

Accelerated Learning Program

ENGLISH LANGUAGE COURSE FOR ADULTS



Book 1

**Ministry of Education, Science, and Technology
Southern Sudan**

ACCELERATED LEARNING PROGRAM

**ENGLISH LANGUAGE
COURSE
FOR ADULTS**

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**Ministry of Education, Science, and Technology
Southern Sudan**



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SUDAN BASIC EDUCATION PROGRAM

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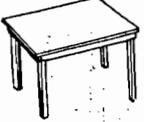


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UNIT 1

The Alphabet

A a  axe	B b  ball	C c  cat	D d  dog
E e  egg	F f  finger	G g  goat	H h  hand
I i  ink	J j  jug	K k  key	L l  lion
M m  man	N n  nose	O o  okra	P p  pen
Q q  queen	R r  Rat	S s  sun	T t  table
U u  umbrella	V v  vest	W w  window	X x  x-ray
Y y  yam	Z z  zebra		

Small letters - There are two kinds of letters in English: capital and small. We use capital letters to begin sentences and at the beginning of names. At other times we use small letters. Write each group of letters three or four times.

a b c

a b c

d e f

d e f

g h i

g h i

j k l

j k l

m n o

m n o

p q r

p q r

s t

s t

u v w

u v w

x y z

x y z

a b c d e f g h i j k l m n o p q r s t u v w x y z

Write in the missing letters. Say the names of the letters while you write.

a b _ _ d e	f g _ _ i j	k l _ _ n _ _
p q _ _ s _ _	u v _ _ x y _ _	a _ _ c _ _ e _ _ g
h _ _ j k l _ _ _	o _ _ q _ _ s _ _	u _ _ w _ _ _ z

a _ _ c _ _ e f _ _ h _ _ j k _ _ m n _ _ p q _ _ s _ _ u _ _ w _ _ _ z

NOTE: The small letter "A" is written in two ways.
This is how you should write it:

a

This is how it looks in books:

a

Capital letters - Use capital letters at the beginning of sentences and names. Write each group of letters three or four times.

A B C D E

F G H I J K

LMNOP

QRSTU

VWXYZ

Capital and small letters - Connect these capital and small letters. Find the letters on the alphabet chart and say their names.

C	o	J	v
K	t	L	m
O	s	M	l
P	c	N	j
S	p	Q	w
T	x	R	n
X	k	V	r
		W	q
A	i	B	h
E	o	D	y
I	a	F	d
O	u	G	z
U	e	H	f
		Y	b
		Z	g

These 5 letters are called "vowels".

Write the missing letters:

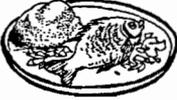
AB ___ E ___ GH ___ J ___ L ___ N ___ PQ ___ S ___ U ___ WXY ___

UNIT 2

Letter Sounds and Reading

Here we will learn the sounds of some of the letters in English. Learn the sound of the first letter of each word, and try to read and write the words.

Set 1:

<p>B b Learn the sound of the letter "b".</p> <p>book boy</p>  	<p>D d Learn the sound of the letter "d".</p> <p>dog duck</p>  
<p>F f Learn the sound of the letter "f".</p> <p>fan food</p>  	<p>G g Learn the sound of the letter "g".</p> <p>girl goat</p>  

Write the first letter of each word. Try to read each word from the sounds and letters.



__og



__ook



__an



__oat



__irl



__oy



__uck



__ood

Write each word three or four times.

book

boy

dog

duck

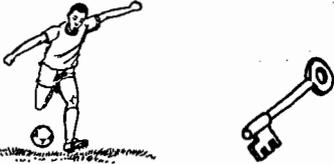
fan

food

girl

goat

Set 2:

<p>H h <i>Learn the sound of the letter "h".</i></p> <p>hat hand</p> 	<p>J j <i>Learn the sound of the letter "j".</i></p> <p>jam jug</p> 
<p>K k <i>Learn the sound of the letter "k".</i></p> <p>kick key</p> 	<p>C c <i>The letter "c" can also have a "k" sound.</i></p> <p>cat cow</p> 

Write the first letter of each word. Try to read each word from the sounds and letters.



__am



__ey



__at



__at



__ug



__ow



__ick



__and

Write each word three or four times.

hat

hand

jam

jug

kick

key

cat

cow

Set 3:

<p>L l <i>Learn the sound of the letter "l".</i></p> <p>lion leg</p>  	<p>M m <i>Learn the sound of the letter "m".</i></p> <p>man moon</p>  
<p>N n <i>Learn the sound of the letter "n".</i></p> <p>nine nest</p> <p>9</p> 	<p>P p <i>Learn the sound of the letter "p".</i></p> <p>pen pot</p>  

Write the first letter of each word. Try to read each word from the sounds and letters.

 __eg	 __oon	 __en	 __an
 __ion	 __ot	9 __ine	 __est

Write each word three or four times.

lion

leg

man

moon

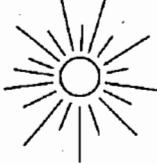
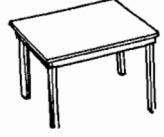
nine

nest

pen

pot

Set 4:

<p>R r Learn the sound of the letter "r".</p> <p>rain run</p>  	<p>S s Learn the sound of the letter "s".</p> <p>sun snake</p>  
<p>C c The letter "c" can also have a "s" sound.</p> <p>cement centimeter</p>  	<p>T t Learn the sound of the letter "t".</p> <p>table tree</p>  

Write the first letter of each word. Try to read each word from the sounds and letters.



__nake



__ree



__un



__ement



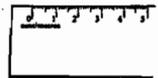
__ain



__able



__un



__entimeter

Write each word three or four times.

rain

run

sun

snake

cement

centimeter

table

tree

Set 5:

<p>V v <i>Learn the sound of the letter "v".</i></p> <p>vest vase</p>  	<p>W w <i>Learn the sound of the letter "w".</i></p> <p>woman water</p>  
<p>Y y <i>Learn the sound of the letter "y".</i></p> <p>yawn yes</p>  <p>Yes !</p>	<p>Z z <i>Learn the sound of the letter "z".</i></p> <p>zebra zipper</p>  

Write the first letter of each word. Try to read each word from the sounds and letters.



__ater



__ebra



__awn



__est



__oman



__ipper



__ase

Yes !

__es

Write each word three or four times.

vest

vase

woman

water

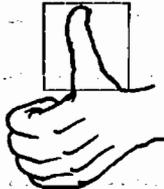
yawn

yes

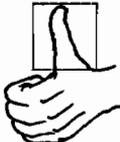
zebra

zipper

Set 6: These sounds are written with two letters put together.

<p>sh <i>Learn the sound of "sh".</i></p> <p>shoe shirt</p>  	<p>ch <i>Learn the sound of "ch".</i></p> <p>church chair</p>  
<p>th <i>Learn the sound of "th".</i></p> <p>thumb three</p>  	<p>ng <i>Learn the sound of "ng" at the end of words.</i></p> <p>sing ring</p>  

Write the first letters of each word. Try to read each word from the sounds and letters.

 <p>___oe</p>	 <p>___air</p>	<p>3</p> <p>___ree</p>	 <p>si___</p>
 <p>___irt</p>	 <p>___urch</p>	 <p>___umb</p>	 <p>ri___</p>

Write each word three or four times.

shoe

shirt

church

chair

thumb

three

sing

ring

Writing words - Write the word under each picture.

lion man snake ring shirt girl boy
 book dog tree food key church jug cow







Vowels - These five letters are used to make the vowel sounds in English words. There are many vowel sounds so the spelling of some words may be difficult. Put the vowel in the word.

a e i o u



h _ t

p _ n

g _ r l

p _ t

s _ n

Two vowels - Sometimes words have two vowels.



v _ s _

3

thr _ _



r _ _ n



sh _ _



m _ _ n



g _ _ t

9

n _ n _



ch _ _ r

Words with two or more syllables - These words have two or more syllables, so they have vowels with each syllable.



z _ br _



w _ m _ n



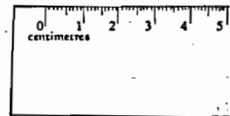
c _ m _ nt



w _ t _ r



z _ pp _ r



c _ nt _ m _ t _ r

Here the words are divided into syllables to make them easier to read.

ze-bra

wo-man

ce-ment

wa-ter

zip-per

cen-ti-me-ter

Common sound combinations - Try to read these words. Your teacher will tell you the meaning.

