

ACCELERATED LEARNING PROGRAM

ENGLISH

LEVEL 2



SECRETARIAT OF EDUCATION
NEW SUDAN

ACCELERATED LEARNING PROGRAM

ENGLISH

LEVEL 2

Secretariat of Education
New Sudan

Published and Printed by
Secretariat of Education - New Sudan
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First Edition

ISBN 9966-33-039-9

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These materials have been prepared with the financial assistance of USAID under Sudan Basic Education Program (SBEP) Cooperative Agreement No. 623-A-002-0068



SUDAN BASIC EDUCATION PROGRAM

Sudan Basic Education Program (SBEP) is a consortium of CARE International, American Institutes for Research and the University of Massachusetts.

Printed by: The Creative Printhouse Ltd

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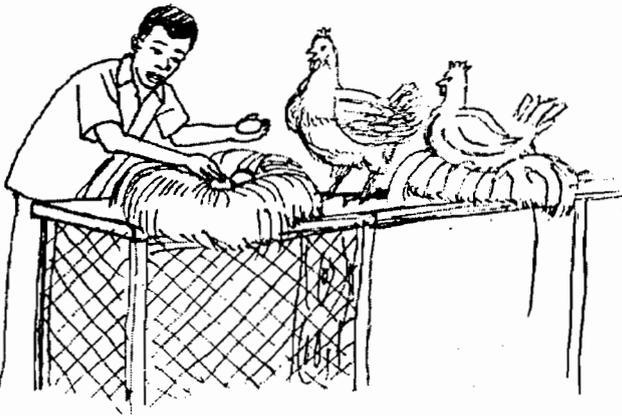
UNIT 1

Clothes for School

New vocabulary

clothes	only	a few	sad	tell/told	let's
a way	alright	hens	lay eggs	soon	idea
save/saved		keep/kept	after that		

Gai wanted to study in the new class that opened in his town, but he didn't have money to buy clothes for school. He wanted to buy a new shirt



because he only had a few old shirts. Gai's father said that he didn't have money for clothes and Gai felt sad because he wanted a new shirt.

Gai went to ask his mother to help him.

"I want to buy a shirt for school" he told his mother.

"Your father has no money to buy clothes" his mother told him.

"Let's think of a way to get

some money" said Gai.

"Alright," said his mother. "I'll give you four hens. You must feed them every day and they'll lay eggs soon, then you can take the eggs to the market and sell them."

"Thank you so much" said Gai. "That's a good idea. I'll feed the hens every day, then I'll take the eggs to the market and sell them."

Every week Gai went to the market and sold eggs. He saved the money and kept it in a small box in his room. After some time he had enough money to buy a new shirt. He bought a white shirt and wore it to school every day after that.

Questions

1. What did Gai want to buy?
2. Did he have enough money to buy a shirt?
3. Who helped him - his mother or his father?
4. What did she give him?
5. What did he sell?
6. Where did he sell them?
7. Where did he keep the money?
8. Did he buy a shirt?

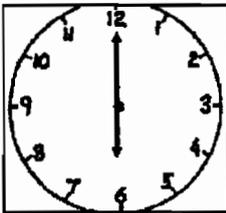
Past Tense from the Reading - *Do you know the past tense of these verbs and how they fit in the story? Remember that verbs in English have a past tense form that you use when talking about the past. Write one of these words in each sentence.*

Present	Past
am/are/is	was/were
buy	bought
feel	felt
go	went
have	had
don't have	didn't have
keep	kept
open	opened
say	said
save	saved
sell	sold
tell	told
want	wanted
wear	wore

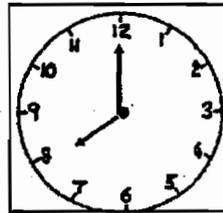
1. New classes _____ at the school in Gai's town.
2. Gai _____ to buy a new shirt.
3. His father _____ enough money to buy a shirt.
4. Gai _____ sad.
5. He _____ to his mother to ask for help.
6. She _____ him that she would give him four hens.
7. He _____ he would feed them every day.
8. Every week Gai _____ eggs in the market.
9. He _____ the money.
10. He _____ the money in a small box.
11. Gai _____ a white shirt.
12. He _____ the shirt to school every day.

TELLING TIME

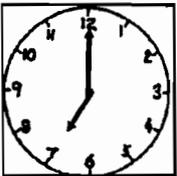
1. Time on the Hour - For time on the hour say "o'clock" after the number of hours.



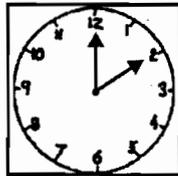
6:00 = six o'clock
 What time is it?
 It's six o'clock



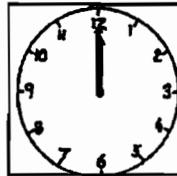
8:00 = eight o'clock
 What time is it?
 It's eight o'clock.



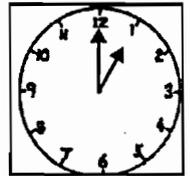
What time is it?



What time is it?



What time is it?



What time is it?

2. Time with Minutes - Use "past" for time after the hour and "to" for time before the hour. You can also just state the number of minutes after the hour. Try to draw these times on a clock 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 eight

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 = ten to four

4:55 = five to five

3. Questions about time - Practice these questions. Sit in pairs and ask each other questions about what time you're doing things. These questions are in the present continuous so they refer to the future. Use "at" before times.

A: What time are you going home?

B: I'm going home at 5 o'clock.

A: What time are you coming to school tomorrow?

B: I'm coming to school at 8 o'clock.

A: What time are you going to the market?

B: I'm going to the market at 6 o'clock.

A: What time are you meeting your friends?

B: I'm meeting my friends at 7:30.

A: Are you coming here tomorrow at 8 o'clock?

B: Yes, I am./No, I'm coming at 8:30.

A: What time are you _____?

B: I'm _____.

A: Are you _____ at _____?

B: Yes, I am./No, I'm not.

4. Writing - Write sentences stating all the things you're doing after school and the time you're doing them. Examples:



I'm going home at 4:30.
I'm helping my mother cook dinner at 5 o'clock.
I'm taking a bath at 6:00.
etc

5. Dialogue - Say this dialogue in pairs. Change the underlined words.



A: We're having a party at my house. Can you come?
B: Yes. When?
A: On Saturday afternoon.
B: What time?
A: At 5 o'clock.
B: OK. I'll go to your house at 5 o'clock. Thank you.

Change the phrases:

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

LANGUAGE WORK

1. Revision: Question Words & Present Tense - Can you remember the meaning of these words that we use to make questions? Use them with the present tense to ask questions about "always" or "usually".

who what when where why how

1. Where do you live?
2. Who do you live with?
3. Where do you study?
4. What subjects do you study?
5. When do you study English?
6. How do you come to school?
7. What do you like to do after school?

8. Where do you want to go on Sunday?
9. What sports do you like?
10. Why do you like your school?

2. Present Tense: Third Person - "Third person" is "he", "she", "it", or a person's name. With the present tense you have to add "s" to the verb. Sometimes the spelling changes. If the verb ends with "y" you have to change it to "i" (as in "study") and sometimes you add "es" (as in "teach").

I live here.	→	She lives here.
I go to school	→	He goes to school.
I come to school.	→	She comes to school.
We have books.	→	She has a book.
You study English.	→	Ninwa studies English.
They teach here.	→	Lasu teaches here.

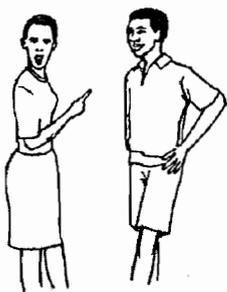
3. Exercise - Change these sentences to the third person.

- | | |
|--------------------------------------|-------------------------------|
| 1. I study English every day. | He studies English every day. |
| 2. We get up at 7 o'clock. | She _____. |
| 3. I eat lunch at home. | My sister _____. |
| 4. They come to school at 8 o'clock. | Peter _____. |
| 5. You have a ruler. | Bol _____. |
| 6. I take a bath every day. | She _____. |
| 7. We sell eggs in the market. | Gai _____. |
| 8. I want to cook some food. | He _____. |
| 9. They like to study Science. | She _____. |
| 10. I usually exercise after school | Mondri _____. |

7. Pair Work - Sit in pairs and ask each other questions with "what time". When you're finished report to the class about your partner using "he/she". Following are examples but you can ask any question you like.

- What time do you get up?
- What time do you come to school?
- What time do you study English?
- What time do you play football?
- What time do you eat dinner?
- What time do you go to sleep?
- etc

Report to class as in this example:



Peter gets up at six-thirty. He comes to school at 9 o'clock. He studies English at 11 o'clock. After school he plays football at 5 o'clock. He eats dinner at 7 o'clock and he goes to sleep at nine-thirty.

8. Writing - Write five or more sentences saying what time you do things. Use the present tense with these adverbs:

always usually sometimes every day often



I usually get up at 6 o'clock.
I come to school at 8:30 every day.
I sometimes help my mother cook dinner at 5 o'clock.

etc (write more sentences)

UNIT 2

The Hungry Monkey

New Vocabulary

pet right away put top cupboard collect firewood
limb/climbed up/down wait/waited jump/jumped take/took
later find surprised see/saw while run/ran shout/shouted
gone everyone laugh/laughed trick from now on

Nadi lived with her parents, her brother Mondri, and their pet monkey. The monkey lived in a tree near the kitchen. One Saturday Nadi and her mother were in the kitchen. They were cooking some food. They cooked all morning but they didn't eat the food right away. They put it on top of the cupboard to cool.



