words. Write them in your exercise books.

Teacher, book, bench, ruler, class, pupil, school, blackboard,
table, rope, yoke, bell

E. What sound does it begin with?

Book	Basket	Cow
Bird	Tree	School
Cup	Boy	Rope

TOPIC 5: OUR LEARNING SPACE

ACTIVITY 1: Look at your PLEFS learning space or classroom.

Discussion in groups

1. What do you see in the learning space?
2. What do you like about your learning space?
3. What do you not like about it?
4. How can we improve the class learning activities?

ACTIVITY 2: PAIR ACTIVITIES








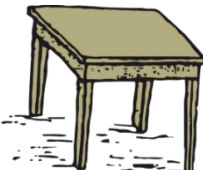
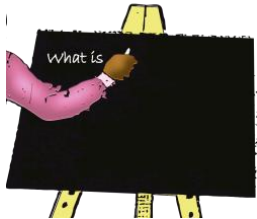
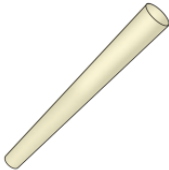

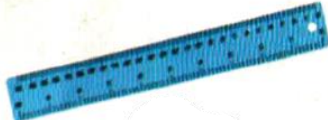
Your teacher or partner will tell you to point to something, and then you should point to the object and say its name. Use indefinite articles "a" or "an" if there are many objects in the classroom; for example: a pen, a book, etc. But if there is only one object, use "the" , for example: the blackboard, or the door, etc. You can also use "my" and "your" . For polite purpose, use "please" .


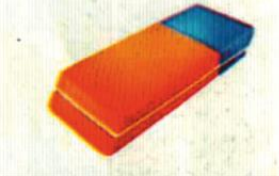

Objects in the classroom and cattle camp

CLASSROOM	PEN	PENCIL	BOOK	BULL	CHAIR
TABLE	BLACKBOARD	CHALK	DUSTER	RULER	BALL
	RUBBER	TEACHER			

SIMPLE SENTENCES, QUESTIONS AND ANSWERS

Learn the names of these objects and people, then point to a picture or an object and ask your friend what it is.

 <p>What is this? It is a.....</p>	 <p>What is this? It is a</p>	 <p>What is this? It is a</p>
 <p>Who is this? This is.....</p>	 <p>What is this? It is a.....</p>	 <p>What is this? It is a.....</p>
 <p>What is this? It is a.....</p>	 <p>What is this? It is a.....</p>	 <p>What is this? It is a.....</p>
 <p>What is that? That is a piece of.....</p>	 <p>What is that? That is a.....</p>	 <p>What is that? That is a.....</p>

 <p>What is that? That is a.....</p>	 <p>What is that? That is a</p>	 <p>Who is that? That' s our.....</p>
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New Vocabulary

A	The	Please	Point	To	Show	Me	Here
---	-----	--------	-------	----	------	----	------

For example

A: Please point to a pen.

B: This is a pen.

A: Please show me the blackboard.

B: This is the blackboard.

A: Please show me your exercise book.

B: Here is my exercise book.

Now continue:

.....

.....

ACTIVITY 3: "SPEAKING PRACTICE"

Use of "Have" and "Don't have"

In pairs talk about things you have and things you don't have. E.g.

I have a pen.

I don't have a pencil.

I have a bull called Mabior.

I don't have a bull called Maker

I have maize garden.

I have many citrus trees

I don't have chicken.



Now ask each other these questions:

- 1 Do you have a pencil?
- 2 Do you have a ruler?
- 3 Do you have learner's source book?
- 4 Do you have a piece of chalk?
- 5 Do you have a pen?
- 6 Do you have many heads of cattle?
- 7 Do you have many bulls at your cattle camp?

- 8 Do you have maize garden?
- 9 Do you have some groundnuts for sale?
- 10 Do you have enough milk today?

ACTIVITY 4: GROUP WORK

Reading and Speaking

Sit in groups; and on one piece of paper write as many sentences as you can about things that the learners in your group have. Use your names in the sentences.

Achol has a pen and a book. Atong has many chicks in her poultry. Tong has a pencil, a ruler and an exercise book. He has a red bull called Malual. Deng grows bananas. He has a lot of banana fruit in his garden. The three have a small room at the cattle camp.

Exercise 1: Questions about Things in your Classroom and Cattle Camp

In pairs use **“is there”** or **“are there”** to ask if something is in your classroom. Ask each other such questions as:

A: Is there a blackboard in your classroom?

B: Yes, there is. Or,

Yes, there is a blackboard in my classroom

A: Are there many cows at your cattle camp?

B : Yes, there are. Or,

Yes, there are many cows at my cattle camp.

NOW: Answer these questions in both short and full sentences as in examples shown above.

1. Is there a map in your classroom?
2. Is there a table in your classroom?
3. Is there a duster in your classroom?
4. Is there blackboard in your classroom?
5. Are there desks in your classroom?
6. Are there many cows in your cattle camp?
7. Are there crops in your cattle camp?
8. Is there a radio in your hut?

Exercise 2: Reading and Understanding

“OUR SCHOOL”

My name is James Maker. I am from Makuach Cattle Camp. Our cattle camp has many heads of cattle. There is a school at our cattle camp. This is our school. I am studying here. I am in class two (2).

Our teacher’s name is Rabecca Ajang. She is a good teacher. She teaches both English and Arithmetic. I have a pen and an English book. I don’t have a pencil. There is a map in our classroom. But we don’ t have a dictionary.

Comprehension Questions:

1. What is his name?
2. Where is he from?
3. How many heads of cattle do they have?
4. Do they have a school?
5. Which class in he in?
6. What is his teacher’ s name?
7. What is she teaching?
8. What has he?
9. Has he a pencil?
10. Is there a map in their class?

ACTIVITY 5: LANGUAGE USE

In English generally we add "s" or "es" to make a singular noun a plural (Meaning more than one). E.g.

Singular	Plural
One book	Two books
One pen	Two pens
One pencil	Three pencils
One box	Four boxes
One cow	Many cows
One camp	Five camps
Church	Two churches
One bull	Ten bulls
a Tree	Many trees
a teacher	Six teachers

Exercise 1: Now, write the plural of these words:

Singular	Plural
One class	Three
One learner	Five
One blackboard	Six



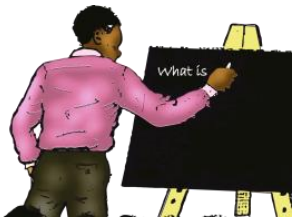



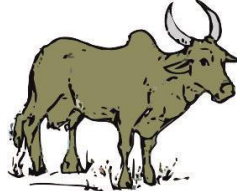
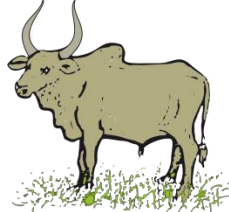



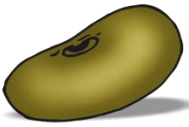
One window	Two
One door	Ten
One cow	Three
One bull	Seven
One desk	Two
One ball	Three
One box	Five
One school	Two
One crop	Many
One animal	Many
One brother	Two
One uncle	Three

Exercise 2: Vowels – Put in the missing vowels.