-at	-it	-in	-un	-en
cat	sit	bin	bun	pen
rat	hit	fin	fun	men
hat	fit	pin	gun	hen
bat	bit	sin	nun	ten
fat	pit	tin	run	
mat	wit	win		

-ot	-an	-and	-ar
hot	can	hand	car
lot	fan	land	bar
not	pan	hand	far
pot	man	band	jar
cot			tar
			(war)

Read these vowel sounds:

-ee / -e	-o	-oo/-ou	-i/-ie/-y	-ay	-oat
see	no	too	hi	say	boat
bee	go	zoo	lie	day	coat
me	so	you	tie	may	goat
he			my	bay	float
she	(do, to)		by	lay	
				pay	
				way	

UNIT 3

Numbers

One to ten - *First learn the numbers from one to ten.*

1 one	2 two	3 three	4 four	5 five
6 six	7 seven	8 eight	9 nine	10 ten

How many? - *Write the number as a word.*

 _____	 _____	 _____	 _____	 _____
 _____	 _____	 _____	 _____	 _____

Eleven to twenty - *Next learn the numbers from eleven to twenty.*

11 eleven	12 twelve	13 thirteen	14 fourteen	15 fifteen
16 sixteen	17 seventeen	18 eighteen	19 nineteen	20 twenty

Write the number as a word and say each number. Can you count from one to twenty?

15 _____

12 _____

20 _____

11 _____
 18 _____
 16 _____
 14 _____
 19 _____
 17 _____
 13 _____

Tens up to one hundred - *Learn to say, read, and write the numbers by tens. Try to count from ten to one hundred by tens.*

10 ten	20 twenty	30 thirty	40 forty	50 fifty
60 sixty	70 seventy	80 eighty	90 ninety	100 one hundred

50 _____
 20 _____
 100 _____
 10 _____
 80 _____
 60 _____
 40 _____
 90 _____
 70 _____
 30 _____

Add unit numbers as in these examples. Include a hyphen

85 eighty-five

44 forty-four

75 _____

61 _____
38 _____
97 _____
25 _____
56 _____

Up to one thousand - *Here are the hundreds up to one thousand. Can you count by hundreds?*

100 one hundred	200 two hundred	300 three hundred	400 four hundred	500 five hundred
600 six hundred	700 seven hundred	800 eight hundred	900 nine hundred	1000 one thousand

Add hundreds, tens, and units as in these examples.

250 = two hundred and fifty

375 = three hundred and seventy-five

1,500 = one thousand five hundred

8,400 = eight thousand four hundred

350 _____

945 _____

555 _____

1,600 _____

7,300 _____

2,200 _____

4,000 _____

6,100 _____

LANGUAGE WORK

Singular and plural - add "s" for more than one thing. This is called "plural".

singular (1)	plural (2, 3, 4...)
boy	boys
girl	girls
cat	cats
dog	dogs



one book



three books

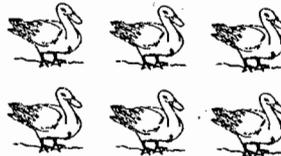








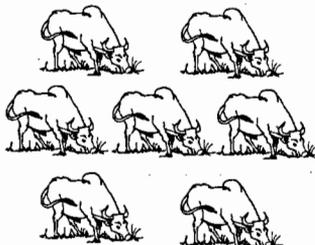












ASSESSMENT ACTIVITIES

Activity 1: Write the word and the number



three

3











Activity 2: Write the number for each word.

- | | | |
|-----|--------------|-----------|
| 1. | ten | <u>10</u> |
| 2. | nine | _____ |
| 3. | eight | _____ |
| 4. | seven | _____ |
| 5. | Eleven | _____ |
| 6. | fourteen | _____ |
| 7. | sixteen | _____ |
| 8. | nineteen | _____ |
| 9. | eighteen | _____ |
| 10. | twenty-one | _____ |
| 11. | thirty-three | _____ |
| 12. | fifty | _____ |

UNIT 4

Greetings

1. Basic greetings - Say "hello" to greet someone. Practice this dialogue:

A: Hello.

B: Hello.

A: How are you?

B: I'm fine. How are you?

A: I'm fine. Thank you.



2. Other greetings - You can also use these greetings at different times of the day.

New Vocabulary

good morning afternoon evening night
class teacher mother father son daughter

A: Good morning, class.

B: Good morning, teacher.

A: Good afternoon, class.

B: Good afternoon, teacher.

A: Good evening, Mondri.

B: Good evening, Alek.

A: Good night, my son.

B: Good night, mother.

A: Good night, my daughter.

B: Good night, father.

Copy each sentence.

Hello.

How are you?

I am fine.

I'm fine.

Thank you.

Good morning.

Good afternoon.

Good evening.

Good night.

3. What's your name? - Tell each other your names using this dialogue.

A: What's your name?

B: My name is Peter. What's your name?

A: My name is Mary.

What is your name?

My name is

What is What's

What's your name?

My name is

4. Pronouns and “to be” - Following are the pronouns in English. Use them to refer to people, animals, and things.

singular pronouns	plural pronouns
I you he she it	we you (two or more) they

Use “to be” with adjectives like “fine”. “To be” changes for each pronoun.

	with “to be”	short form	example
singular pronouns			
I	I am	I'm	I'm fine.
You	You are	You're	You're fine.
He	He is	He's	He's fine.
She	She is	She's	She's fine.
It	It is	It's	It's fine.
plural pronouns			
We	We are	We're	We're fine.
You (all)	You are	You're	You're fine.
They	They are	They're	They're fine.

Read these questions and responses for each pronoun.

A: How are you?

B: I'm fine.

A: How is your mother?

B: She's fine.

A: How is your father?

B: He's fine.

A: How are you? (many people)

B: We're fine.

A: How are your sons and daughters?

B: They're fine.

5. Exercise - Fill in the blanks:

A: How _____ you?

B: I _____ fine.

A: How _____ your mother?

B: _____ fine.

A: How _____ your father?

B: _____ fine.

A: How _____ your teacher?

B: _____ fine.

A: How _____ your daughter?

B: _____ fine.

A: How _____ your sons?

B: _____ fine.

ASSESSMENT ACTIVITIES

Activity 1: *Put one word in each blank.*

fine my you name

1. How are _____?

2. I'm _____.

3. What's your _____?

4. _____ name is Mary.

Oral Assessment: *Answer these questions.*

1. What's your name?

2. How are you?

3. How is your father?

4. How is your mother?

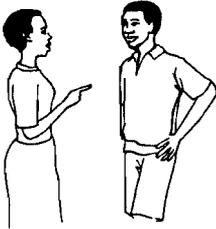
UNIT 5

Personal Information

1. His name/Her name - *Following are the possessives for each subject pronoun:*

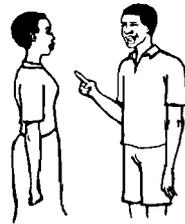
subject	possessive	example
I	my	My name is
you	your	Your name is
she	her	Her name is
he	his	His name is
it	its	Its name is (for an animal)
we	our	Our names are...
they	their	Their names are...

Go around the class and say the name of each learner. Use these questions:



A: What's his name?

B: His name is _____



A: What's her name?