In the afternoon they went out to collect some firewood. Their monkey was feeling hungry, and when he saw that Nadi and her mother weren't in the kitchen he climbed down from his tree and went quietly into the kitchen. The monkey waited under the cupboard, and when he saw that nobody was there he jumped up onto the cupboard and took the food. Then he ran quickly back to his tree and climbed up to the top.

A few hours later Nadi and her mother came home. They looked on top of the cupboard to find the food but it wasn't there. They looked under the cupboard but it wasn't there. They were surprised because the food wasn't there.

In the evening Mondri and their father came home from the garden. They were hungry.

"Where is our food?" they asked.

"We don't know," said Nadi. "We put it on the cupboard but now it isn't there."

Mondri looked out the door of the house and saw the monkey.

"Look!" he shouted. "The monkey has some food and he's eating it."

"That's our food," said Nadi. "Our monkey came in the kitchen and took it while we were gone."

Everyone ran to the tree, but the monkey ran away very quickly, carrying the food with him. The family were all unhappy but they laughed because the monkey had tricked them.

"I have some bananas here," said mother. "We can eat them while we cook some more food."

"And we should give some food to the monkey every day from now on," said Nadi, "because he's our pet."

Questions

1. What were Nadi and her mother doing in the kitchen?
2. Did they eat the food right away?
3. Where did they put it?
4. Why did Nadi and her mother go out?
5. Why did they have a monkey at their house?
6. What did the monkey do?
7. Why were they surprised?
8. Where were Mondri and his father all day?
9. How did they feel when they came home?
10. What did they do when they saw that the monkey had the food?
11. What will they eat while they cook more food?
12. Why should they feed the monkey every day?

Past Tense from Reading - Do you know these verbs and their past tense forms? Write one of these words in each sentence. Try to write your own sentences with the verbs.



Present	Past
climb	climbed
come	came
cook	cooked
jump	jumped
laugh	laughed
live	lived
look	looked
put	put
run	ran
see	saw
shout	shouted
take	took
wait	waited

1. Nadi and her mother _____ some food and _____ it on top of the cupboard.
2. The monkey _____ down the tree and _____ into the kitchen.
3. The monkey _____ under the cupboard.
4. The monkey _____ the food, then _____ up the tree.
5. They _____ for the food but they didn't _____ it.
6. Mondri _____ at the tree and _____ the monkey.
7. They were hungry but they _____ because they had been tricked.

“To Be” from Reading - Put “was” or “were” in these sentences. “To be” is used with places, with the continuous, and with adjectives as in these sentences.

was were

1. Nadi and her mother _____ in the kitchen.
2. They _____ cooking food all morning.
3. The monkey _____ feeling hungry.
4. The food _____ n't on top of the cupboard.
5. They _____ surprised because the food _____ n't there.
6. Mondri _____ hungry when he came back from the garden.
7. The family _____ unhappy because they didn't have any food.

Writing Sentences - Finish these sentences in your notebooks.

1. The girls laughed because _____.
2. The teacher was surprised because _____.
3. The boys shouted because _____.

COLOURS

1. Names of Colours - Learn the names of colours, then make sentences about the colour of things in the classroom.

black	yellow
white	orange
blue	purple
green	brown
red	pink

My exercise book is blue.



Your school bag is black and green.



2. Colour before the Object - You can also put the colour before the name of the object. Change these sentences as in the examples:

- | | | |
|------------------------------------|---|-----------------------|
| 1. This cup is blue. | → | This is a blue cup. |
| 2. My shirt is white. | → | I have a white shirt. |
| 3. His pen is blue. | | _____ |
| 4. Mary's school bag is red. | | _____ |
| 5. Our teacher's bicycle is green. | | _____ |
| 6. My dog is black. | | _____ |
| 7. That pen is red. | | _____ |
| 8. This chalk is yellow. | | _____ |

3. Pair Activity - Sit in pairs and ask each other questions about the colour of things. Point outside to ask about things outside the classroom, or go outside and ask each other.

- What colour is your _____?
- What colour is this _____?
- What colour is that _____?
- What colour are these _____?
- What colour are those _____?



A: What colour is this flower?
B: It's red and yellow.

A: What colour is your shirt?
B: It's white.



A: What colour are those birds?
B: They're green and blue.

LANGUAGE WORK

1. Third Person Negative - *For the third person put "doesn't" before the verb with the Present Tense. Otherwise use "don't".*

Affirmative

I live here.

She lives here.

We have books.

He has a book.

You like to swim.

Mary likes to swim.

I want to go.

My brother wants to go.

Negative

I don't live here.

She doesn't live here.

We don't have books.

He doesn't have a book.

You don't like to swim.

Mary doesn't like to swim.

I don't want to go.

My brother doesn't want to go.

2. Exercise - *Change these sentences to the negative.*

1. I have a pencil.

I don't have a pencil.

2. John has a red pen.

3. Mary lives here.

4. She studies at this school.

5. He teaches here.

6. I need a new school bag.

7. Matthew helps his mother.

8. We cook food at school.

3. Writing and Speaking Activity - *First write sentences about another person in your class. Use "have" and "like" in the third person. Say the person's name or "he/she". "To" is in parentheses (to) after "like" because you don't need it with nouns but you need it with verbs. After the teacher checks your sentences read them to the class.*

Lado has a _____.

He doesn't have a _____.

Lado likes (to) _____.

He doesn't like (to) _____.



Poni has a _____.
 She doesn't have a _____.
 Poni likes (to) _____.
 She doesn't like (to) _____.



4. Present Tense: Third Person Questions - *To make question in the third person put "does" before the subject.*

First Person

A: Do you study here?
 B: Yes, I do.
 No, I don't.

A: Where do you live?
 B: I live with my mother.

Third Person

A: Does she study here?
 B: Yes, she does.
 No, she doesn't.

A: Where does she live?
 B: She lives with her mother.

Make questions with this substitution table:

Do Does	you Peter Mary she he	study work cook teach English	here there at home at school	?
------------	-----------------------------------	--	---------------------------------------	---

Change these sentences to questions:

1. Mary has a pen.

A: Does Mary have a pen?
 B: Yes, she does.

2. Yar studies in this class.

A: _____?
 B: Yes, she does.

3. He works on the farm every day.

A: _____?
 B: Yes. He goes to the farm every day.

4. Marie wants to play football.

A: _____?
 B: Yes, she does.

5. Matthew likes to study Math.

A: _____?

B: Yes. He studies Math well.

6. My sister teaches here.

A: _____?

B: No, she doesn't. She teaches at another school.

7. Our school needs books.

A: _____?

B: Yes. We only have a few books.

5. Pair Activity: Talking about a Friend - *Sit in pairs and ask each other questions about your life, your family, your house, etc. When you're finished report to the class about the other person using "he/she". After you report the class can ask questions about your partner using "he/she" which you should try to answer. If you don't know the answer, ask your partner.*

Example: *Ask your partner:*

What's your name?

Where do you live?

Who do you live with?

How many brothers and sisters do you have?

What time do you come to school?

What do you like to do when you have free time?

etc (more questions)

Report to the class:

Her name is Rebecca.

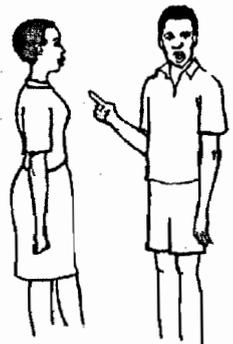
She lives near the church.

She lives with her parents.

She has three brothers and four sisters.

She comes to school at 9 o'clock.

She likes to sew and cook.



6. Writing - Write five to ten sentences about the person you talked to in the previous activity.



7. Exercise: Using "have" - Write the correct word.

have has had

1. I _____ some bananas in my bag.
2. I _____ a stomachache last night.
3. John _____ time to visit his grandparents last year.
4. They _____ ten chickens but they ate three, so now they _____ only seven.
5. We _____ many goats at our home.
6. Elizabeth _____ a birthday party last month.

CONNECTED LETTERS

Group 1 - There are two ways to write in English. The first way you learn is to "print" or use "block letters". Next you learn to connect the letters. This is called "cursive writing". Here are the first five letters of the alphabet in cursive writing. Practice writing these letters and words.

a b c d e abcde

bed bad cab ace

UNIT 3

Deng and The Seeds

New Vocabulary

call/called poor a kind heart die/died become/became
love/loved tell stories something throw away bring/brought
forget throw away so dry leave/left the end of the week
around look after water (verb) continue/continued

Many years ago a man called Deng lived in a small village. He was a poor man but he had a kind heart. After his wife died he lived by himself in his small tukul. He didn't have any children. He was always ready to help people in his village.

The years went by and Deng became an old man. The children loved him because he was kind to them and liked to tell them stories. People from the village brought him food every day.