1. P _ nc _ l	2. T _ bl _
3. Ch _ _ r	4. B _ _ k
5. D _ sk	6. Sch _ _ l
7. Cl _ ssr _ _ m	8. P _ t
9. T _ bl _	10. _ n _

ACTIVITY 6: USE OF THE ARTICLES; "a" and "an" before one object.

We use "a" when the name of the object begins with a consonant letter or sound. If the name or word begins with a vowel (a, e, I, o and u) then we use "an" . Write "a" or "an" before these words

 Banana	 Pencil	 Teacher	 Orange
 Ant	 Tree	 Cow	 Bull
 Camp	 Arrows	 Egg	 Seed

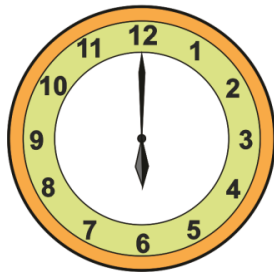
TOPIC 6: TELLING TIME

ACTIVITY 1: WARMING UP AND GROUP ACTIVITIES

1. How do you tell time at the cattle camp?
2. What are the traditional time telling method used in Africa and South Sudan?
3. What are the natural signs that your community use for telling time?

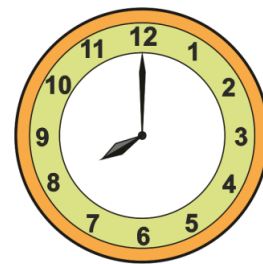
ACTIVITY 2: TIME ON THE HOUR

For time on the hour we use "O' clock" after the number of hours.



What time is it?

It' s six o' clock.



What time is it?

It' s eight o' clock.

<p>What time is it?</p>	<p>What time is it?</p>	<p>What time is it?</p>	<p>What time is it?</p>
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ACTIVITY 3: READING OR TELLING TIME WITH MINUTES

Use “**past**” for time after the hour and “**to**” for time before the hour. You can also state the number of minutes after the hour.

Try to draw these times on the blackboard or in your exercise book.

6:05 [Five past six]

7:10 [Ten past seven]

8:15 [Eight fifteen, or a quarter past nine]

9:20 [Nine twenty, or twenty past nine]

10: 25 [Ten twenty-five, or twenty-five past ten]

11:30 [Eleven thirty, or half past eleven]

12:35 [Twelve thirty-five, or twenty-five to one]

1:40 [One forty, or twenty to two]

2:45 [Two forty-five, or a quarter to three]

3:50 [Three fifty, or ten to four]

4:55 [Four fifty-five, or five to five]

ACTIVITY 4: PAIR WORK (DIALOGUE):

Questions about Time

In pairs ask each other questions about what time you are doing things. The questions are in the present continuous tense. Use **“at”** before any times:

Deng: What time are you going to the cattle camp, Lual?

Lual: I am going there at 5 o’ clock.

Deng: What time are you coming to school tomorrow?

Lual: I am coming to school at 8 o’ clock.

Deng: What time are you going to the market?

Lual: I’ m going to the market at 6 o’ clock.

Deng: What time are you meeting your friend Akech?

Lual: I’ m meeting my friend Akech at 7:30.

Deng: Are you coming here tomorrow at 8 o’ clock?

Lual: Yes, I am. Or No, I’ m coming at 8:30.

Deng: What time are you

Lual: I’ m.....

Deng: Are you..... At.....?

Lual: Yes, I am. Or No, I' m not.

ACTIVITY 5: WRITING SKILLS:

Write a few sentences stating all the things that you are doing after school and the time you are doing them. Examples:

- I' m going to cattle camp at 4:30.
- I' m helping my mother cooking dinner at 5 o' clock.
- I' m taking animals back to the camp at 5 o' clock.
- I' m helping my father to milk cows.



Exercise 1: Dialogue:

In pairs, practice these dialogues. Change the underlined words.

A: We are having wresting competition tomorrow.

B: Yes, that is good. But at what time?

A: At about 4 o' clock.

B: We are also having a party at my house Can you come?

A: Ok. When is that?

B: On Saturday afternoon.

A: What time?

B: At 5 o' clock.

A: OK. I' ll go to your house at 5 o' clock. Thank you.

Exercise 2: Writing Skill:

Write your own sentences using the phrases given below:

- a) at my house, at the school, at my brother' s house,
- b) Saturday afternoon, Sunday morning, Monday evening,
- c) 5 o' clock, 6 o' clock, 7 o' clock

.....