B: Her name is _____

2. I don't know - *If you don't know the answer to a question say "I don't know".*



3. Personal information - Ask and answer these questions. Sit in pairs and ask your partner the questions.

A: What's your name?

B: My name is Kiden.

A: Where are you from?

B: I'm from Bor.

A: How old are you?

B: I'm 28 years old.

A: What's your teacher's name?

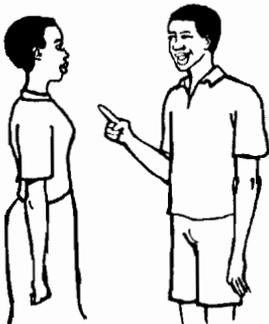
B: Her name is Elizabeth.

His name is Lado.



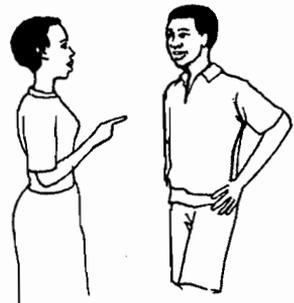
4. Writing - Write three or four sentences about yourself.

5. Talking about another learner - Point to another learner and give information about him or her. Following are examples.



His name is Kuku. He's from Nuba.
He's 22 years old.

Her name is Akur. She's from Rumbek.
She's 30 years old.



6. Writing - Read the questions and write answers about another learner in your class. When you're finished ask and answer the questions in pairs.

Write about a woman or a girl:

What's her name?

Where is she from?

How old is she?

What's her teacher's name?

Write about a man or a boy:

What's his name?

Where is he from?

How old is he?

What's his teacher's name?

7. Dialogue: Meeting someone - *Learn this dialogue and say it in pairs.*

New Vocabulary

happy

meet

Goodbye



A: Good morning. How are you?

B: I'm fine. How are you?

A: I'm fine. What's your name?

B: My name is _____.

A: I'm happy to meet you. My name is _____.

B: I'm happy to meet you.

A: Goodbye.

B: Goodbye.

LANGUAGE WORK

1. Punctuation - *Put the correct punctuation in these sentences.*

capital letter - Use at the beginning of the sentence and with names of people and places.

fullstop - Put at the end of the sentence.

question mark (?) - Put at the end of a question.

1. my name is santino
2. what's your name
3. her name is ninwa
4. where is he from
5. he's from juba

2. Double letters *Fill in the missing letters:*

1. ha ___ y
2. g ___ d
3. m ___ t
4. he ___ o
5. g ___ dbye
6. aftern ___ n

ASSESSMENT ACTIVITIES

Activity 1: *Match the question and answer.*

- | | |
|--------------------------------|------------------------|
| 1. How are you? | a. I'm from Yambio. |
| 2. What's your name? | b. Her name is Mary. |
| 3. Where are you from? | c. I'm fine. |
| 4. How old are you? | d. My name is Matthew. |
| 5. What's your teacher's name? | e. I'm 19. |

Activity 2: *What's the correct response?*

1. How old are you?
 - a. I'm fine.
 - b. I'm 20 years old.
 - c. Goodbye.

2. What's her name?
 - a. My name is John.
 - b. His name is Peter.
 - c. Her name is Mary.

3. Where is he from?
 - a. I'm from Juba.
 - b. He's from Akobo.
 - c. She's from Yei.

Activity 3: Fill in the missing words.

I'm happy name night you what's meet

1. _____ your name?
2. My _____ is John.
3. How are _____?
4. _____ fine.
5. I'm _____ to _____ you.
6. Good _____ mother.

Activity 4: Write the correct form of "to be" in the blank.

am is are

1. How _____ you?
2. I _____ fine.
3. How _____ your mother?
4. She _____ fine.
5. What _____ your teacher's name?
6. Her name _____ Monica.
7. Where _____ he from?
8. He _____ from Yambio.
9. How _____ your daughters?
10. They _____ fine.

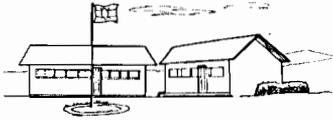
Activity 5: Fill in the chart:

To Be	
singular	plural
I _____	We _____
You _____	You _____
He _____	They _____
She _____	
It _____	

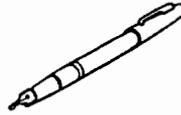
UNIT 6

Our Classroom

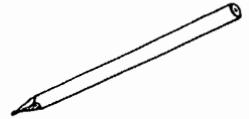
1. Objects in the classroom - Learn the names of these objects, then point to a picture or an object and ask your friend what it is.



What's this?
It's a school.



What's this?
It's a pen.



What's this?
It's a pencil.



What's this?
It's a book.



What's this?
It's an exercise book.



What's this?
It's a school bag.



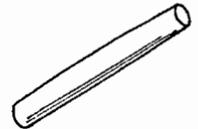
What's this?
It's a chair.



What is this?
It's a table.



What's this?
It's a blackboard.



What's this?
It's a piece of chalk.



What's this?
It's a duster.



What's this?
It's a ruler.



What's this?
It's a desk.

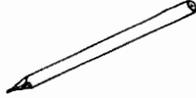


What's this?
It's a rubber.

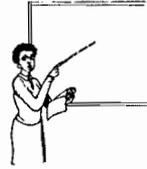
2. A/an - Put "an" before words that start with vowels. Write "a" or "an" before these words.



___ egg



___ pencil



___ teacher



___ orange



___ axe



___ ant



___ umbrella



___ tree



___ blackboard



___ chair



___ table



___ exercise book

3. Exercise: Write the answers.

1. What is this?



2. What is this?



3. What's this?



4. Where is...? - Ask where things are and point when you give the answers.

New Vocabulary

Where is...? here there It's here. It's there.

A: Where's your pen?

B: It's here. (point)

A: Where's your exercise book?

B: It's here.

A: Where's the blackboard?

B: It's there. (point)

A: Where's your chair?

B: It's here.

5. Exercise: Complete the sentences.

A: Where's the _____ ?

B: It's _____ .



A: Where's _____ ?

B: _____ .



A: _____ your _____ ?

B: _____ .



A: _____ ?

B: _____ .



A: Where's your teacher?

B: _____ .



6. Prepositions - Write a preposition in the blank.

in on under

1. The book is _____ the table.
2. My bag is _____ my desk.
3. My pen is _____ my bag.
4. My pen is _____ my desk.
5. My ruler is _____ my school bag.

7. Exercise: Answer these questions using prepositions.

1. Where's your English book?

2. Where's your school bag?

8. I have -

I have a pen.



I have two pencils.



Complete these sentences.

I have _____



I have _____



I have _____



I have _____



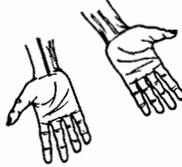
9. To have: Learn the negative form of "to have".

affirmative	I have a pen.
negative (with "not")	I do not have a pen.
short form of negative	I don't have a pen.

I have a pen.



I don't have a pen.



Write sentences about yourself. Write what is true about yourself. Read the example.

rubber: I have a rubber.

I don't have a rubber.

rubber: _____

pencil: _____

ruler: _____

English book: _____

school bag: _____

10. Speaking activity - Each learner tells the class what he/she has as in this example:



I have a pen.

I have a book.

I have a school bag.

I don't have a rubber.

11. Do you have? - *Learn to make questions with "to have".*

<i>question</i>	Do you have a pen?:
<i>answer: affirmative</i>	Yes, I do.
<i>answer: negative</i>	No, I don't.

A: Do you have a pen?

B: Yes, I do.



A: Do you have a ruler?

B: No, I don't.



Write the answers, then ask each other these questions in pairs.

1. Do you have a pencil?

2. Do you have a ruler?

3. Do you have a school bag?

4. Do you have a piece of chalk?

5. Do you have pen?

6. Do you have _____?

OTHER OBJECTS



dictionary



map



light



lamp



computer



radio



television / TV

Answer the questions.