One day Deng was in his Tukul. He was thinking "When I die, I don't want people to forget me. I want to do something good for the people in this village."

So he called all the children to come to his compound. When they were all there he said to them, "When you eat any fruit, don't throw away the seeds. Keep them and bring them here to me."

So the children all went to their homes. When their mothers gave them fruit, they didn't throw away the seeds. They kept them. When they gave the seeds to Deng

he put them in the sun to dry.

He left the seeds in the sun for a week. At the end of the week he took the seeds and planted them around his compound. Then he asked the children to help him look after the seeds and water them every day.

Soon the seeds began to grow into small trees and the children

continued to come every day to water them. Three years later Deng died, but the people of the village didn't forget him. Now there is a lot of fruit for them to eat in Deng's compound.

1. Why did Deng live alone?
2. Why did the children love him?
3. Where did he get the seeds?
4. What kind of seeds did the children bring?
5. What did he do with the seeds before he planted them.
6. Who watered and looked after the seeds?
7. After Deng died why didn't the village forget him?
8. How was Deng a good person?

Past Tense from Reading - *Put these verbs in the sentences. Try to write your own sentences with the verbs.*

Present	Past
ask	asked
begin	began
bring	brought
call	called
continue	continued
die	died
give	gave
keep	kept
leave	left
like	liked
live	lived
love	loved
plant	planted
put	put

1. Deng's wife _____ so he _____ alone.
2. He _____ the seeds in the sun before he _____ them.
3. The children _____ fruit seeds and _____ them to Deng.
4. They _____ Deng because he _____ to tell them stories.

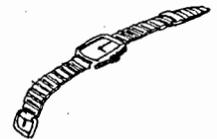
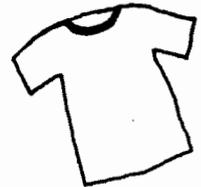
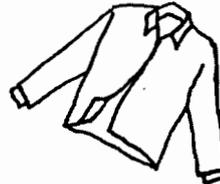
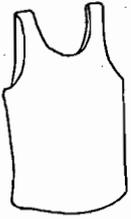
Write the negative:

5. Deng _____ any children.

6. The people _____ him after he died.

CLOTHING

1. Names of Clothes - Match the pictures with the words below.



clothes
shirt
trousers
skirt
vest

dress
blouse
sweater
T-shirt
belt

jalabia
tob
tie
socks
shoes

hat
handkerchief
watch
ring

Use "pair" with some things as follows:



a pair of shoes



a pair of socks



a pair of trousers

2. Questions about Clothes - Answer these questions about clothes, then ask each other in pairs. Change the words that are underlined when you ask each other the questions.

1. What are you wearing?
2. What's your teacher wearing?
3. What colour is your shirt?
4. What colour are your shoes?
5. Do you like to wear a tie?
6. Is her skirt beautiful?

3. Dialogue: A New Shirt - Practice this dialogue in pairs.

New Vocabulary

just too

- A: Hello _____
B: Hello _____. How are you?
A: I'm fine. I like your shirt. Is it new?
B: Yes. I just bought it yesterday.
A: Where did you buy it?
B: In that shop.
A: Let's go in the shop. I want to buy one too.



READING ABOUT CLOTHING
Buying Clothes for My Family

scarf myself nappy newborn baby dress/dressed (verb)



Yesterday I went to the market. I went with a friend. I bought a pair of shoes, a shirt, and a pair of trousers for myself. I bought a scarf and a sweater for my wife. I also bought a dress and nappy for our newborn baby. The dress was very beautiful. My wife was very happy

when she saw the clothes for our baby. She dressed the baby in her new clothes on Sunday when we went to church.

1. Who did he go to the market with?
2. What did he buy for himself?
3. What did he buy for his wife?
4. What did he buy for the baby?
5. How did his wife feel when she saw the clothes?
6. What day did they dress the baby in the new clothes?
7. Where did they go?
8. Is the baby a boy or a girl?

LANGUAGE WORK

1. Irregular Plurals - We add "s" to most nouns to make plurals, but some nouns are "irregular", that is, you make the plural in other ways. First there are three rules:

1. *If the noun ends with "y", drop the "y" and add "ies".*

baby	→	babies
party	→	parties
library	→	libraries
country	→	countries
body	→	bodies

2. *If the noun ends with an "s", "sh" or "ch" sound, or with "o", add "es". When you pronounce these words you add a second syllable.*

bus	→	buses
box	→	boxes
class	→	classes
church	→	churches
dish	→	dishes
watch	→	watches
mango	→	mangoes

3. If the noun ends in "f" or "fe" change it to "ves".

knife → knives

leaf → leaves

4. With some nouns the plural is the same as the singular.

fish → fish

sheep → sheep

5. With these nouns the word changes.

child → children

cow → cows/cattle

foot → feet

goose → geese

man → men

ox → oxen

person → people

syllabus → syllabi

tooth → teeth

woman → women

2. Exercise: Plural - Write the plural of the noun in each sentence.

1. Three _____ came to see you. (woman)

2. I want to have two _____. (child)

3. There are many _____ to that town. (bus)

4. The women took their _____ to the clinic. (baby)

5. There are many _____ during the holiday. (party)

6. A lot of _____ can speak English. (person)

7. There are three _____ in this town. (church)

8. The _____ like to go hunting in the bush. (man)

3. Past Tense Phrases - *Be sure you know the meaning of these phrases. Fill in the blanks with any time phrase. Try to find as many phrases as you can to fit in each sentence. Make your own sentences with the past time phrases*

yesterday

yesterday morning

yesterday afternoon

last night

last week

last month

last year

last June

ten minutes ago

an hour ago

three weeks ago

two months ago

three years ago

a long time ago

in the past

recently

before

1. Classes began at this school _____.
2. I started studying here _____.
3. Our teacher came to teach here _____.
4. We planted fruit trees _____.
5. We had a festival _____.

4. Questions in the Past - *Answer these questions. Try to use the time phrases.*

1. When did you begin to study here?
2. When did you wear your hat?
3. When did you take a trip to another town?
4. When did your mother cook chicken?
5. When did you plant those trees?
6. When did you live in another place?
7. When did you give a gift to your friend?

5. Exercise: Affirmative/Negative - *Choose the affirmative or negative depending on the meaning of the sentence.*

1. I _____ a bath this morning so I feel very clean.
 - a. took
 - b. didn't take

3. Elizabeth sold her bicycle.

A: Did _____?

B: Yes, she did.

4. I felt sick last night.

A: Did _____?

B: Yes. I did.

8. Group Activity: Talking about Your Past - Sit in groups and ask each other questions about your past, especially about your education. When you're finished give a short report about each person to the rest of the class. Use these questions as examples:



Did you live in another place before?

Where did you live before?

How long did you live there?

What did you do before you came to study here?

Did you study in another school before?

Where did you study before?

How long did you study there?

What subjects did you study?

What subjects do you like the most?

Why are you studying here?

What do you plan to do when you finish your education?

CONNECTED LETTERS

Group 2 - This is the second group of letters of the alphabet in cursive writing. Practice writing these letters and words.

f g h i j f g h i j

hide fed had jade

UNIT 4

Talking About Houses

HOUSES IN YEI

New Vocabulary

made of bricks made of mud sitting room bedroom kitchen
latrine well (for water) picture wall watch television plan
each building deep contaminated

Lado lives in Yei. His house is made of bricks. It has two rooms, a sitting room and a bedroom. Here is a picture of the house. There are two buildings. One building has the sitting room and the bedroom. The other building is a hut, called a "tukul" in New Sudan. That's the kitchen.



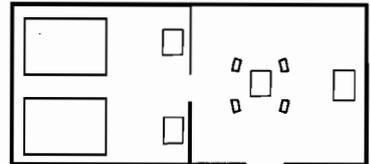
There is some furniture in the house. There are two armchairs, a table, a shelf, and a television in the sitting room. There are two beds and a trunk in the bedroom. There is a picture on the wall. The family likes to

sit in the sitting room and watch television after dinner.

Here is a plan of a house with the furniture in each room.

How many rooms are there in the house?

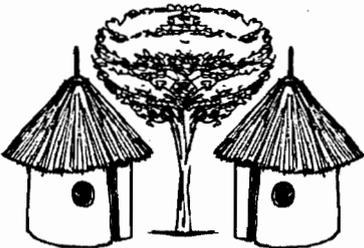
What furniture is there in each room?



This is Mary's house. It is made of mud.

It's a small house. It

has one room with a bed and a chair. Outside the house are two buildings. There's a kitchen and a latrine. The family cooks in the kitchen. They also have a well. The well is very deep and has clean water in it. The well is far from the latrine so the water isn't contaminated.



Questions

1. What is Lado's house made of?
2. How many rooms does it have?
3. Where is the kitchen?
4. What furniture do they have in their sitting room?
5. What do they like to do after dinner?
6. What is Mary's house made of?
7. Why is the well far from the latrine?

READING 2 Houses in Fiji

New Vocabulary

group island palm tree roof reeds floor spread
ourselves inside comfortable most of the time outdoors
flowers the whole year

I live in Fiji. Fiji is a group of islands in the Pacific Ocean. Can you see the palm tree in the picture? There are many palm trees in Fiji. We use the palm leaves to make the roofs of our houses. Palm leaves make very good roofs. They keep out the rain and hot sun.