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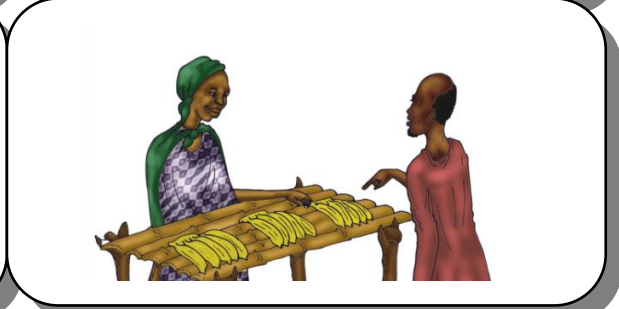
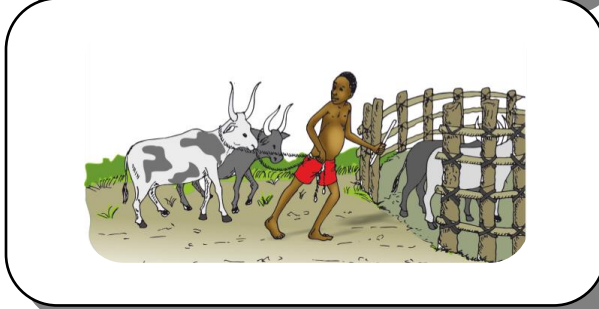
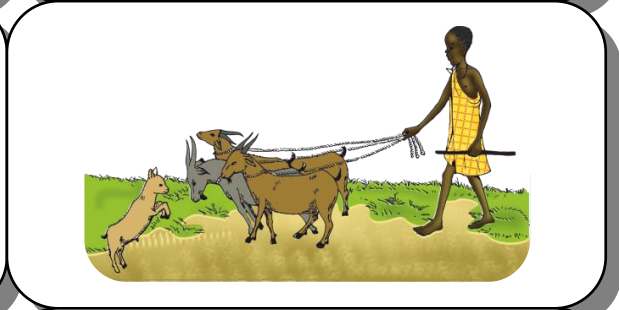
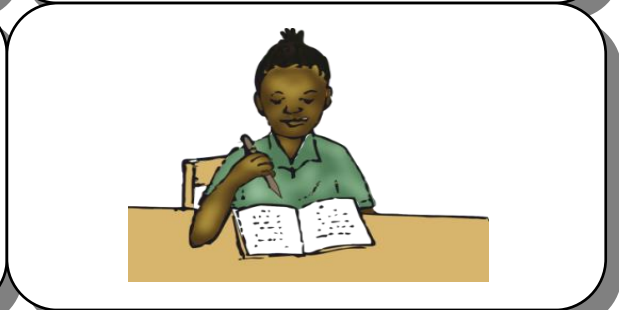
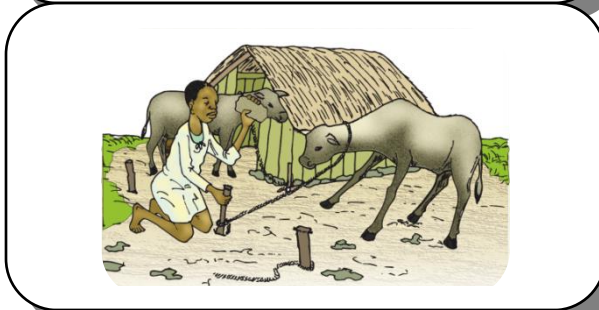
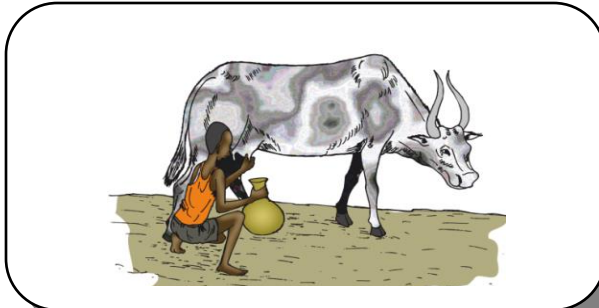
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TOPIC 7: DAYS OF THE WEEK

ACTIVITY 1: AT THE CATTLE CAMP

Do you know all the actions shown in these pictures?



Try to relate each picture to the phrases below.

1. Drinking milk at breakfast	6. Pegging calves down
2. Milking cows	7. Getting animals back to fence
3. Working in the garden	8. Watering the crops
4. Taking milk to the market	9. Selling bananas in the market
5. Taking animals for grazing	10. Studying in the camp

ACTIVITY 2: SCHEDULE FOR A DAYS ACTIVITY

Following is an example of a schedule for activities tomorrow morning, afternoon and evening. We can use the present continuous both for things we are doing now and for things we are doing in the future. Read the schedule then ask each other question.

SCHEDULE FOR TOMORROW		
In the morning:	In the afternoon:	In the evening:
I'm cooking breakfast.	I'm planting maize.	I'm making fire.
I'm cleaning cattle dung.	I'm studying.	I'm telling stories.
I'm milking	I'm pegging calves.	I'm going to bed.

A : What are you doing in the morning?

B: I'm cooking breakfast.

A: What are you doing after that?

B: I'm cleaning the cattle dung.

A: What are you doing in the afternoon?

B: I'm planting maize.

A: What are you doing in the evening?

B: I'm making fire.

A: When are you studying?

B: I'm studying in the afternoon.

A: When are you telling stories?

B: I'm studying in the evening.

ACTIVITY 3: ORAL SKILLS:

In pairs, each learner stands up and says what he/she is doing tomorrow morning, afternoon and evening. When the first learner finishes, the other learner who is listening can ask him/her similar questions.

.....

.....

.....

.....

ACTIVITY 4: DAYS OF THE WEEK

Learn the days of the week and ask each other questions.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
--------	---------	-----------	----------	--------	----------	--------

a. What day is today?	Today is Monday.
b. What day was yesterday?	Yesterday was Sunday.
c. What day is tomorrow?	Tomorrow is Tuesday.
d. What day do you come to school?	I come to School on
e. When do you take cattle for grazing?	I take them for grazing on Friday.

ACTIVITY 5: SCHEDULE FOR NEXT WEEK

Read this schedule for each day of the week, then ask each other questions as in activity (4) above.

SCHEDULE FOR NEXT WEEK	
Monday	I' m going to school.
Tuesday	I' m studying Mathematics.
Wednesday	I' m taking animals for grazing across the stream.
Thursday	I' m taking milk to the market.
Friday	I' m cleaning cattle house.
Saturday	I' m planting cassava in the groundnut field.
Sunday	I' m going to church.

Exercise 1: Questions:

Answer these questions based on the information in the table above.

1. What are you doing on Monday?
2. Are you going to school on Tuesday?
3. What day are you planting cassava in the groundnut field?
4. When are you taking animals for grazing across the stream?

5. Are you playing football on Friday?
6. When are you going to church?
7. What are you doing on Saturday?
8. What are you doing on Thursday?

Exercise 2: Your Schedule for Next Week

Write your own schedule for next week and make questions as shown above. Then in pairs ask each other about your schedule.

Schedule For Next Week	
Monday	.....
Tuesday	.....
Wednesday	.....
Thursday	.....
Friday	.....
Saturday	.....
Sunday	.....

Questions:

1. What are you doing on
2. What are you doing on
3. When are you
4. What day are you

- 5. Are you
- 6. Are you

Exercise 3: Oral Practice

In pairs, each learner should stand up and say what he or she is doing every day next week. When one finishes, then the other learner should take over to ask questions.

I' m very busy next week.

On Monday I' m,

On Tuesday I' m,

On Wednesday I' m,

On Thursday I' m,

On Friday I' m,

On Saturday I' mand

On Sunday I' m

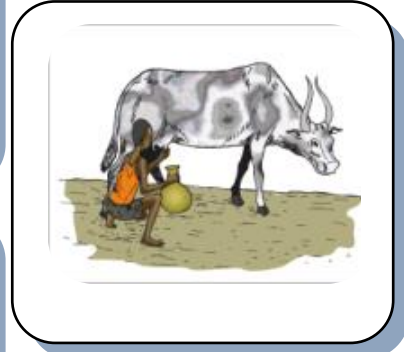
Exercise 4: Group Task

In a group of four (4) learners should discuss who the busiest learner in the group is next week. They can continue asking questions such as "What are you doing on Monday?" This is to find out who is the busiest. Having finished their task in the group, each group should report their results to the rest of the class, saying who the busiest person amongst the group members is and why he/she is the busiest.