1. What is this?



2. What is this?



3. What is this?



4. Do you have a radio?

5. Do you have a lamp?

12. Things we have -

New Vocabulary

class

classroom

there is

there are

learner



I have a pen in my school bag.

I don't have a ruler in my school bag.

There is a blackboard in our classroom.

There are six desks in our classroom.

We have ten chairs in our classroom.

We don't have a dictionary in our classroom.

There is a duster in our classroom.

There is an exercise book on my desk.

There are 20 learners in our class.

There are seven teachers in our school.

13. Writing - Fill in the words. Write about your own school.

1. There are _____ desks in our classroom.

2. We have _____ learners in our class.

3. There are _____ teachers in our school.

4. There are _____ classrooms in our school.

5. There are _____ learners in our school.

READING
Our School

New Vocabulary

study

good

but

or



My name is James. This is my school.
I study here. I study English.

My teacher's name is Rebecca. She's
a good teacher.



There is a map in our classroom but
we don't have a dictionary.

I have a pen and an English book. I
don't have a pencil or a ruler.

I have a radio and a lamp at home.

Questions:

1. What's his name?

2. What's his teacher's name?

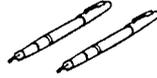
3. Do they have a map in their classroom?

4. Do they have a dictionary?

ASSESSMENT ACTIVITIES

Activity 1: *Fill in the blanks.*

1. I have _____ pens.



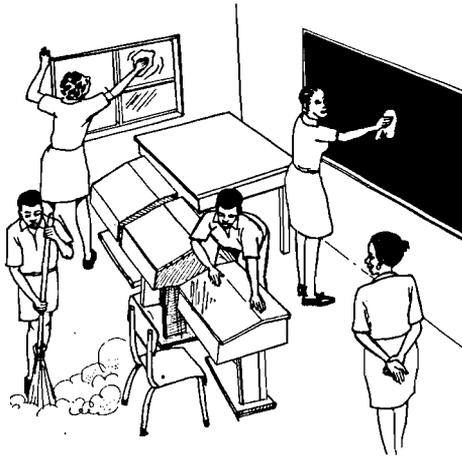
2. We _____ one _____



3. I _____ goats.



4. _____



Activity 2: *Look at the picture and fill in the blanks.*

1. There are _____ learners in the classroom.

2. There _____ blackboard in the classroom.

3. There _____ desks _____.

4. _____ teacher _____.

5. _____ girls _____.

Activity 3: *Fill in the blanks with these words.*

am is are have

1. There _____ five teachers in our school.
2. My teacher's name _____ Charles.
3. There _____ 100 learners in our school.
4. We _____ English books.
5. We don't _____ Math books.
6. There _____ a blackboard in our classroom.
7. I _____ happy at school.
8. My teacher _____ good.
9. The learners _____ fine.

4. Writing: *Write four sentences about your classroom and your school.*

5. Oral Assessment: *Each learner answers these questions orally.*

1. What's your name?
2. How are you?
3. Where are you from?
4. What's your teacher's name?
5. What's this? (point to an object)
6. Where's your English book?
7. Do you have an exercise book?
8. Do you have a radio?

UNIT 7

Things We Do At School

1. Classroom commands - Give these commands while other learners do the actions.



walk



run



dance



sit down



stand up



sing



clap your hands



clean the blackboard



sweep the compound

2. Dialogues: Can you help me? - Practise these dialogues in pairs and act out the action.

New Vocabulary

can

Can you...?

help me

please

Teacher: James, can you help me?

James: Yes, I can.

Teacher: Please sweep the compound.

James: Yes, teacher.

Teacher: Mary, can you help me?

Mary: Yes, I can.

Teacher: Please clean the blackboard.

Mary: Yes, teacher.

3. Exercise: *Fill in the blanks with words from the dialogues.*

Teacher: James, _____ you _____ me?

James: Yes, I _____.

Teacher: Please _____ the compound.

James: _____ teacher.

Teacher: Mary, can _____ help _____?

Mary: _____, I _____.

Teacher: _____ clean the _____.

Mary: Yes, _____.

4. Can you...? - *Write the answers to the questions as in the examples.*

New Vocabulary					
can	can't (cannot)	read	write	answer the question	
	speak English		a little		

Can you dance? Yes, I can.

Can you sing? No, I can't.

Can you speak English? Yes, a little.

Can you dance? _____

Can you run? _____

Can you sing? _____

Can you read? _____

Can you write? _____

Can you answer the question? _____

Can you speak English? _____

5. I can/I can't - *Read these sentences about Rebecca and Matthew.*



My name is Rebecca.
I'm from Juba.
I can dance but I can't sing.
I can read and write.
I can speak a little English.



My name is Matthew.
I'm from Nuba.
I can speak English.
I can read and write a little.
I can run and sing.
I can't dance.

Write five or six sentences about yourself like Rebecca and Matthew.

6. Other actions - *Learn these phrases, then tell each other to do the actions.*

New Vocabulary

open close come go door window drink home out

Open your book.
Close your book.
Open the door.
Close the door.
Open the window.
Close the window.

Drink some water.
Come here.
Come in.
Go out.
Go home.

READING
The Teacher and the Class

New Vocabulary

page	thank you	very well	very good
answer the question		everyone	

Please come in.

Hello, class.

Hello, teacher.

Please open your English books on page 22.

Mary, please read.

Thank you, Mary. You read very well.

Thank you, teacher.



John, please read question number one.

Very good, John.

Thank you, teacher.

Matthew, can you answer the question?

Very good, Matthew.

Thank you, teacher.

Everyone, please write your names here.

Everyone, please write the answers in your exercise books.

You are a very good class.

Thank you, teacher.

LANGUAGE WORK
PRESENT CONTINUOUS TENSE

Add "ing" to verbs for the present continuous. Put "to be" before the verb.

1. Example:

go	going	I am going home.	I'm going home.
----	-------	------------------	-----------------

Add "ing" to these verbs.

open	opening
drink	_____
go	_____
read	_____
study	_____
walk	_____
sing	_____
clean	_____
sweep	_____
help	_____

If the verb has "e" at the end you should drop it before adding "ing".

close	closing
write	_____
come	_____
dance	_____

With some verbs you double the last letter.

run	running
sit	_____

Read these examples for each pronoun.

pronoun	to be	example	short form
i	am	I am singing.	I'm singing.
you	are	You are dancing.	You're dancing.
he	is	He is helping my teacher.	He's helping my teacher.
she	is	She is writing her name.	She's writing her name.
we	are	We are studying English.	We're studying English.
they	are	They are going home.	They're going home.

2. Exercise: Write sentences with these subjects and verbs. Don't forget to put a fullstop at the end.

I / clean the classroom

I'm cleaning the classroom.

I / go home now

Matthew / study English

Mary / read a book

we / help our teachers

they / dancing

3. Speaking Activity - Say a phrase and two learners ask and answer. Learn the following questions first.

What are you doing?

What is she doing?

What is he doing?

Teacher: Go home.

A: What are you doing?

B: I'm going home.

Teacher: Study English.

A: What is she doing?

B: She's studying English.

Teacher: Write your name.

A: What is he doing?

B: He's writing his name.

Teacher: Speak English.

A: What are you doing?

B: I'm speaking English.

Teacher: Open the door.

A: What is she doing?

B: She's opening the door.

Teacher: Close the door.

A: What is he doing?

B: He's closing the door.

4. Writing: *Look at the pictures and write the answers to these questions.*

1. What are you doing?



2. What is she doing?



3. What is Lasu doing?



4. What are they doing?



5. What are Lotir and Mary doing?



5. Dialogue - *Learn this dialogue and say it in pairs.*

New Vocabulary

today

with you

Let's



A: Hello, Juan.

B: Hello, John.

A: Where are you going?