We make the walls of our houses from reeds. It's always hot in Fiji but the palm leaf roofs and reed walls keep our houses cool.



Inside the houses, on the floor we spread long grass, and on top of the grass we put mats that we make ourselves. We sit on these mats when we are inside and they are very comfortable. We usually sit inside only when it's raining. Most of the time we sit outdoors.

In Fiji it's always hot and wet, and we grow vegetables all year. There

are beautiful flowers in Fiji the whole year.

1. Where is Fiji?
2. What do they make their roofs from in Fiji?
3. What do they make their walls from?
4. Why do they like houses made of palm leaves and reeds?
5. What do they put on the floor?
6. Where do they usually sit - inside or outside?
7. When do they sit inside?
8. How is the weather in Fiji?

HOUSES AND FURNITURE

1. DIALOGUE: Visiting my house - *Learn this dialogue and practice in pairs.*



A: What are you doing after school?

B: I'm going home.

A: Where is your house?

B: It's near the market. Would you like to visit my house?

A: Yes.

B: Come with me.

(They walk to the house. B points to his/her house)

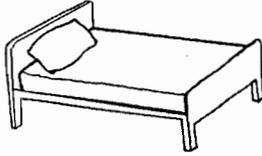
B: This is my house.

A: It's very nice. Who do you live with?

B: I live with my family. Please come in.

A: Thank you.

2. Talking about Furniture - Learn the names of different kinds of furniture.
Ask each other these questions about furniture:



armchair

radio

bed

shelves

cupboard

trunk

television

1. What furniture do we have in the classroom?
2. What furniture do you have at home?
3. Where can you buy furniture in this town?
4. Who makes furniture in this town?
5. Do you know how to make furniture?
6. Can you make a table?

3. Group Activity - Sit in groups and write all of the things you have in each room in each category. Use the table on the next page. Try to write as many things as possible. Ask each other these questions while writing the names of words. When you're finished the groups can tell all the words to the rest of the class.



What do you have in your kitchen?

How many pots do you have in your kitchen?

What do you have in your bedroom?

How many beds do you have?

Where do you keep your clothes?

How many chairs do you have in your sitting room?

Do you have a _____ ?

Things we have in the kitchen.	Things we have in the bedroom.	Things we have in the sitting room.

LANGUAGE WORK

1. Prepositions - *Put these prepositions into the sentences.*

in at to on

1. Everyone come _____ school at 8 o'clock.
2. May I look _____ your pictures?
3. My sister is _____ home.
4. There are two books _____ the table.
5. My friend lives _____ Rumbek.
6. What time are you going _____ the market?
7. Please put the money _____ that box.
8. I put the books _____ the shelf.
9. My friends are coming _____ Friday.
10. We usually go home _____ 5 o'clock.
11. I'll send this letter _____ my brother.
12. There are many people _____ the room.

along around into

1. We walked _____ the road.
2. We ran _____ the football ground three times.
3. The children went _____ the house.
4. There are many shops _____ that street.
5. A big snake went _____ that hole.
6. There's a tall fence _____ our compound.

These prepositions show the location of things. In some sentences you can use several of them for different meanings.

on top of in back of/behind in front of under
over near next to/beside

1. Put the box _____ the cupboard.
2. There's a mouse _____ the bed.
3. The latrine is _____ that building.
4. An aeroplane flew _____ the school.
5. The bookshop is _____ the post office.
6. They like to sit _____ a tree when it's hot.
7. The teacher usually stands _____ the class.
8. The hospital is _____ the school.

2. Talking about the Future - *Following are time phrases that we use when talking about the future:*

tomorrow	in ten minutes	this weekend
tonight	in two hours	soon
after school	in five days	in the future
next week	in two weeks	
next month	in six months	
next year	three days from now	

There are three ways to talk about the future in English.

1. use the Present Continuous
2. put "going to" before the verb. This means that you already plan to do the action.
3. put "will" before the verb

Following are examples of questions and responses about the future

A: What are you doing tonight?

B: I'm doing my homework.

A: What are you going to do this weekend?

B: I'm going to visit my brother.

A: What will you do after school?

B: I'll go home

A: When are we studying English?

B: We're studying English after lunch.

A: When are we going to build a new classroom?

B: We're going to build a new classroom next year.

A: When will you finish your education?

B: I'll finish my education in four years.

3. Questions about the Future - *Ask and answer these questions, then sit in pairs and ask each other.*

1. What are you doing on Sunday?
4. Are you going to read a book tonight?
5. Are you going to exercise after class?
6. Where are you going next month?
7. Will you study here next year?
8. Will you cook dinner for your family tonight?
9. Are you going to visit a friend tomorrow?
10. When will we finish the lesson?
11. What time will we play football?
12. Where will we play football?

4. Future: Negative - *Use "won't" or "I'm not going to" for the negative. Read what these people are saying then write your own sentences.*



I won't go home after school. I'm going to help my sister in the market.
I'll go home at 6 o'clock.



I'm not going to play football after school. I have to study Mathematics. We're going to have an exam tomorrow.



I won't come here tomorrow. I'll visit my brother. He's planting maize and he wants me to help him.



I'm not going to study next week. I'm going to travel to a village to visit my brother. I'll come back in two weeks.

1. I won't _____ after school. I'm going to _____.
2. I'm not going to _____ tomorrow. I'll _____.
3. I won't _____ next week. I'll _____.

5. Future: Short Reading - *Read this paragraph then answer the questions.*



My name is Monica. After school I'm going home, then I'll go to the market with my sister. We'll buy some meat to cook for dinner. After we go to the market we're going to the hospital to visit a friend. She's sick and she's staying in the hospital. When we go home my sister and I will cook dinner, and after we eat dinner we'll do our homework.

1. What's she doing after school?
2. Where is she going with her sister?
3. What will they buy at the market?
4. Where will they go after the market?
5. Why are they going to the hospital?
6. Who will cook dinner?
7. What will they do after they eat dinner?

6. When/Before/After/If - Notice that you put the present tense after these words, not the future.

Before I go home I'll visit a friend at his house. ("Go" is present tense)

I'm going to work in the garden **after I clean** the house.

I'll become a teacher **when I finish** my education.

I'll go to Australia **if I have** enough money.

Complete these sentences in any way:

1. I'll go to the market after _____.
2. We'll buy some food before _____.
3. I'll build a house when _____.
4. I'll go to Juba if _____.

7. Writing: Plans for the Future - Write sentences about what you plan to do in the future. Try to write at least five sentences. Use these questions for ideas.

What do you want to do in the future?

Do you want to be a teacher?

Where do you plan to live?



CONNECTED LETTERS

Group 3 - This is the third group of letters of the alphabet in cursive writing. Practice writing these letters and words.

l m n o p l m n o p

make man pill kind

UNIT 5

The Little Red Hen

New Vocabulary

story will/won't myself herself a little ready
harvest grind/ground flour thick porridge

This is a story about a little red hen who lived on a farm. One day she found some sorghum. She went to find the other animals who were her friends.

"Who will help me plant this sorghum?" she asked.

"I won't," said the cat.

"I won't," said the rat.

"I won't," said the goat.

"I won't," said the cow.

"Then I will plant it myself" said the little red hen. So she did. She went to her farm and planted the sorghum herself.



Every day the little red hen went to the garden to see her sorghum. It began to grow tall. It grew a little every day. She was very happy.

One day she saw that her sorghum was ready to harvest, so she went to find the other animals.

"Who will help me harvest my sorghum?" she asked.

"I won't," said the cat.

"I won't," said the rat.

"I won't," said the goat.

"I won't," said the cow.

"Then I will harvest it myself," she said. So she did. She went to the garden and harvested the sorghum.

The little red hen ground the sorghum. When she



had the flour she said,

“Who will help me make thick porridge?”

“I won't,” said the cat.

“I won't,” said the rat.

“I won't,” said the goat.

“I won't,” said the cow.

“Then I will do it myself,” said the little red hen. So she did.

She made the thick porridge, then she went to the other animals and said,

“I have some good thick porridge.

Who will help me eat it?”

“I will,” said the cat.

“I will,” said the rat.

“I will,” said the goat.

“I will,” said the cow.

“No,” said the little red hen. I will eat it myself.”

So she did.



Questions

1. Did the other animals help her plant the sorghum?
2. Who planted it?
3. Who harvested the sorghum?
4. Who ground the sorghum?
5. Did the other animals eat any porridge?
6. Who ate the porridge?
7. Which animal was hard-working?
8. Were the other animals hard-working or lazy?
9. What do you think is the lesson of this story?
10. Are you like the little red hen or the other animals? (Are you hard-working or lazy?)

Will/Won't from Reading - We use "will" for the future or when we're willing to do something. Write "will" or "won't" in these sentences.

will won't I'll

1. "Who _____ help me plant the sorghum?" said the little red hen.
2. "I _____," said the cow.
3. "Then I _____ plant it myself," she said.
4. The animals _____ help her harvest the sorghum.
5. "Who _____ eat some of this porridge?"
6. "I _____ eat it," said the rat.
7. "No. I _____ eat it myself," she said.