TOPIC 8: AT THE CATTLE CAMP

ACTIVITY 1: LANGUAGE USE

Do you know all the actions shown in these pictures?



Try to relate each picture to the phrases below.

- | | |
|-----------------|--------------------------|
| 1. Sing | 2. Clean the black board |
| 3. Run | 4. Stand |
| 5. Dance | 6. Walk |
| 7. Sweep | 8. Clap your hands |
| 9. Milk the cow | 10. Sit on a chair |

Exercise 2: Fill in each of blank spaces with one of the words given. Use each word only once.

Here	Compound	Window	Blackboard
Book	Me	Milk	Name

1. Open the
2. Come
3. Write your
4. Drink some
5. Please help
6. Sweep the
7. Clean the
8. Read your

Exercise 3: Oral Practice

Learn these new phrases. Use them for polite requests. Ask each other to do things politely.

Excuse me. Please May I ...? Can You ...?

For example:

A: Excuse me. May I come in?

B: Yes, please come in.

A: Excuse me, Deng. Please open the window.

B: Yes, Teacher.

A: Thank you, Deng.

A: Machar, please sweep the cattle compound.

B : Yes, father.

A: Thank you, Machar.

A: Excuse me, teacher. May I go out?

B: Yes, please you may.

A: Thank you.

Exercise 4: Now in pairs use these phrases to ask each other politely to do something.

- | | |
|---------------------------|-------------------------|
| 1. Go out. | 2. Close the door. |
| 3. Go to the cattle camp. | 4. Go home now. |
| 5. Drink some milk. | 6. Write your name. |
| 7. Open your book. | 8. Answer the question. |
| 9. Come in. | 10. Go to the market. |
| 11. Come here. | 12. Stand up. |

Exercise 5: Fill in the blanks spaces with correct words.

A : Excuse me. May Ihome?

B : Yes, you may.

A : Thank

A: Lual, open the window.

B: Yes,

A: you.

A: Achol, please.....your name.

B: Yes, teacher.

A:me. May I.....in?

B: Yes, You.....

Exercise 6: Dialogue – Learn this dialogue and say it in pairs.

A: Hello, Atong.

B: Hello, Malual.

A: Where are going?

B: I' m going to the cattle camp school.

A: Are you studying English today?

B: Yes, we' re studying English and Mathematics today.

A : May I go with you?

B: Yes. Let' s go.

Exercise 7: Rewrite these sentences in the present continuous tense.

1. Go home.	I' m going home.
2. Open the door.	.....
3. Run to the cattle camp.	.....
4. Close the window.	.....
5. Sweep the cattle camp compound	.....
6. Plant the groundnuts.	.....
7. Milk those cows.	.....
8. Read your book	.....

ACTIVITY 2: THE PARTS OF SPEECH

A NOUN and a VERB:

A **noun** is a name of anything.

A **verb** shows an action or state of being.

Example:

Nouns		Verbs	
Book	Pen	Go	Cook
School	Cattle	Milk	Eat
Camp	Crop	Have	Is

Animal	Water		Come	Leave
Cow	Bull	Dog	Write	Read
			Open	

Exercise 1: Say and write down ten nouns and ten verbs that you know in English:

Nouns:.....
Verbs:.....

Exercise 2: Find out Nouns and Verbs in these sentences.

1. I am going to school.
2. Achol is boiling some milk for breakfast.
3. She is a school girl.
4. I am studying English now.
5. Please open the window.
6. Mading is writing a letter home.
7. May I come in?
8. Our teacher' s name is Rebecca.

ACTIVITY 3: ASKING FOR THINGS

Use this vocabulary when you are asking someone to give you something. Practice these dialogues. Say "here" or "here it is" when you are handing something to someone. E.g.

May I use your pen, please?

Please give me, your pen.

May I borrow your spear?

Can you bring me your book?

May I have it today?

Can we sit here?

Yes, you can.

DIALOGUE:

Part (1)

A: Excuse me, teacher. May I have an exercise book?

B: Yes, You may.

A: Thank you.

A: May I borrow your pen?

B: Yes, here.

A: Thank you.

A: Excuse me> May I use your rubber?

B: Yes.

A: Thank you.

A: Please give me some milk.

B: Here it is.

A: Thank you.

A: Can you bring me piece of chalk?

B: Yes. Here it is.

A: Thank you.

Part (11)

A: Excuse me, Adut. Do you have a ruler?

B: Yes, I do.

A: May I borrow it?

B: I'm sorry. I'm using it. I think Deng has one.

A: Deng, May I use your ruler?

B: Yes. Here it is.

A: Thank you.

Exercise 1: Write a dialogue using the following phrases. Then ask your partner to pass or give what you are asking for.

1. Borrow your pencil.
2. Use your pen.
3. Dig your garden.
4. Milk my cow.
5. Give me some chalk.
6. Bring me some milk.

Exercise 2: Fill in the blanks with words provided in the box.

May borrow give can piece
a pen

1. Please give me aof chalk.
2. May I.....your pencil.
3. Please.....me the duster.
4.you bring me.....
5.I use your pencil.

Exercise 3: Sit in pairs and write a dialogue together, asking to borrow something. Try to write six to ten lines. Having finished it, act it out for the whole class.

ACTIVITY 4: READING

“Cleaning the PLEFS learning space”

New vocabulary

Wash	Happy	Can	Help
Because	Where	Who	Why



Learners are at a pastoral school. The school is at Angangrial Cattle Camp. The learners are in the classroom now. They' re cleaning their PLEFS learning space.

Atem is sweeping the room and Achol is cleaning the blackboard. Atong is cleaning the windows and Garang is washing the desks.

Their teacher Rebecca is very happy with them, because her learners are working very hard. Everybody is busy.

“Atem, please give me the broom. I can help you sweep the room. Sweeping is our work” , Atong shouts. “No, thank you, boys can also clean. I can sweep it myself” , Atem replies.

“Thank you for cleaning the room” , the teacher appreciates.

Questions:

1. Where are the learners?
2. Where is their school?
3. What are they doing?
4. Who is cleaning the room?
5. Who is cleaning the blackboard?
6. Why is the teacher happy?
7. Who wants to help Atem?
8. What does Atem reply?