B: I'm going to school.

A: Are we studying English today?

B: Yes. We're studying English and Math today.

A: May I walk with you?

B: Yes. Let's go.

READING Our Classroom

This is our classroom. Our classroom is big. This is our teacher. Her name is Rebecca. She's a good teacher.

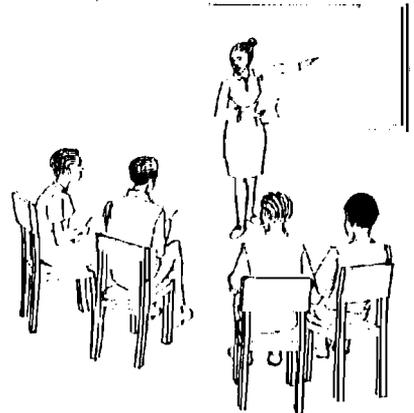
We have a blackboard. The blackboard is big. We have chalk and a duster in our classroom.

"May we come in now?"

"Yes. Please come in."

"Thank you, teacher."

The learners are going into the classroom. They are studying English now.



Fill in the blanks with information from the reading.

1. The teacher's name is _____.

2. Rebecca is a _____ teacher.

3. The learners are studying _____.

4. The classroom is _____.

ASSESSMENT ACTIVITIES

Activity 1: *Fill in each blank with one of the words.*

here compound window blackboard
book me water name

- | | |
|----------------------|-----------------------|
| a. Open the _____. | e. Please help _____. |
| b. Come _____. | f. Sweep the _____. |
| c. Write your _____. | g. Clean the _____. |
| d. Drink some _____. | h. Read your _____. |

Activity 2: *Connect the pictures with the words.*

1. sit down

2. sing

3. clean the blackboard

4. run

5. stand up

6. dance

7. walk

8. sweep the compound

9. clap your hands



Activity 3: *Fill in the blanks in the sentences. Using the words in parentheses. Use the present continuous.*

A: What are you _____? (do)

B: I'm _____. (write the answers)

A: What _____ they _____? (do)

B: They _____. (sweep the compound)

A: What _____ Mary _____? (do)

B: She _____. (read a book)

A: What _____ James _____? (do)

B: _____. (help his father)

A: What _____ John and Rebecca _____? (do)

B: _____. (study English)

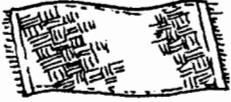
Oral Assessment: *Each learner should answer these questions orally.*

1. Can you speak English?
2. Can you dance?
3. Can you sing?
4. What are you doing?
5. What's she doing? (point to a learner)
6. What's he doing?

UNIT 8

Things We Have At Home

1. Objects at home - Learn the names of objects we keep at home



mat



cup



bucket



dish



bed/mosquito net



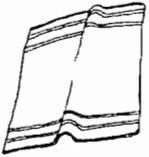
knife



fork



spoon



blanket



clothes



comb



broom

We also have these things at home. Can you remember what they are called in English? Write their names.

















2. Exercise: Answer these questions about things you have at home. Follow this example. Write the answers and ask each other the questions.

A: Do you have a broom?

B: Yes, I do.

No, I don't.

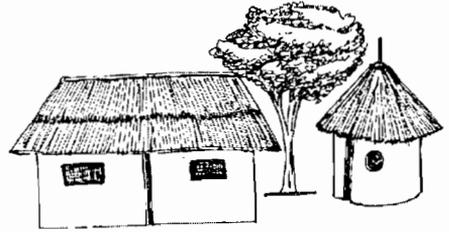
In your house ...

1. Do you have a mat?

2. Do you have an umbrella?

3. Do you have a bucket?

4. Do you have a lamp?



3. How many? - Answer questions with "how many". Write the answers and ask each other.

A: How many cups do you have?

B: I have two cups.



1. How many shirts do you have?

2. How many spoons do you have?

3. How many buckets do you have?

4. How many lamps do you have?

4. Speaking activity - Ask each other the question. Put the names of different things in the blank.



A: How many _____ do you have?

B: I have _____.

5. Third person/many - Use "has" when you're talking about another person (he/she/it).

singular	plural	many
I have a cup.	I have three cups.	I have many cups.
She has a mat.	She has two mats.	She has many mats.
He has an umbrella.	He has four umbrellas.	He has many umbrellas.

6. Exercise - Change these sentences from "I" to "he/she" as in the example.

- I have two pencils. James has two pencils.
- I have an exercise book. Rebecca _____.
- I have many blankets. He _____.
- I have an umbrella. She _____.
- I have a ruler. Our teacher _____.
- I have many goats. My mother _____.
- I have many shirts. My father _____.

Write sentences about yourself and other people in your class using "a/an", "many", or numbers.

- (shirt) I have many shirts.
- (comb) Peter has a comb.

- 3. (pen) _____
- 4. (broom) _____
- 5. (cup) _____
- 6. (blanket) _____
- 7. (pot) _____
- 8. (chair) _____

7. Irregular Plural - *With some words you don't add "s". For the plural you add "es" or change the spelling. Learn these irregular plurals.*

singular	plural
dish	dishes
knife	knives
man	men
woman	women
child	children
person	people

Change these sentences from singular to plural as in the example.

1. I have one dish at home.

(many) I have many dishes at home.

2. Machar has a knife.

(two) _____

3. There is one man in our class.

(nine) _____

4. There is one woman in our class.

(many) _____

5. I have one child.

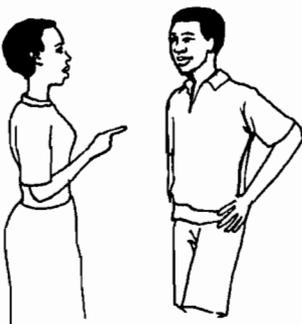
(three) _____

6. There is one person in the room.

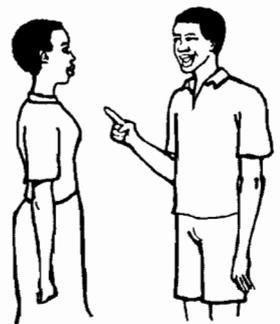
(ten) _____

8. Writing: *Write about the things you have at home. Write five or six sentences.*

9. Speaking: *Learners read what they wrote about things then have at home. Another learner points to the learner and repeats, using "he/she". Here are examples.*



James has a bucket, a lamp, a knife, a mosquito net, two mats and many pots, cups, and spoons.



Elizabeth has a comb, a mat, three pots and many cups and dishes.

ASSESSMENT ACTIVITIES

Activity 1: Write the plural of the words.

one pencil	two pencils
one child	three _____
one shirt	five _____
one dish	ten _____
one man	two _____
one woman	four _____
one person	many _____
one knife	three _____

Activity 2: Choose the correct word and write it in the blank.

- I _____ helping my brother.
(am / is / are)
- I have _____ umbrella.
(a / an / many)
- He _____ many shirts.
(have / has / is)
- How many _____ do you have?
(shirt / cup / cups)
- _____ you have a lamp?
(Are / Is / Do)
- The teacher _____ very happy.
(am / is / are)

Oral Assessment: Every learner should answer these questions orally.

- Do you have a comb?
- Do you have a broom at home?
- Do you have a mosquito net?
- How many buckets do you have?
- How many shirts do you have?

UNIT 9

Asking For Things

1. Give / Borrow / Use - Use these sentences when you need something or when you want to borrow something.

New Vocabulary		
give	borrow	use

A: Please give me your exercise book.

B: Here.

A: Thank you.

A: May I borrow your pen?

B: Yes. Here.

A: Thank you.



A: May I use your pen?

B: Yes. Here.

A: Thank you.

2. Group Speaking: Sit in groups. Ask each other to give you things, or ask to borrow or use things. Give the objects to each other as you talk.

Please give me _____.

May I borrow _____ ?

May I use _____ ?