Past Tense from Reading - Do you know the past tense of these verbs from the story? Write one of these words in each sentence.

Present	Past
eat	ate
begin	began
find	found
grind	ground
grow	grew
harvest	harvested
is/am/are	was/were
make	made
plant	planted
see	saw

1. After she _____ the sorghum it _____ tall.
2. She _____ the sorghum to make flour after she _____ it.
3. She _____ thick porridge that she _____ by herself.
4. The little red hen _____ hard-working.
5. The other animals _____ lazy.

Exercise from Reading - Find the correct verb (affirmative or negative).

1. The little red hen _____ some sorghum.

- a. found
- b. didn't find

2. The other animals _____ her plant the sorghum.

- a. helped
- b. didn't help

3. The cow _____ the sorghum.

- a. harvested
- b. didn't harvest

4. The little red hen _____ the porridge.

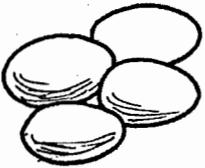
- a. ate
- b. didn't eat

5. The other animals _____ the porridge.

- a. ate
- b. didn't eat

SHOPPING

1. How many?/How much? - Use "how many" with countable things and "how much" with uncountable things. Practice the questions and change the names of food.



A: How many eggs do you want?

(countable things)

B: I want five.



A: How much beef do you want?

(uncountable things)

B: I want two kilos.

Put these words in the table depending on whether you say "how many" or "how much". For meat like chicken and fish you can say "how much" for kilos of meat or "how many" for the number of animals. Try to think of other words to write.

water	milk	eggs	rice
beef	chickens	bottles	flour
fish	oranges	bananas	sugar
liters	kilos	bottles	money

How many? Countable things	How much? Uncountable things
chickens	water

2. Some/A/An Use "some" with uncountable things and "a/an" with countable.

a an some

1. We have to buy _____ rice.
2. I want to buy _____ pawpaw.
3. Would you like _____ apple?
4. Would you like _____ water?
5. Could you give me _____ piece of paper?
6. Could I borrow _____ pencil?
7. I want to buy _____ meat for dinner.
8. I need _____ new notebook.

3. A lot/a little - Use different quantifiers for countable and uncountable things.

countable

a few
a lot of
many

uncountable

a little
a lot of

I have a few eggs.

I have a lot of mangoes.

I have many mangoes.

I have a little water.

I have a lot of rice.

Write a quantifier in each sentence. There are several possible quantifiers in each sentence.

1. I want to buy _____ bananas.
2. I only have _____ money.
3. They have _____ children.
4. In the market there's _____ food.
5. There are _____ girls in this class.
6. We eat _____ fruit.
7. He drinks _____ water.
8. There's _____ food in the kitchen.
9. _____ people came to my birthday party.

4. Buying Food - Compare the use of "much" and "many" in these dialogues. Use "kilos" to buy both countable and uncountable things, or ask for things like mangoes and eggs with "how many" and a number. Use "how much" to ask for prices. Ask each other the questions in pairs, changing the kinds of food you're talking about.

A: What do you want to buy?

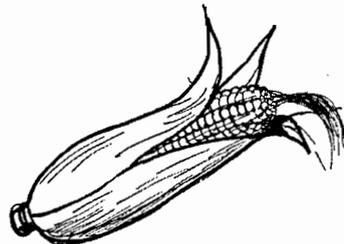
B: I want to buy some maize.

A: How much?

B: One kilo.

A: How much is a kilo of maize?

B: _____



A: What do you want to buy?

B: I want to buy some beef.

A: How many kilos?

B: Two kilos.

A: How much is a kilo of beef?

B: _____



A: What do you want to buy?

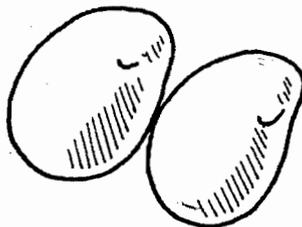
B: Some mangoes.

A: How many?

B: Four.

A: How much is a mango?

B: _____



5. Group Activity: Shopping for a Party - Sit in groups and make a shopping list of food to buy for party. Make a table like the one on the next page on a piece of paper and write the things you're buying with amounts and prices. When you're finished present your party plans to the rest of the class. Use these questions:

NOTE: Use "shall" to ask for people's ideas when you're planning to do something.



What shall we eat at the party?

How many people are coming to the party?

What do we need to buy?

How much _____ shall we buy?

How many _____ do we need?

How much is/are _____? (price)

How many kilos shall we buy?

What else shall we buy?

What else do we need?

What shall we buy to drink?

How much will it cost altogether?

8. Role Play: Shopping for Food - Three or four students come in front of the class. Some are the sellers and some are the buyers. They act out a role play in English of buying food in the market.

Item	amount needed	Cost

LANGUAGE WORK

1. Determiners: This/That/These/Those - Use "this" and "that" for singular. Use "these" and "those" for plural. Practice saying these sentences with objects in the classroom. Put the object somewhere in the classroom and ask another pupil to give it to you. Say it in both singular and plural.

Singular	Plural
<p>I have a Math book. Where's my Math book? This is my Math book. That's my Math book. Please give it to me. Thank you.</p>	<p>I have two pens. Where are my pens? These are my pens. Those are my pens. Please give them to me. Thank you.</p>
<p>I have a _____. Where's my _____? That's my _____. Please give it to me. Thank you.</p>	<p>I have _____. Where are my _____? Those are my _____. Please give them to me. Thank you.</p>

2. Dialogue: Looking for my pen - Practice these dialogues in pairs. Change from singular to plural. Use "it" for a singular object and "they/them" for a plural object.

New Vocabulary

look for

can't find

over there

A: What are you looking for?

B: I'm looking for my pen. I can't find it.

A: Is it in your bag?

B: No.

A: Oh. I see it. It's over there, on the table.

B: Yes. That's my pen. Thank you.



A: What are you looking for?

B: I'm looking for my pens. I can't find them.

A: Are they in your bag?

B: No.

A: Oh. I see them. They're over there, on the table.

B: Yes. Those are my pens. Thank you.

3. Determiners: A/An/Some/Any - Use "a" or "an" for a single countable object. Use "some" for plural uncountable, and "any" with negatives for plural or uncountable things.

affirmative:

Please give me an orange.

I want to eat a mango.

I want to buy some oranges.

I have some rice.

negative:

I don't have a pen.

I didn't buy any mangoes.

We didn't cook any rice.

1. I don't have _____ money.
2. I want to buy _____ new shirt.
3. We need _____ chairs for the classroom
4. She didn't bring _____ milk.
5. Please give me _____ banana.
6. We don't have _____ exercise books.
7. Do you want _____ eggs?
8. Would you like _____ egg?
9. I don't have _____ ruler.
10. We don't have _____ water to drink.

4. Writing - Write about things that you have, don't have and need at the school. Write about both countable and uncountable things.



CONNECTED LETTERS

Group 4 - This is the fourth group of letters of the alphabet in cursive writing. Practice writing these letters and words.

q r s t q r s t

ride sit boat take

UNIT 6

The Blind Man and The Lame Man

New Vocabulary

once wet season dry season crops beginning
decide/decided feast send/sent make plans blind lame
find my way the way to true able to enjoy

There once lived a chief. He was a good man and liked to help the people of his payam. One year in the wet season his crops grew very well and there was a lot of food. So at the beginning of the dry season he decided to have a feast. He sent a letter to all the villages telling them about the feast.



“You don't have to bring anything with you. I have a lot of food to give everybody.”

All the people were very happy and began to make plans to go to the chief's compound.

In one of the villages there were two men. One of them was blind and the other was lame. They weren't happy about the feast.

“I can't see,” said the blind man. “How can I find my way to the chief's compound?”

“I can't walk there because I'm lame,” said the lame man.

So they sat together, feeling very sad.

A few days later the lame man went to see his friend the blind man.

“I have a plan,” he said. “I can't walk, but I can see. I know the way to the chief's house. You can't see, but you can walk.”

“That's true,” said the blind man. “You're a strong man. Are you able to carry me on your back? I can tell you where to walk and we can go to the feast together.”



When the day of the feast came they decided to go earlier than the other people because they walked slowly. When they arrived at the Chief's compound all the other people were very happy and they enjoyed the feast very much.

The lesson of this story is: When weak people work together they become strong.

Questions

1. Why did the chief decide to have a feast?
2. When was the feast?
3. Why weren't the two men happy about the feast?
4. What was the lame man's plan?
5. Why did they go earlier than the other people?
6. How did everyone feel when they arrived at the Chief's compound?
7. What's the lesson of this story?

DESCRIBING PEOPLE

1. Words that Describe People -- *Learn these adjectives. Which of these words describe you?*

friendly	cheerful	rich
short	kind	poor
tall	polite	good
thin	clever	bad
fat	intelligent	healthy
young	brave	unhealthy
old	funny	careful
beautiful	hard-working	careless
pretty	lazy	generous
handsome	weak	stingy
good-looking	strong	greedy

2. Checklist - Ask about yourself and other learners in your class. Check "yes" or "no".

Are you...	Yes	No
friendly?		
kind?		
polite?		
lazy?		
strong?		
healthy?		
generous?		