ACTIVITY 5: LANGUAGE PRACTICE

The Verb **“To be”** must agree with noun or pronoun. They go together to make contraction. E.g.

Singular	Plural
I am = I' m	We are = we' re
You are = you' re	You are =
He is = he' s	you' re
She is = she' s	They are =
It is = it' s	they' re

Exercise:

Now, write the contracted form the words in parentheses.

1.studying English. (I am)
2.cleaning the room. (He is)
3.helping me. (You are)
4.your name? (What is)
5.singing. (She is)
6. this? (What is)
7. a pen. (It is)
8. drinking some milk. (They are)
9. digging in the garden. (We are)
10.going home now. (I am)

ACTIVITY 6: USE OF VERB "TO BE"

Questions in the Present Continuous tense – Put verb “to be” before the subject to make a question in the Present Continuous Tense. E.g.

I'm cleaning the room. → Are you cleaning the room?

She's playing football → Is she playing football?

He's coming in. → Is he coming in?

We're opening the window. → Are we opening the window?

They're helping the teacher. → Are they helping the teacher?

1. He's coming to the cattle camp. A :coming to school?

B : No, they are not.

2. She's reading a book.

A : reading a book?

B : Yes, she is.

3. You're going home.

A : going home?

B : Yes, I am.

4. They're milking cows.

A :milking cows?

B : Yes, they are.

5. We're studying English now.

A :studying English now?

B : No, we are studying maths.

6. She's dancing.

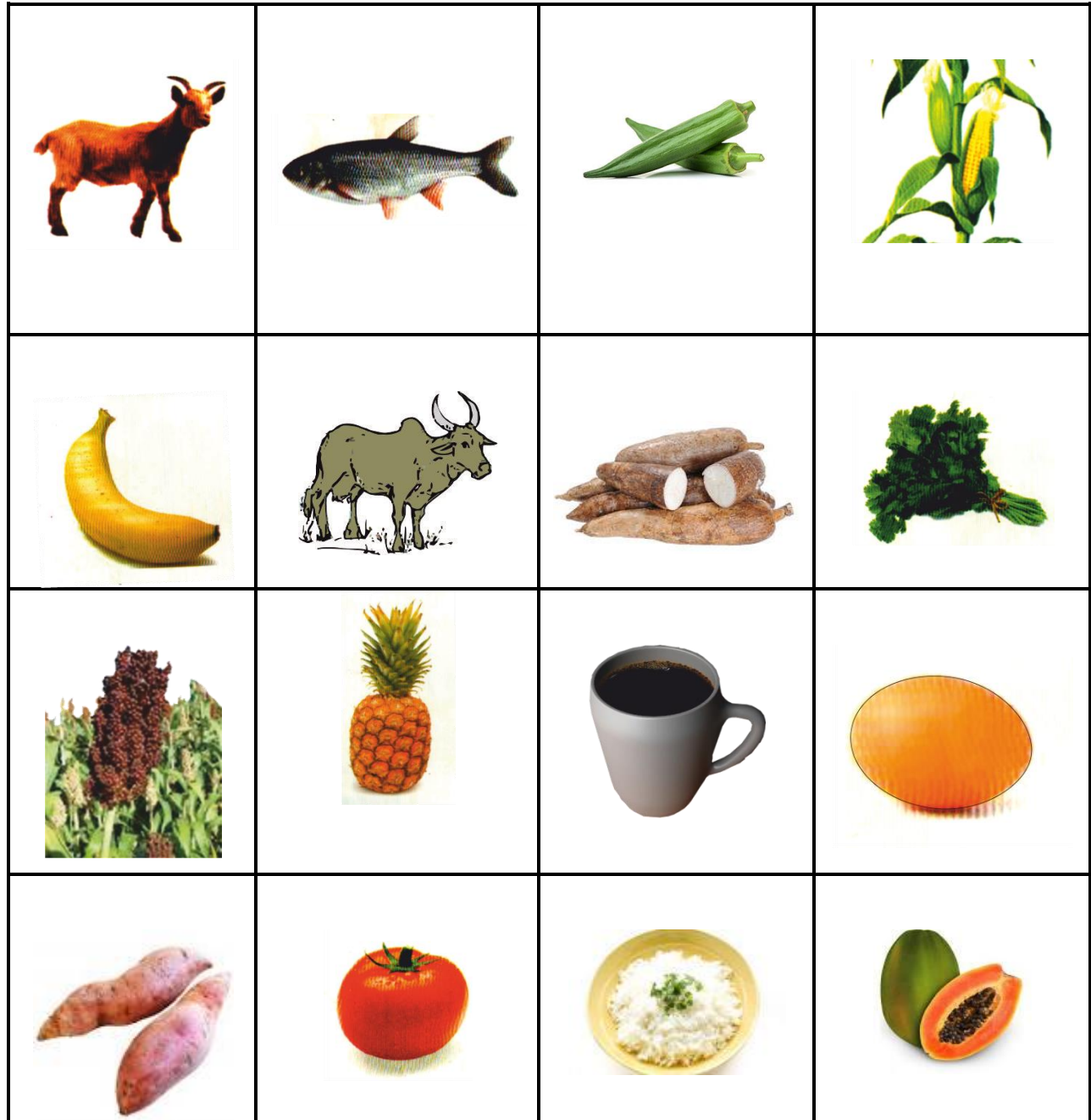
A :dancing?