3. Dialogue - Practice this dialogue and change the name of the object and the person's name. Give each other the objects as you say the dialogue.

New Vocabulary

Excuse me use - using I'm sorry I think

one (for an object)

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

B: Yes, I do.

A: May I borrow it?

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

A: Kuku, may I use your ruler?

B: Yes. Here.

A: Thank you.



4. Pair Activity - Sit in pairs and write a dialogue together, asking to borrow something. Try to write four lines. When you're finished, act out the dialogue for the class.



A: _____

B: _____

A: _____

B: _____

READING

Cleaning the Classroom

New Vocabulary

who

why

because

The learners are at school. They're in the classroom. They're cleaning the classroom.

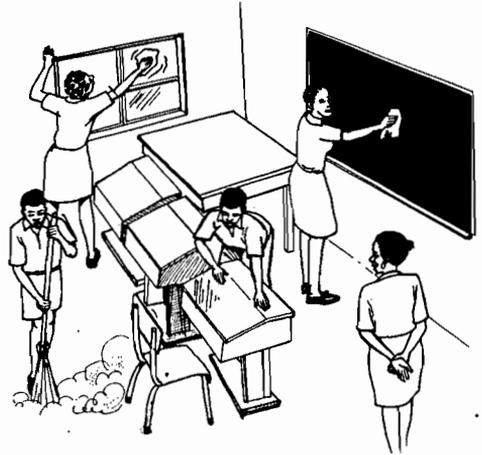
Matthew is sweeping the room and Suria is cleaning the blackboard. Poni is cleaning the windows and Garang is washing the desks.

The teacher is happy because the learners are cleaning the room.

"Matthew, please give me the broom. I can help you sweep the room."

"No, thank you, Teacher. I can sweep it."

"Thank you for cleaning the room. You are a very good class."



1. Where are the learners?
2. What are they doing?
3. What is Matthew doing?
4. What is Suria doing?
5. Who is cleaning the windows?
6. Who is washing the desks?
7. Why is the teacher happy?

LANGUAGE WORK

1. Present Continuous Tense: Revision - Write the answers.



What are they doing?



What's John doing?



What's Mary doing?



What's she doing?

2. Questions in the Present Continuous - Put "to be" before the subject to make a question in the Present Continuous Tense.

- | | |
|-------------------------------|---------------------------------|
| You are cleaning the room. | → Are you cleaning the room? |
| She is dancing . | → Is she dancing? |
| He is coming in. | → Is he coming in? |
| We are opening the window. | → Are we opening the window? |
| They are helping the teacher. | → Are they helping the teacher? |

1. He is coming to school. A: _____ coming to school?

B: Yes, he is.

2. She's reading a book. A: _____ reading a book?

B: Yes, she is.

3. You are going home. A: _____ going home?

B: Yes, I am.

4. The boys are washing the cups. A: _____ washing the cups?
B: Yes, they are.
5. We are studying Math now. A: _____ studying Math now?
B: No. We're studying English.

3. Pantomime Activity - One learner acts out an action. Other learners ask and answer questions about the action. The class answers "yes" or "no". For example:



- A: Is she singing?
B: No./No, she isn't.
- A: Is she dancing?
B: Yes./Yes, she is.

4. Possessive with Apostrophe - Use an apostrophe to form the possessive with names and nouns.

Subject	Possessive
John	John's house
Mary	Mary's house
my sister	my sister's house
my brother	my brother's house
our teacher	our teacher's house

Write the possessive in these sentences. Use the words in parentheses.

- I'm going to _____ house. (Mary)
- This is _____ house. (my brother)
- Where is _____ exercise book? (Matthew)

4. Do you have _____ ruler? (the teacher)
5. Please give me _____ rubber. (Ninwa)
6. Today I'm cleaning _____ house. (my sister)

5. Exercise: Write the names of learners in your class in the blanks and ask each other the questions.



Where is _____ house?
(name of a learner in your class)

Do you have _____ pen?
(name of a learner in your class)

Is this _____ exercise book?
(name of a learner in your class)

ASSESSMENT ACTIVITIES

Activity 1: Choose the correct word and write it in the blank.

1. What are you _____?
(going / do / doing)
2. This is _____ house.
(John's / John / my brother)
3. _____ Lasu coming to school today?
(Are / Is / Do)
4. _____ give me your exercise book.
(May / Are / Please)
5. _____ I borrow your pencil?
(May / Am / Please)
6. The learners _____ the classroom.
(are clean / is cleaning / are cleaning)

5. they / study English now A: _____

B: _____

6. you / use your ruler A: _____

B: _____

7. we / clean the room today A: _____

B: _____

Oral Assessment: *Every learner should answer these questions orally.*

1. May I borrow your pen?

2. May I use your rubber?

3. What is she doing? (point to a learner)

4. What is he doing?

5. Is she reading a book?

6. Is he going home now?

7. What are you doing?

UNIT 10

Things We Can Do

1. Actions - Learn these words.



cook



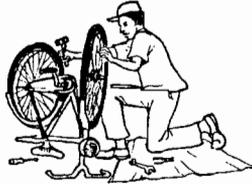
sew



drive



ride a bicycle



repair a bicycle



swim



draw a picture



play football



speak English



read



write a letter



use a computer

2. Continuous form - Write the continuous form of these verbs. Your teacher can help you spell the words. (Some words drop "e" and one word has a double letter.) Write a sentence using the word.

repair	repairing	I am repairing my bicycle.
cook	_____	We _____
sew	_____	He _____
drive	_____	She _____
swim	_____	We _____
ride	_____	They _____
draw	_____	James _____
play	_____	Rebecca _____
speak	_____	We _____
read	_____	The learners _____
write	_____	I _____
use	_____	My sister _____

3. Can You ...?



A: What is Rebecca doing?
 B: She is cooking.
 A: Can you cook?
 B: Yes, I can.

A: What is Amjuma doing?
 B: She is sewing.
 A: Can you sew?
 B: No, I can't.



A: What is Ayen doing?

B: _____

A: Can you drive?

B: _____



A: What is Kalo doing?

B: _____

A: Can you repair a car?

B: _____



A: What is Tut doing?

B: _____

A: Can you play football?

B: _____



A: What are Akur and John doing?

B: _____:

A: Can you speak English?

B: _____



A: What is Lasu doing?

B: _____

A: Can you ride a bicycle?

B: _____



A: What is Monica doing?

B: _____

A: Can you swim?

B: _____



A: What is Deng doing?

B: _____

A: Can you draw?

B: _____



A: What is Sarah doing?

B: _____

A: Can you use a computer?

B: _____

4. Exercise: *Change these sentences to the negative.*

- | | |
|----------------------------|---------------|
| 1. I can sing. | I can't sing. |
| 2. I can dance. | _____ |
| 3. I can cook. | _____ |
| 4. I can sew. | _____ |
| 5. I can drive. | _____ |
| 6. I can play football. | _____ |
| 7. I can draw. | _____ |
| 8. I can repair bicycles. | _____ |
| 9. I can swim. | _____ |
| 10. I can write a letter. | _____ |
| 11. He can write his name. | _____ |
| 12. She can read. | _____ |

5. Writing: *Write three things you can do and three things you can't do. Ask your teacher if you want to know a new word.*

I can _____

I can't _____

6. Speaking Activity - Each learner says three things he/she can do and three things he/she can't do. Use "and" before the third thing. Example:



I can sing, I can dance, and I can play football.
I can't drive, I can't cook, and I can't sew.

7. Talking about languages - Sit in pairs and ask each other these questions, then report what you learned to the whole class.

New Vocabulary

sing a song

language



1. Can you speak English?
2. Can you speak English well?
3. Can you sing a song in English?
4. How many languages can you speak?
5. What languages can you speak?

8. Dialogue: It's raining - Learn this dialogue and practice it in pairs.

New Vocabulary

raining

raining hard

will

tomorrow

A: It's raining.