Is she...	Yes	No
short?		
cheerful?		
clever?		
hard-working?		
careful?		
brave?		
kind?		



Is he...	Yes	No
fat?		
greedy?		
healthy?		
funny?		
intelligent?		
brave?		
young?		

3. Opposites - Connect the words with opposite meanings.

- | | |
|-----------------|-------------|
| 1. strong | a. old |
| 2. stingy | b. healthy |
| 3. hard-working | c. fat |
| 4. tall | d. careless |
| 5. unhealthy | e. good |
| 6. rich | f. short |
| 7. young | g. poor |
| 8. bad | h. lazy |
| 9. careful | i. generous |
| 10. thin | j. weak |

4. Writing and Speaking - Put adjectives in these sentences to describe yourself and other in your class. Write them first, then say them to the class.

I'm _____ and _____.

I'm not _____.

Ayen is _____ and _____.

Ayen isn't _____.

Our teacher is _____ and _____.

Our teacher isn't _____.

EXTENDED FAMILY

1. My Relatives - Following are the words for members of your extended family. We call all of these people "relatives".

relative	male	female	spouse
----------	------	--------	--------

grandmother: This is the mother of your father or mother.

grandfather: This is the father of your mother or father.

grandparents: These are both of your grandmothers and grandfathers.

aunt: This is the sister of your mother or father.

uncle: This is the brother of your mother or father.

cousin: This is the child of your aunt and uncle. "Cousins" are both male and female.

sister-in-law: This is the wife of your brother, or the sister of your husband or wife.

brother-in-law: This is the husband of your sister, or the brother of your husband or wife.

niece: This is the female child of your brother or sister and their spouse.

nephew: This is the male child of your brother or sister and their spouse.

2. Questions about Your Relatives - Ask and answer these questions, then sit in pairs and ask each other. Try to think of other questions about relatives.



- How many of your relatives live with you?
- Who are they?
- Where do your grandparents live?
- How many cousins do you have?
- Where do they live?
- How many nieces and nephews do you have?
- Which relatives do you visit often?
- Which relatives come to visit you?

3. Writing: Describing a Relative - Write a paragraph describing one of your relatives. Write how the person looks, what he/she likes, and special talents the person has. Study the following phrases before writing:

- is tall and good-looking
- is friendly
- likes sports
- likes to talk
- likes to go fishing
- is a good cook

- is good at running
- can sew well
- can speak three languages
- works a lot
- eats a lot
- tells stories



LANGUAGE WORK

1. Superlative - *When we compare two things we add er to the adjective. For long words we use "more". When we compare three or more things we add est to the adjective. With long words we use "the most".*

one thing	two things: COMPARATIVE	three or more things: SUPERLATIVE
short	shorter	the shortest
tall	taller	the tallest
old	older	the oldest
young	younger	the youngest
pretty	prettier	the prettiest
beautiful	more beautiful	the most beautiful
expensive	more expensive	the most expensive
dangerous	more dangerous	the most dangerous
comfortable	more comfortable	the most comfortable
good	better	the best
bad	worse	the worst

Following are examples of sentences with the superlative.

Deng is the tallest person in our class.

We have the biggest class in the school.

Kuku is the oldest student in our class.

This is the most comfortable chair.

A: Which flower is the most beautiful?

B: Roses are the most beautiful.

A: What's the best kind of meat?

B: Beef is the best kind of meat.

A: What is the most dangerous animal in Africa?

B: Lions are the most dangerous.

A: What's the worst insect in the world?

B: Mosquitoes are the worst insect in the world.

2. Writing and Speaking - Write and say words to fill in the blanks, then answer the questions.

- _____ is the oldest student in our class.
- _____ is the youngest student in our class.
- _____ is the tallest student in our class.
- _____ is the best kind of food.
- _____ is the most expensive kind of food.
- _____ is the worst disease in Africa.
- _____ are the most dangerous kind of snake.
- _____ are the most beautiful animals in New Sudan.

- Who is the fastest runner in your school?
- Who is the strongest man in your village?
- Who is the most polite person in your class?
- Who has the biggest bull in your village?
- Where is the most beautiful place in your county?
- What is the cheapest kind of food?
- What kinds of food are the best to eat (to make you healthy)?

3. Switching the Noun - These sentences can be expressed in two ways.

- 1. This is the most comfortable chair. → This chair is the most comfortable.
- 2. This is the best book. _____
- 3. That's the most beautiful flower. _____
- 4. That's the tallest tree. _____
- 5. This is the most delicious food. _____

4. Group Activity - Sit in groups and write as many sentences with the superlative as you can think of. Write about people, your village, animals, plants, and other things.



5. Grammar Terms: Comparative/Superlative - Read these sentences and say if they are "comparative" or "superlative".

1. I'm taller than my mother.
2. I think maize tastes better than rice.
3. That's the biggest tree in our village.
4. Cheetahs can run faster than lions.
5. Vipers are the most dangerous snakes in Africa.
6. I'm older than you.
7. Teak and mahogany are the most valuable kinds of wood.

6. Writing - Write about a blind or lame person in your town. Describe the person and talk about the people who help him or her.



CONNECTED LETTERS

Group 5 - This is the fifth group of letters of the alphabet in cursive writing. Practice writing these letters and words.

u v w x y z wear

yellow zebra umbrella

UNIT 7

The Flood

New Vocabulary

place	flood	during	rainy season	move
high/higher	without	everywhere	river	village elders
meet/met	cow/cattle	round up cattle	drive the cattle	
hills	have to/had to	deep/deeper	can/could	gather
set off	a long time	reach	sleep/slept	path

This is a story about a place in New Sudan where the villages flood during the rainy season. When it floods the people have to move to a higher place.

Last year when the rainy season began in the village it rained for five



days without stopping. There was water everywhere and people could see that the water in the river was getting higher and higher. The village elders met and talked about what to do.

"It's time to move," they said. "We will start today by sending the cattle". So the boys went to round up the cattle. The boys rounded up the cattle and began to drive them toward the hills.

The next morning when the people woke up the sun was shining, but during the night the river had flooded. Water was moving into the village. The people had to move quickly before the water got deeper and the village was flooded. As fast as they could the people gathered the children and everything they could carry together. When they had gathered everything

they set off for the hills.

They walked a long time and the small children felt very tired. Everyone was tired, but they had to keep moving to reach the hills. The parents had to carry their children where the water was very deep.

In the afternoon they could see the hills where they stayed when the village was flooded. That night they slept on the path. The next day they reached the hills where they would stay for three or four months.

Questions

1. How many days did it rain?
2. Who met and talked about what to do?
3. What did the boys do first?
4. What did the people take with them?
5. How long did they walk?
6. How did they feel?
7. Where did they sleep the first night?
8. When did they reach the hills?
9. In which places in New Sudan does it flood during the rainy season?
10. Does it flood like this in your village?

TALKING ABOUT THE WEATHER

1. Weather Vocabulary - *We can add "y" to nouns to make adjectives to describe the weather.*

sun - sunny

hot

cloud - cloudy

cold

rain - rainy

cool

fog - foggy

warm

wind - windy

Use different tenses to talk about rain.

It's raining now.

It rained yesterday.

I think it will rain tomorrow.

Use "it" to refer to the weather as in the examples.

"the weather"

Today the weather is sunny and hot.

Yesterday the weather was cloudy and cool.

Tomorrow the weather will be windy and rainy.

"It"

Today it's sunny and hot.

Yesterday it was cloudy and cool.

Tomorrow it will be windy and rainy.

2. Talking about the Weather - Answer these questions then sit in pairs and ask and answer each other.

1. Describe the weather
 - a. today
 - b. yesterday
2. Is it raining now?
3. Did it rain yesterday?
4. Is it hot or cold today?
5. Was it hot or cold yesterday?
6. How do you think the weather will be tomorrow?
7. Do you think the weather will be good tomorrow?
8. Do you think it will be hot?
9. Do you think it will rain.



3. Weather Charts - Copy this chart and write the weather for each day.

Monday	Tuesday	Wednesday	Thursday	Friday
Saturday		Sunday		

LANGUAGE WORK

1. Adverbs without ly - Most adverbs end in *ly*, for example, *slowly, quickly, loudly, and clearly*. A few adverbs don't have *ly*. The most common is "well" which is used for doing things in a good way.

Don't say: He plays football good.

Say: He plays football well.

Following are some adverbs without ly with examples:

well fast hard high far still

Sanah sews well.

Our teacher speaks English well.

He can run fast.

The airplane is fast.

My parents work hard.

It's raining hard.

Matthew can jump high.

Sarah can run far.

Please sit still. (don't move)

Fill in the blanks any way you like:

1. I _____ well.

2. I don't _____ well.

3. _____ fast.

4. _____ works hard.

5. _____ can jump high.

6. _____ can walk far.

2. Too/also - Use these to connect two actions or things. "Too" is put at the end of the sentence while "also" is put after the subject. Examples:

I bought meat. I bought vegetables too,

I bought meat. I also bought vegetables.

We're going to Juba and we're going to Kajojeji too.

We're going to Juba and we're also going to Kajojeji.

Combine these into one or two sentences with "too" or "also".