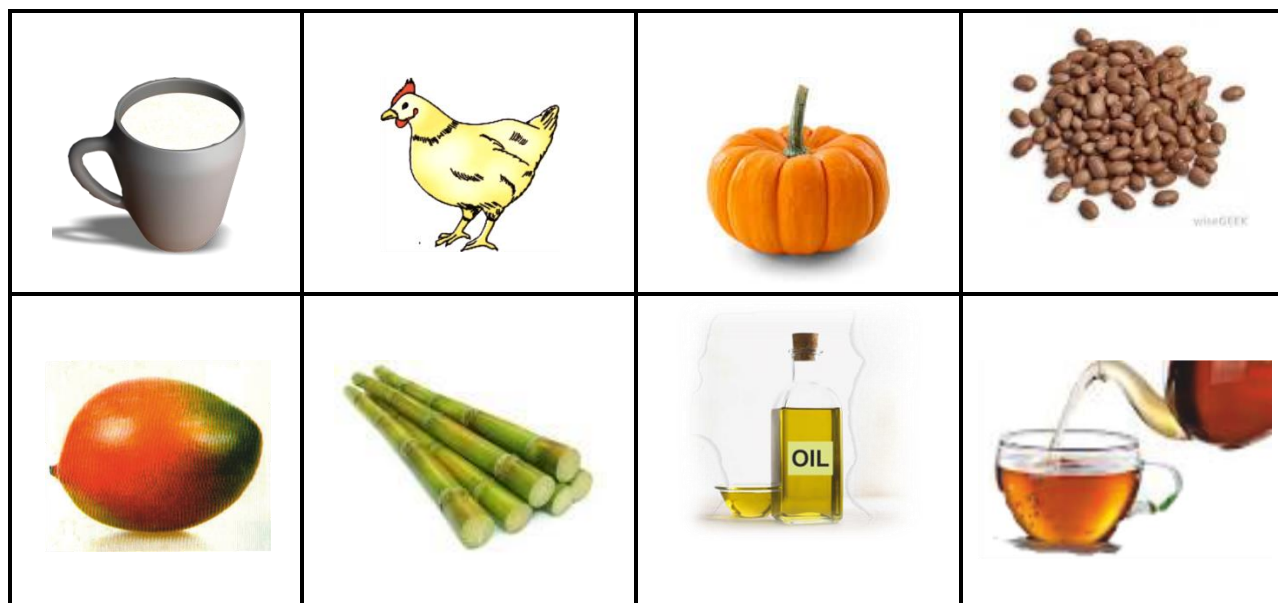
B : Yes, she is dancing.

TOPIC 9: OUR FOOD

ACTIVITY 1: NAMES OF FOOD

Learn the names of different types of food. Look at the pictures and try to match the name of each food item or crop to its picture.





Names of Food:

Goat	Fish	Okra	Maize	Banana
Cow	Cassava	Greens	Sorghum	Pineapple
Coffee	Egg	Sweet Potato	Tomato	Rice
Pawpaw	Milk	Chicken	Pumpkin	Beans
Mango	Sugarcane	Oil	Tea	

ACTIVITY 2: FOOD CATEGORIES

Think about these food categories and then put the names of foods into them according to the kind of food. Remember that meat/protein should include eggs, beans, groundnuts and milk.

Meat/Proteins	Carbohydrates (Simple food)	Vegetables	Fruits
Cow Meat (Beef)	Maize	Okra	Bananas

Exercise: Questions about Food

In pairs ask each other what kind of they like and don' t like. Use these sentences and questions as examples:

A : Do you like cow meat (beef)?

B : Yes, I do / No, I don' t.

A : Do you like Rice or maize more?

B :

A : What kind of fruit do you like the most?

B :

A : What food don' t you like?

B :

A : What food crops do you grow?

B :

A : What foods do you buy from the market?

B :

A : What foods do you sell?

B :

A : Do you have a garden at your cattle camp?

B :

A : What kind of vegetable do you grow at cattle camp?

B :

A : What other crops do you grow?

B :

A : Do you have fruit trees in the camp?

B :

ACTIVITY 3: DIALOGUE: "I AM HUNGRY"

In pairs study this short dialogue and say it:

A : That food smells good, mama. What are you cooking?

B : I am cooking beef soup and rice. Do you like beef soup?

A : Oh, yes, I like beef soup. Can I take some now, mama?

B : Yes, please. Are you Hungry?

A : Would you like to eat?

B : Yes, I would like to eat. Thank you.

A : Ok. It will be ready soon.

ACTIVITY 4: GROWING CROPS AND RAISING ANIMALS

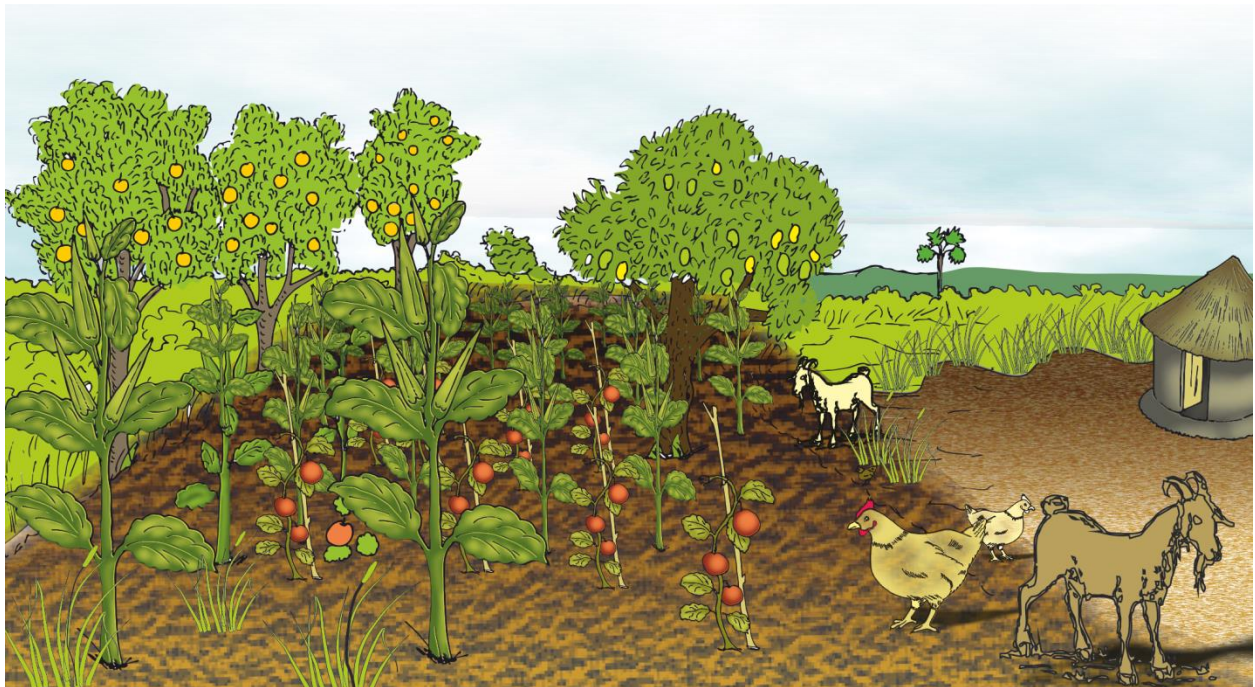
In pairs answer these questions. One reads and another answers.

1. Do you have garden at home?
2. What kind of vegetables do you grow?
3. What other crops do you grow?
4. Do you have fruit trees?
5. How many?

6. What kind of fruit tree you have?
7. What animals do you raise?
8. How many of each do you have?
9. Do you grow and produce enough food for your family or do you have to buy some?
10. What other kinds of food do you get? Do you fish and hunt?