B: Yes, It's raining hard.

A: Do you have an umbrella?

B: No.

A: I have two umbrellas. You can use one.

B: Oh, thank you. I will give it to you tomorrow.

A: OK.



ASSESSMENT ACTIVITIES

Activity 1: Questions with “can” - *Change these sentences to questions:*

- | | |
|-----------------------------|---|
| 1. She can play football. | A: _____ play football?
B: Yes, she can. |
| 2. He can cook well | A: _____ cook well?
B: Yes, he can. |
| 3. You can write your name. | A: _____ write your name?
B: Yes, I can. |
| 4. We can go home now. | A: _____ go home now?
B: Yes. You can go home now. |
| 5. You can repair my car. | A: _____ repair my car?
B: Yes, I think I can. |

Activity 2: *Write if you can or can't do the action. Write what is true about yourself.*

- | | can | can't |
|----|---------|-----------------------------------|
| 1. | I _____ | sing. |
| 2. | I _____ | write a letter in English. |
| 3. | I _____ | repair a radio. |
| 4. | I _____ | draw a picture of my house. |
| 5. | I _____ | ride a bicycle twenty kilometers. |

Oral Assessment: *Learners should answer these questions orally. Practise in pairs then the teacher will test you.*

1. Can you cook?
2. Can you sew?
3. Can you draw?
4. Can you speak English well?
5. Can you sing a song in English?
6. How many languages can you speak?
7. What languages can you speak?

UNIT 11

Describing Things

1. **Adjectives** - *Learn these adjectives and read the sentences.*

big	hot
small	cold
old	clean
new	dirty
broken	good

My house is small.
My house is clean.



My radio is old.
My radio is broken.



My shirt is new.
My shirt is clean.
My shirt is clean and new.



Choose one word.

1. Our school is _____.
(big / small)
2. Our classroom is _____.
(clean / dirty)
3. My pen is _____.
(Old / new)
4. The sun is _____.
(hot / cold)

2. Writing - Write sentences about things you have. Ask your teacher if you want to know other vocabulary.

My house _____.

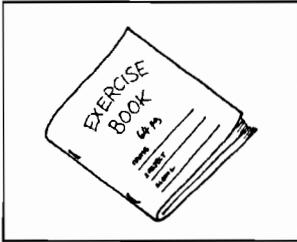
This chair _____.

The blackboard _____.

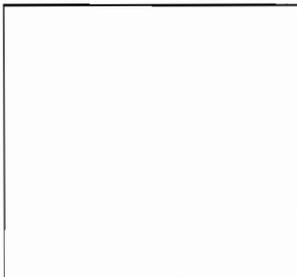
Our school _____.

Our teacher _____.

3. . Picture and sentences - Draw a picture of an object, then write three sentences about it as in the example.



This is my exercise book.
It's small.
It's old.



READING
Repairing My Bicycle

New Vocabulary

if broken tools will be want

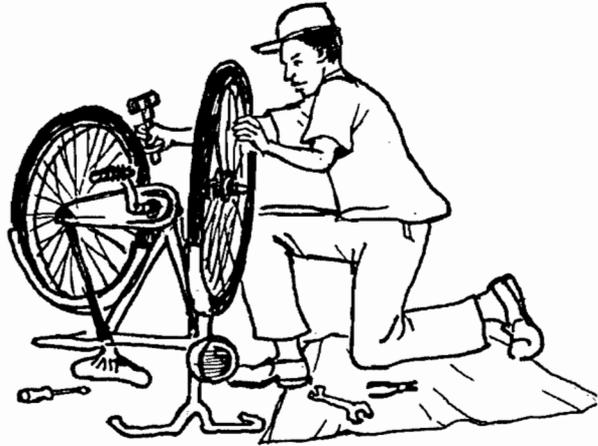
“My bicycle is broken. Can you repair it?”

“No, but I think my brother can repair it.”

My bicycle is broken and I can't repair it. Can you help me repair it? I don't have tools. Do you have tools?

I will be very happy if you can repair it. I want to ride my bicycle to my sister's house.

Thank you for repairing my bicycle.



Fill in the blanks

1. My bicycle is _____.
2. I don't have _____.
3. I can't _____ it.
4. I _____ happy _____ you repair it.

4. Saying Thank you - *Read these sentences and write one more:*

Thank you for helping me.

Thank you for repairing my bicycle.

Thank you for cleaning the room.

Thank you for cooking the food.

Thank you for teaching me English.

Thank you for _____.

11. Dialogue with actions - Practice this dialogue and do the actions.

New Vocabulary		
finished	I have finished	That's OK.

A: Can you help me?

B: Yes.

A: My bicycle is broken. Can you repair it?

B: Yes.

(B does the action.)

B: I have finished.

A: Good. Thank you for repairing my bicycle.

B: That's OK.

Substitute these phrases and change the underlined words in the dialogue. You have to change the adjective, the noun, and the verb.

wash the cup
clean the room

LANGUAGE WORK

Noun / Verb / Adjective - A noun is the name of a person, place, or thing. A verb shows an action or state, and an adjective describes something. Examples:

noun	verb	adjective
book	go	big
school	cook	good
boy	eat	red
cow	have	happy

Look at these words. Write if they are nouns, adjectives or verbs.

pen	_____
write	_____
hot	_____
teacher	_____
read	_____
study	_____
dirty	_____

What are some other nouns and verbs that you know in English?

nouns	verbs	adjectives
_____	_____	_____
_____	_____	_____
_____	_____	_____

Find the nouns and verbs in these sentences.

1. I'm going to school.
2. My shirt is clean.
3. Please open the window.
4. I have a new pen.

ASSESSMENT ACTIVITIES

Activity 1: Put the words in the blanks.

broken tools raining finished
song languages letter

1. Let's sing a _____.
2. My TV is _____. I want to repair it.
3. Do you have _____ for repairing a TV?

4. This is a _____ from Mary. May I read it?
5. There are many _____ in Africa.
6. I have _____ cleaning the room. May I go home now?
7. We can't walk to school. It's _____.

Activity 2: Write a noun in each space. Use each noun only one time

dish clothes house water

1. The _____ is cold.
2. My _____ are clean.
3. The _____ is broken.
4. Her _____ is small.

Activity 3: Find the nouns, verbs, and adjectives and write them below the sentences.

1. The teacher is walking to the school.

noun _____

verb _____

noun _____

2. Your cows are big.

noun _____

adjective _____

3. My sister is working in the garden.

noun _____

verb _____

noun _____

UNIT 12

Things We Do At Home

New Vocabulary

cook eat buy visit talk work
exercise listen watch sleep
breakfast lunch dinner

1. Actions - Learn these words and phrases



cook
cook breakfast
cook lunch
cook dinner



eat
eat breakfast
eat lunch
eat dinner



go to the market
buy food



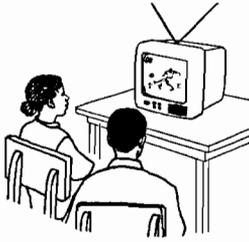
visit a friend
talk to my friends



work
work in the garden



do my homework



watch TV



play sports
play football
exercise



listen to music



sleep
go to sleep

2. Exercise: Answer these questions:



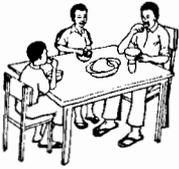
What are you doing?



What is your brother doing?



What are your mother and sister doing?



What are they doing?



What are your brother and sister doing?



What is your sister doing?



What are they doing?



What is your brother doing?

3. Asking and answering questions - Look at the picture and write the answer to the question.

A: Is he playing football?

B: No. He's taking a bath.



A: Are you cooking dinner?

B: Yes, we are.



A: Is she cooking lunch?

B: _____



A: Are you doing your homework?

B: _____



A: Are you listening to music?