1. I sold a cow. I sold a goat.
2. I bought some mangoes. I bought some sugar.
3. We planted maize. We planted mango trees.
4. I like to read. I like to swim.
5. I'm going to the market. I'm going to the post office.

3. Syllables and Stress - In multi-syllable words one syllable is stressed more than others. Following are some examples. The bold syllable is stressed.

word	syllables	stress
mango	man-go	man -go
banana	ba-na-na	ba- na -na
Sudan	Su-dan	Su -dan
happy	hap-py	hap -py
cheerful	cheer-ful	cheer -ful
bigger	big-ger	big -ger
expensive	ex-pen-sive	ex- pen -sive
beautiful	beau-ti-ful	beau -ti-ful
dangerous	dan-ger-ous	dan -ger-ous

Say these sentences with the correct stress

I bought some **man**-goes and ba-**na**-nas.

New Su-**dan** is a **beau**-ti-ful **coun**-try.

Trou-sers are more ex-**pen**-sive than shirts.

Ma-ry is a **cheer**-ful and **hap**-py per-son.



In some words the stress changes depending on the part of speech. These words have different pronunciations when they are verbs and nouns. Study these words then read the examples below.

produce

verb: pro-duce This means to make things.

noun: pro-duce This refers to vegetables and fruit for sale.

record

verb: re-cord This means to write down information.

noun: re-cord This is written information you keep about something

Read these sentences and say the words with the correct stress.

This town produces a lot of food.

There's a lot of produce for sale in the market.

Please record the information in this book.

In this file are the records of our meetings.

4. Question Marks and Exclamation Points - Put question marks after questions. Put exclamation points at the end when someone is shouting or giving a strong command. Put the punctuation in these sentences. Include:

- capital letters
- question marks
- exclamation points

1. do you think it will rain today
2. don't close the door
3. get out of here
4. will mattew be here tomorrow
5. don't take my bicycle

5. Revision: Comparative and Superlative - Choose the correct phrase to put in the blank.

1. Giraffes are _____ animal in Africa.
 - a. the taller
 - b. the tall
 - c. the tallest

2. I think mangoes are _____ kind of fruit.

- a. the best
- b. better
- c. the good

3. This is _____ shirt in the market.

- a. the beautiful
- b. the most beautiful
- c. more beautiful

4. Fish is _____ than goat meat.

- a. the most delicious
- b. deliciouser
- c. more delicious

5. _____ disease I ever had was malaria.

- a. The best
- b. The worst
- c. The worse

6. Revision: before/after/when/if/while - Remember to use the present tense after these words when you're talking about the future.

1. Before you _____ to a foreign country you have to get a passport.

- a. are going
- b. go
- c. went

2. I'll come to school next week if I _____ to visit my brother.

- a. don't go
- b. didn't go
- c. am not going

3. Everyone _____ happy when they see their friends.

- a. will feel
- b. feels
- c. is feeling

4. After you _____ to the toilet you should wash your hands.

- a. went
- b. are going
- c. go

5. If a snake _____ into your compound what will you do?

- a. comes
- b. is coming
- c. will come

7. Substitution table - *Make various sentences by combining phrases from each section.*

I'll	cook dinner eat dinner take a bath drink some tea	after before while	I finish my homework. I cook the food. I wash the clothes. I clean the kitchen.
------	--	--------------------------	--

8. Writing - *Compare the weather in the rainy season and dry season. Write five or more sentences.*



UNIT 8

The Day the Sky Fell Down FOLK STORY

New Vocabulary

clever care for around fall asleep/fell asleep
a strong wind blow/blew blow hard fall off/fell off
jump/jumped fall down run away the bush

Mr Hare was a very clever animal. He had many friends. His friends were Mrs. Cow, Mr Hyena, Mrs Gazelle, Mr Monkey, and Mr Elephant. They all lived happily in a small village.

One day Mrs. Cow went out. She asked Mr Hare to care for her house and her children. Mr Hare walked around the house and the garden. He liked the garden very much. When the children were all playing happily Mr Hare went into the garden and sat under a big pawpaw tree. It was a very hot day so he fell asleep.



After an hour a strong wind began to blow. It blew so hard that one of the pawpaws fell off the tree and fell onto Mr Hare's head. Mr Hare jumped up. He thought the sky was falling down. He got up and began to run.

When he saw Mr Hyena he said "The sky is falling down. Run away quickly!" So Mr

Hyena began to run with him.

Next they saw Mr Elephant. They said "The sky is falling down. Run away quickly!" So the elephant began to run with them.

Next they saw Mrs Gazelle. They said "The sky is falling down. Run away quickly!" So Mrs Gazelle began to run with them.

Next they saw Mr Monkey. They



said “The sky is falling down. Run away quickly!” So Mr Monkey began to run with them. They all ran and ran. They ran away from their village and into the bush.

Today you will find all the animals out in the bush.

Questions

1. Where was Mr Hare sitting when something fell on his head?
2. What fell on his head?
3. What did Mr Hare think?
4. What animals did he tell to run away?
5. Where did they all run?
6. Do you think Mr Hare was really clever?
7. What question does this story explain?

EXPRESSING FEELINGS

1. Talking about Feelings - *Following are some feelings that people have. Which of the feelings are good (positive) and which are bad (negative)? When do you have this feeling (give an example)?*

Feeling	Positive or Negative?	When do you have this feeling?
happy		
unhappy/sad		
angry		
excited		
pleased		
proud		
sorry		
surprised		
worried		

2. Describing your Feelings - Read these examples, then write your own sentences. You can use "because", "that" or "about" after many of the feelings, as in the examples.

because that about

- I'm happy because our team won the football game.
- I'm happy that you're going to university.
- I feel sad because I can't come to school next week.
- I'm angry because someone stole one of my goats.
- I'm excited about the New Year festival.
- Her mother is pleased that she's a good student.
- I'm proud that my daughters are learning to read.
- Our parents are proud of us because we're going to school.
- I'm sorry that you can't come to the wedding.
- I'm surprised that he bought a car.
- I'm worried about the examination.

Write your own sentences. Use "because", "that" or "about" after the feelings.

- 1. I'm happy _____.
- 2. I'm sad/unhappy _____.
- 3. I feel angry _____.
- 4. I'm excited _____.
- 5. I'm pleased _____.
- 6. I'm proud _____.
- 7. I feel sorry _____.
- 8. I'm surprised _____.
- 9. I'm worried _____.

3. Dialogues: Feelings - Practice these dialogues.

A: I'm very happy today.

B: Why are you so happy?

A: I'm happy because I'm going to study in secondary school.

B: That's very good. I'm happy for you.

A: I'm very excited today.

B: Why are you so excited?

A: My aunt and uncle are coming to visit us. My cousins are coming too.

B: I think you'll be happy to see them.

A: I was so worried about my sister yesterday.

B: What happened?

A: She was very sick and we took her to the hospital.

B: Is she alright now?

A: She's better.

B: Don't worry. The doctor can take care of her.



Use "sorry" when you're apologizing for something or when you're talking about something bad that happened to someone.

A: I'm sorry that I couldn't help you yesterday.

B: That's OK. Another friend helped me.

A: I'm sorry that your brother had an accident.

B: Thank you. He's getting better now.

4. Group/Pair Work - Sit in Groups or pairs and write a dialogue about a feeling. Try to write six or more lines in the dialogue. When you're finished present the dialogues to the class.



LANGUAGE WORK

1. To Be: Past/Present/Future - Compare how to use "to be" in the past, present, and future. We use "to be" with four things that we've studied: adjectives, nouns, continuous, and place/time.

Past	Present	Future
was/were	am/are/is	will be
adjective I was tired last night.	adjective I'm happy today.	adjective You'll be late for class.
noun He was a teacher before.	noun She's a teacher now.	noun She'll be a doctor in two years.
continuous I was studying last night.	continuous We're studying English now.	continuous I'll be working on the farm tomorrow.
place/time He was at home yesterday. The party was on Sunday.	place/time She's at the market now. The meeting is at 3 o'clock.	place/time I'll be here tomorrow. The party will be on Monday.

2. Exercise: Present to Past - Change these sentences from the present to the past:

1. Lasu is a teacher now. _____ last year.
2. Yar is sick today. _____ yesterday.
3. I'm working in the garden today. _____ yesterday.
4. They're at school today. _____ yesterday.
5. Kalo is at home now. _____ last night.
6. The classroom is clean today. _____ yesterday.

3. Exercise: Present to Future - Change these sentences to the future.

1. Monica is a teacher now. _____ next year.
2. Machar was here yesterday. _____ tomorrow.
3. It's hot today. _____ tomorrow.
4. We were busy last week. _____ next week.

5. I was at home last night.

_____ tonight.

6. I'm studying here this year.

_____ next year.

4. Exercise: Negative of "To be" - *Change these sentences to the negative.*

Examples:

affirmative

→

negative

I'm sick.

→

I'm not sick.

Kuku is here.

→

Kuku isn't here.

Poni was late for class.

→

Poni wasn't late for class.

You were here yesterday.

→

You weren't here yesterday.

I'll be here tomorrow.

→

I won't be here tomorrow.