ACTIVITY 4: PROCESSES OF COOKING; PROCESSING AND PRESERVING FOOD

Exercise 1: Gardening



My family has a garden. We grow okra, tomato, and greens. We also have fruit trees. We have five mango trees, ten orange trees. We raise chickens, duck and goats. We have a lot of chickens but only fifty goats.

I buy some food but I do not buy food every day. Sometimes I catch fish for family to eat.

Exercise 2: We Cooked Dinner



Yesterday I helped my sister cook dinner. We went to the market together and bought some tomatoes and oil.

At home we had vegetables, a chicken, and some rice.

We cooked the food in our small “Tukul” used as kitchen. We made chicken, vegetable and rice. We had dinner at 6 o’ clock.

We ate the food and then we drank some milk tea.

Questions:

1. Who did she help?
2. What did they do?
3. Who did she go to the market with?
4. What did they buy?
5. What did they have at home?
6. What did they make for dinner?
7. What time did they have dinner?
8. What did they drink after dinner?
9. How do you process food items like fruit, milk and honey?
10. How do you preserve food?

Exercise 3:

In the same pairs, construct eight comprehension questions for text in exercise (1).

ACTIVITY 5: LANGUAGE USE – “Like/like to”

“Like” is used with both things (nouns) and actions (verbs). With verbs you put “to” with the verb or add “-ing” to the verb. For example:

Noun: I like fish.

I don't like coffee.

Verb: I like to play football.

I like playing football.

I don't like to swim.

I don't like swimming.

Exercise 1: Now, in pairs say whether you like or don't like the things stated in the box below.

1. Banana
2. To dig in the garden/digging in the garden
3. To study English/studying English
4. Fruit
5. Vegetables
6. To swim/swimming
7. To milk/milking
8. Mangoes
9. Rice
10. to grow/growing

B : She cooked at one o'clock.

3. He had many bulls and cows.

A : Did

B : Yes, he had.

A : Where

B : At the cattle camp.

4. We didn't study English last week. A : Did

B : No, we didn't.

A : Why.....?

B : Because

5. My sister helped me yesterday.

A : Did

B : Yes, she did.

A : When did she help you?

B : She

Exercise 4: Oral and written practice

In pairs say and write sentences following the example given, whether you did an action or you didn't do. If you did the action say and write an affirmative sentence. If you didn't do the actions write a negative sentence. After that present all what you have written to the whole class to assess? E.g.

I drank milk for breakfast.

I didn't drink milk for breakfast.

TOPIC 10: OUR ANIMALS

ACTIVITY 1: DESCRIPTION OF DOMESTIC ANIMALS

Domestic animals are those which are raised in the homes or cattle camps. Learn the names of these animals. Then you and your partner



discuss and answer the questions below.

Questions:

1. Which animals do you have at home?
2. How many do you have?
3. Which of these animals give milk?
4. Which animals produce eggs?
5. Which animals do work?
6. Which animals are big?
7. Which animals are small?
8. Which animals are dangerous?
9. Which animals can fly?
10. Which animals so friendly

ACTIVITY 2: TALKING ABOUT DOMESTIC ANIMALS

In pairs do this discussion through question and answer method.

Exercise 1:

A : What animal is this?

B : It is a goat.

A : How

B : It has four legs.

A : What does it eat?

B : It

A : Do people eat goat meat?

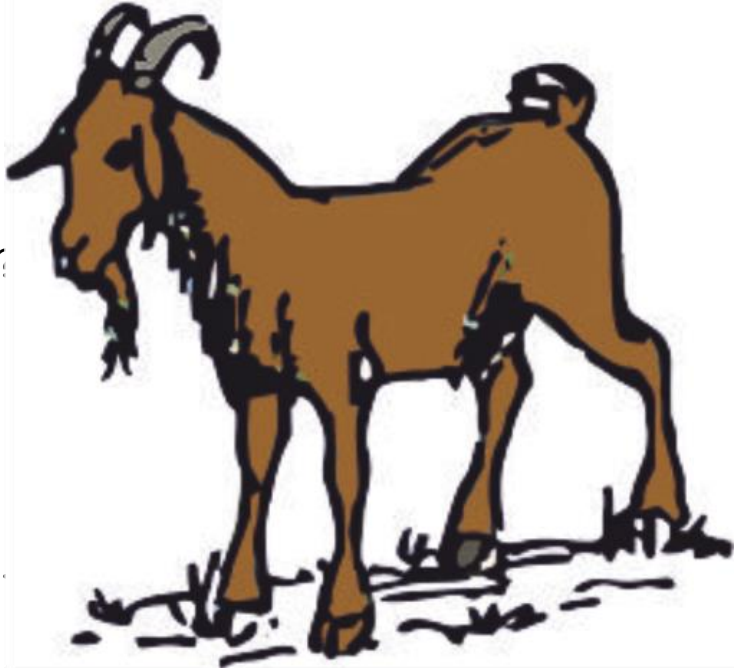
B :

A : Do you raise goats?

B :

A : How

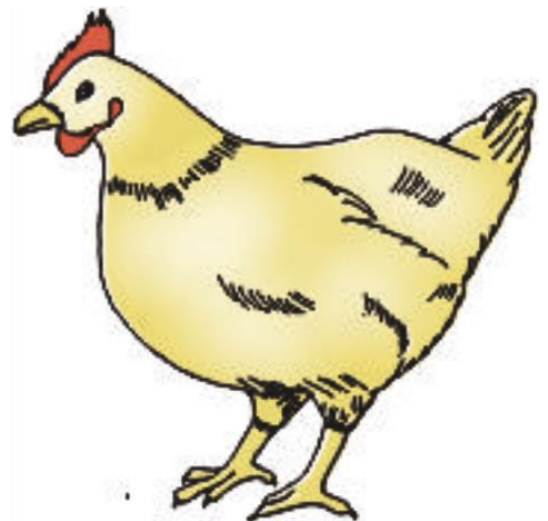
B : I have twenty-five goats.



Exercise 2:

A : What animal is this?

B : It' s



A : How many legs does it have?

B :

A : What does it eat?

B :

A : What does it produce?

B :

A : Do people eat chickens?

B :

A : Does your family raise chickens?

B :















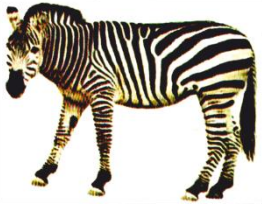

A : How many chickens do you have?