B: _____



A: Are they watching TV?

B: _____



4. Writing - Write sentences about your family.

What is your family doing?

My father _____

My mother _____

My sister _____

My brother _____

5. Where are you going? - You can use the present continuous to talk about now or about the future (tomorrow, after class, etc). Read these sentences.

New Vocabulary

now

after class

tomorrow



A: Where are you going (now)?

B: I'm going to the market.

I'm going to visit a friend.

I'm going to school.

I'm going to study English.

I'm going to play football.

I'm going home.

A: Where are you going after class?

B: I'm going home.

A: What are you doing tomorrow?

B: I'm going to visit my brother.

6. Writing - Write three or four answers to these questions.

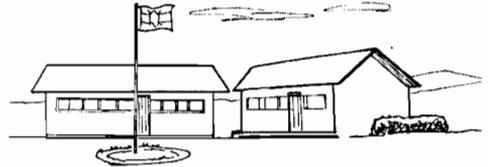
Where are you going tomorrow?/What are you doing tomorrow?

7. Where is ...? - Use "to be" to talk about where people are. Read these sentences.

New Vocabulary	
husband	wife

A: Where is your brother?

B: He is at school.



A: Where are the teachers?

B: They are in the classroom.



A: Where is your mother?

B: She is in the garden.



A: Where is your husband?

B: He's working.

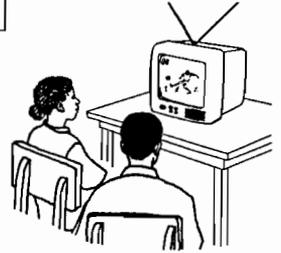
A: Where is your wife?

B: She's at the market.



A: Where are Lasu and Ninwa?

B: They're at home.



A: Where's Elizabeth?

B: She's at Mary's house.

A: Where's Rebecca?

B: She's studying English.

A: Where's Tut?

B: He's playing football.



A: Where's John?

B: He's in Juba.

A: Where's Akur?

B: She's in Khartoum.

8. Writing - Write where these people are. Use the word in parentheses.

A: (sister) Where's your sister?

B: (Mary's house) She's at Mary's house.

A: (mother) _____

B: (market) _____

A: (father) _____

B: (Juba) _____

A: (brother) _____

B: (study English) _____

A: (Anyiel) _____
 B: (work) _____
 A: (teacher) _____
 B: (classroom) _____

9. Pair Work - Sit in pairs and write questions and answers about where your friends and family are. Your teacher can tell you the names of places that you don't know in English. When you've finished tell the whole class about your partner's family and friends.

Where is
 She is

Where's
 He's



TIMES OF DAY

1. Schedule - Learn this vocabulary.

New Vocabulary				
morning	afternoon	evening	when	plan/plans

My Plans for Tomorrow		
In the morning: I'm cooking breakfast. I'm cleaning the house.	In the afternoon: I'm studying English. I'm playing football.	In the evening: I'm eating dinner. I'm visiting a friend.

A: What are you doing in the morning?
 B: I'm cooking breakfast and cleaning the house.

A: What are you doing in the afternoon?
 B: _____

A: What are you doing in the evening?

B: _____

A: When are you cleaning the house?

B: In the morning.

A: When are you studying English?

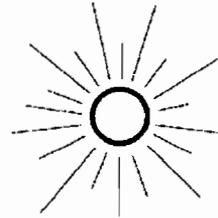
B: _____

A: When are you visiting your friend?

B: _____

2. My plans for tomorrow - Now write your own plans for tomorrow.

in the morning



in the afternoon

in the evening



3. Pair Work - Sit in pairs and ask each other questions about your plans for tomorrow.

What are you doing in the morning?

What are you doing in the afternoon?

What are you doing in the evening?

When are you _____?



4. Speaking Activity - Stand up and say what you are doing tomorrow morning, afternoon, and evening. When you've finished the other learners can ask you questions.



In the morning I'm
In the afternoon I'm
In the evening I'm.....

READING Going to A Party

New Vocabulary

party England lucky good luck because why

I'm going to a party on Friday evening. The party is at a friend's house. My friend's name is Rose. She's having a party because she's going to study in England.

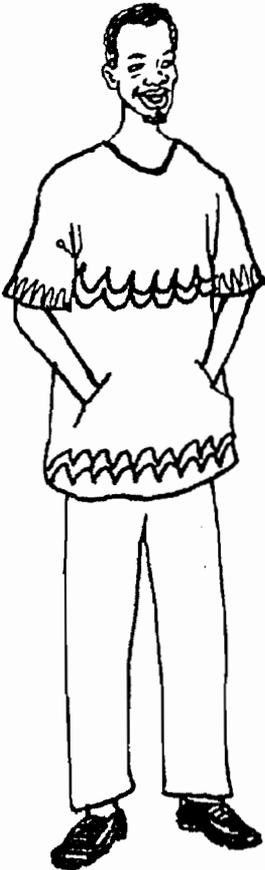
Rose is going to study computers. Rose is very happy because she's going to study computers. I think she's very lucky.

"Rose, when are you going to England?"

"I'm going tomorrow."

"Good luck in England."

"Thank you."



Questions

1. Where is he going on Friday evening?

2. Where is the party?

3. What's his friend's name?

4. Why is she having a party?

5. Where is she going to study?

6. What is she going to study?

7. When is she going?

ASSESSMENT ACTIVITIES

Activity 1: Write the answers.

1. Where's your husband? (repair his bicycle)
2. Where are your mother and sister? (cook breakfast)
3. What is your sister doing? (buy food in the market)
4. What is your brother doing? (play football at school)

Activity 2: Write a word in each blank.

sleep because morning after class in at

1. We're playing football _____.
2. My sister is cooking breakfast in the _____.
3. I can't come to class tomorrow _____ I'm helping my father.
4. My father is _____ home.
5. My mother is visiting her sister _____ Rumbek.
6. Please go to _____ now, my daughter.

Activity 3: Write the question word.

what who when where why how

A: _____ are you going to the market?

B: In the morning.

A: _____ are you doing?

B: I'm cooking lunch.

A: _____ are you today?

B: I'm fine.

A: _____ can't you help me?

B: Because I'm going to visit a friend.

A: _____ is your father?

B: He's at home.

A: _____ is she?

B: She is my teacher.

Oral Assessment: Answer these questions orally.

1. What's your father doing now?
2. What's your sister doing?
3. Is your sister studying English?
4. Where are you going after school?
5. Where is your mother?
6. Where is your brother?
7. What are you doing tomorrow?
8. What are you doing in the morning?
9. What are you doing in the afternoon?
10. What are you doing in the evening?

MY NEW WORDS

Aa _____

Hh _____

Pp _____

Bb _____

Ii/Jj _____

Qq/Rr _____

Cc _____

Kk _____

Ss _____

Dd _____

Ll _____

Tt _____

Ee _____

Mm _____

Uu/Vv _____

Ff _____

Nn _____

Ww _____

Gg _____

Oo _____

Xx/Yy/Zz _____

FINAL ASSESSMENT

Learners should answer these questions both orally and in writing.

What's your name?

How are you?

Where are you from?

What's your teacher's name?

What's this? (point to an object)

Do you have a ruler?

Do you have a dictionary?

Where's your English book?

How many pens do you have?

May I borrow your pen?

What's he doing? (point to another person)

What's she doing?

Can you cook?

Can you sew?

Can you speak English?

Can you sing a song in English?

How many languages can you speak?

What languages can you speak?

Where are you going tomorrow?

Are you cooking dinner in the evening?

What are you doing after class?

Are you playing football tomorrow?

When are you visiting your friend?

Where is she going? (point to another person)

Where are they going? (point to some people)

What is your brother doing now?

Is your sister studying English?

Where's your mother?

Where's your father?

Are you going home after class?

Thank you. Goodbye.



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