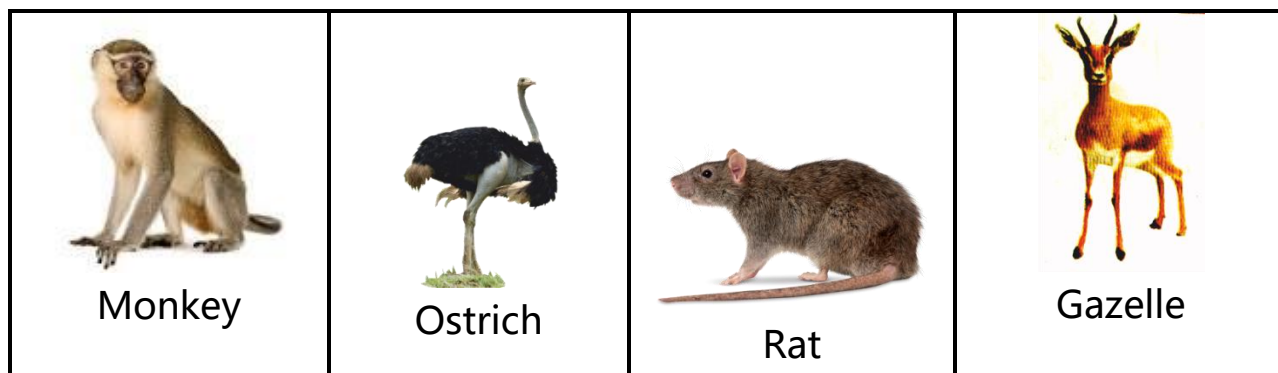
B :

ACTIVITY 3: DESCRIPTION OF WILD ANIMALS

These are animals which live in the forest.

Learn the names of these animals.

 <p>Antelope</p>	 <p>Baboon</p>	 <p>Buffalo</p>	 <p>Crocodile</p>
 <p>Elephant</p>	 <p>Giraffe</p>	 <p>Hare</p>	 <p>Hippopotamus</p>
 <p>Leopard</p>	 <p>Lion</p>	 <p>Lizard</p>	 <p>Hyena</p>
 <p>Snake</p>	 <p>Tortoise</p>	 <p>Zebra</p>	 <p>Rhino</p>



Exercise 1:

Write about a wild animal that you know. Read example below and then choose a wild animal you like to describe. Study these questions to give ideas for your writing.

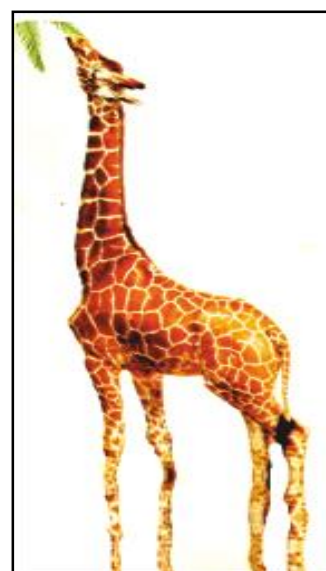
Which wild animal do you like the most?

Why do you like it?

Tell me some things about the animal you like the most.

For example: **“GIRAFFES”**

I like giraffes the most. I think they are very beautiful animals. Giraffes have long necks and legs. They are yellow with brown spots. Giraffes walk slowly and gracefully. They can eat leaves high in the trees. It is difficult for them to drink water. They have to spread their legs far apart and put their long necks down to drink water. Sometimes lions catch and eat giraffes. Etc.



Now write yours:

.....

.....

.....

Exercise 2: Folk Tale

Read or listen as your teacher reads this folk tale to you in the class.
When finished your teacher will ask you questions.

“Famine in Lion’s Village”

One day there was a famine in lion’s village, which was called Pagor. It is located at the eastern bank of the Nile River. Mr. Lion is the chief of the village. He called for a meeting with the villagers. During the meeting he passed an order that Mr. Snake, the hyena, leopard and Mr. Hare should go hunting for food and bring it to him.



When other animals heard this, they left the village. They were afraid that some of them would be chosen to go hunting too. That was because all the animals were getting weaker and weaker. However, Mr. Snake, the Hyena, Leopard and Mr. Hare went hunting in the forest and never return to their chief or to their village again.

Questions:

1. What problem was there in Lion' s village?
2. Where was the village located?
3. Why did the lion call for the meeting?
4. Which animals were chosen to go hunting?
5. Did they obey the order?
6. Why do you think the other animals left the village?
7. What do think the chief did?
8. What happened to the chosen four animals?

ACTIVITY 4: ROLE PLAY

Acting out the Folk Tale “Famine I Lion’ s Village”

Take parts of the animals in the folk tale and act out the story using English. Your teacher will help you to plan what to say in English. Learners should be the following:

- a) **Lion** – who calls the meeting and explains that some animals have to go hunting, because everyone in the village is hungry.
- b) **Snake/Hyena/Leopard/Hare** –Who listen to the lion and go hunting, but the lion comes and eats them.
- c) **Other Animals** – Who are very hungry? They listen to the lion but run away instead of going hunting.

ACTIVITY 5: LANGUAGE USE

Comparative Forms of Adjectives – When we compare two things, we add “-er” to the adjective. For long adjectives, we use “more” . For adjectives as “good” we just change the form or spelling. The word “than” is often used with comparative adjectives. E.g. My house is bigger than his.

Describing one Thing	Comparing Two Things
Big	Bigger
Small	Smaller
Old	Older
Young	Younger
Short	Shorter
Tall	Taller

Fast	Faster
Slow	Slower
Cheap	Cheaper
Beautiful	More beautiful
Expensive	More expensive
Dangerous	More dangerous
Delicious	More delicious
Good	Better
little	less

Exercise 1; Write the correct words in the blank spaces

1. A hippopotamus is big but an elephant is.....
2. An ostrich is tall but a giraffe is.....
3. A zebra is fast but an antelope is.....
4. A hare is small but a rat is.....
5. A snake is dangerous but a lion is.....
6. I' m tall but Aler is.....
7. Ahol runs fast but Awut runs.....
8. Fish is delicious but chicken is.....
9. Ajak is a good learner but Malok is.....
10. Rice is cheap but maize is.....

Exercise 2: Complete these sentences with the correct forms of the additives in the brackets using names of people in your cattle camp.

1. I am.....than my.....(old)
2.is.....than(tall)
3. Their school is.....than ours. (beautiful)
4. An antelope is.....than a zebra. (fast)
5. A lion is.....than a snake. (dangerous)
6. A tortoise is.....than a hare. (slow)
7. Rice is.....in the market than maize. (cheap)
8. Chickens are.....than beef. (delicious)
9. Which animal is.....than tortoise? (slow)
10. An aeroplane is.....than a Bus. (quick)