1. I'm hungry.

2. I'm going to the market.

3. Suria is at home.

4. Deng was a driver last year.

5. I was at the library yesterday.

6. Mary will be here today.

7. This beef was expensive.

8. It was cold last night.

5. Questions with "To be" - *Answer these questions, then ask each other.*

1. Are you happy today?

2. Are you hungry?

3. Are you a teacher or a pupil?

4. Who was your teacher before?

5. Were you here yesterday?

6. Who wasn't here yesterday?

7. Why weren't you here last week?

8. Will you be here tomorrow?



9. Who won't be here tomorrow?
10. Where were you last night?
11. What were you doing last night?
12. What time will you be here tomorrow?
13. Will you be at home tonight?
14. What time will you be at home?

6. Feelings in the Past and Future - *Feelings are adjectives, and you use "was" and "will be" for the past and future. Use these words with feelings in the past and future ("that" only with the past and "if" only with the future).*

because when if that

I was happy because my brother gave me a gift.

I was happy that you came to see me.

I'll be happy when I become a teacher.

I was angry when they blamed me.

I was angry because he took my dictionary.

I'll be angry if he doesn't return it.

Write your own sentences.

1. I'll be happy if _____.
2. I was angry because _____.
3. I'll be surprised if _____.
4. She'll be pleased when _____.
5. I was sorry that _____.
6. I was excited when _____.

7. Writing - *Write about a feeling you had in the past. Describe the situation and what happened.*



UNIT 9

Why the Frog Croaks FOLK STORY

New Vocabulary

smell	suddenly	remember	wooden spoon
stick/stuck	bottom	smell/smelt	wonderful
after a while	couldn't	swallow	in case
throat	cry/cried	hop/hopped	pain
move	happen	hit	like (as if)

Once upon a time, Deng invited his friend Mr Frog to come and have lunch with him. Mr Frog was always hungry, so he was very happy to go to his friend's house.

He arrived early and was very pleased by the smell of the delicious food his friend was cooking. Deng had cut up meat and onions and put them in a pot to cook. The potatoes weren't very big, so he had just peeled them. The friends were sitting in the kitchen when suddenly Deng remembered that he didn't have any salt.



“Mr Frog, could you stir the food while I run to the shop?” he asked.

Mr Frog picked up the big wooden spoon and stirred the food so that it wouldn't stick to the bottom of the pot. It smelt wonderful, and Mr

Frog was feeling very hungry. After a while, Mr Frog felt that he couldn't wait any longer. He took a potato out of the pot with the big spoon. He tried to swallow it quickly in case his friend came back. The hot potato stuck in his throat.

“Croak, croak, croak” he cried as he hopped around in pain.

The potato wouldn't move. Deng came back and saw what had happened. He tried hitting his friend on the back, but the potato wouldn't move. That is why frogs croak like they have potatoes stuck in their throats.

1. Why was Mr Frog happy to be invited to Deng's house?
2. What was Deng cooking?
3. Why did Deng have to leave?
4. Why did Mr Frog decide to eat one of the potatoes?
5. Why did he eat it quickly?
6. Where did the potato get stuck?
7. How did Deng try to help Mr Frog?
8. Why did the frog croak?
9. What does this story explain?

COMMANDS AND REQUESTS

1. Which one sounds polite? - A "command" is telling or ordering someone to do something. Commands usually don't sound polite. A "request" is more polite. You're asking someone to do something politely.

Read the pairs of sentences. Which is more polite? Check the sentence that is more polite in each pair. The more polite sentence is a request and the other one is a command.

Pair 1: Don't open the window!
 Please don't open the window.

Pair 2: You may go home now.
 Go home now!

Pair 3: Could you give me a piece of chalk?
 Give me some chalk.

Pair 4: Give me your pen.
 May I borrow your pen?

Pair 5: Please do your homework tonight and give it to me tomorrow.
 If you don't do your homework, don't come to school tomorrow.

Pair 6: Alier, answer the question now.
 Please try to answer the question, Alier.

Pair 7: Would you mind cleaning the blackboard, Juan?
 Juan, clean the blackboard now.

2. Polite Phrases - *Following are examples of phrases we use to make requests sound polite. "Could" is more polite than "can" and "would" is more polite than "will". Read and practice the requests and responses. If requesting someone to do something for you, adding "for me" sounds polite.*

Phrase	Example
Please...	Please carry this for me.
Could you...?	Could you help me carry this box?
Would you...?	Would you open the door for me?
Would you mind...(ing)...?	Would you mind cleaning the blackboard?
May I...?	May I borrow your pencil?
Would you mind if I...(ed)...?	Would you mind if I used your rubber?
You may...	You may go outside for a break now.

A: Please take this letter to James.

B: OK. I'm happy to help you.

A: Could you move the table over there?

B: Yes, sure.

A: Would you mind bringing the boxes inside?

B: I'd be happy to.

A: May I borrow your bicycle for twenty minutes?

B: Sure. I don't mind.

A: Would you mind if I used your dictionary?

B: Here. Please take it.

3. Exercise: Commands/Requests - *Change these commands to more polite phrases, then add a polite response.*

1. Open the window! A: _____

B: _____

2. Take this book to Mr. Bol. A: _____

B: _____

3. Go outside now.

A: _____

B: _____

4. Give me your ruler.

A: _____

B: _____

4. Polite Dialogue - Practice this dialogue where the two people are speaking politely. Try to find the phrases that make it polite. Note: "would like" is a polite way to say "want". "Would" is past tense, so "used" must also be past tense in the eighth line.



A: John, could you help me?

B: Yes. What would you like me to do?

A: Please take these keys to Poni.

B: OK.

A: Could you also tell her to come and see me tomorrow?

B: Yes. I'll tell her.

A; Thank you.

B: Would you mind if I used your bicycle?

A: No. Please take it.

B: Thank you.

5. Making Requests - Read the situation then say how you would make the request.

1. You want your friends to play a game with you.
2. Your mother is preparing tea. You want to help her.
3. Your friend is walking alone and you want to walk with him/her.
4. You want your friends to eat a cake that you made.
5. You want someone to help you repair a bicycle tyre.
6. You are inviting your friends to go swimming.

LANGUAGE WORK

1. Subject and Object Pronouns - *Most of the object pronouns are different from subject pronouns. Only "you" is the same.*

Subject Pronoun	Object Pronoun
I	me
you	you
he	him
she	her
we	us
they	them

Find the pronouns in these sentences Are they subjects or objects?

She bought a notebook for me.

They gave us new pens.

He told me that he couldn't go.

She cooked dinner for him.

Can you help me with my Math lesson?

Change the names to subject and object pronouns.

1. Peter sent a letter to Rebecca.
2. Kiden brrought Alek a new book.
3. Kuku made a table for Suria.

2. Object Pronouns: Questions - *Answer these questions then ask each other. Use an object pronoun in the answer her, him, me, us, them.*

1. What did your teacher give you?
2. What did you give your teacher?
3. What did your mother cook for your family last night?
4. What did the headteacher give the learners?
5. What did your friend bring for you today?

3. Object Pronouns in Commands - *The object pronoun can be put in two places in commands. Read the examples then change the sentences.*

- | | | |
|-----------------------------------|---|-------------------------------------|
| 1. Give the book to me. | → | Give me the book. |
| 2. Please take the comb to her. | → | Please take her the comb. |
| 3. Please send the money to him. | → | Please send him the money. |
| 4. Bring the keys to me. | | _____ |
| 5. Please buy some food for them. | | _____ |
| 6. Please lend the books to us. | | _____ |
| 7. Take the money to her. | | _____ |
| 8. _____ | | Please take her the umbrella |
| 9. _____ | | Throw them the ball. |
| 10. _____ | | Please hand me the soap. |
| 11. _____ | | Please bring me the mat. |
| 12. _____ | | Please send him the exercise books. |

4. Exercise: Fill in the blanks - *Put subject or object pronouns in the blanks.*



My mother bought a new dress for _____ yesterday.
_____ 's yellow. I like _____ very much. _____
bought _____ in a shop. _____ gave _____ to
_____ after school. _____ 'm wearing _____ today. Do
_____ like it?

5. Revision: to be - *Choose the correct phrase to put in the blank.*

- Mondri was at home yesterday because _____.
 - he's sick
 - he was sick
 - he's studying
- I can't play football because _____.
 - I'm tired
 - I'm a teacher
 - I'm here

3. The teacher _____ because the pupils cleaned the room.
- was happy
 - was tired
 - was at home
4. I'm going to Rumbek so _____ tomorrow.
- I'll be here
 - I won't be here
 - I'm not here
5. Alek exercises every day so now _____.
- she is a teacher
 - she is strong
 - she is unhappy
6. Rebecca was a good student so now _____.
- she is at home
 - she is a student
 - she is a teacher
7. _____ so I'm cooking some food.
- I was hungry
 - I'm hungry
 - I'm busy

6. Traveling in New Sudan - *Elizabeth is traveling in New Sudan, visiting schools for three weeks. Complete the sentences with:*

was is will be

- Last week Elizabeth _____ in Rumbek.
- Two days ago Elizabeth _____ in Maridi.
- Today Elizabeth _____ in Juba.
- Next week Elizabeth _____ in Upper Nile.
- After that she _____ in Nuba.
- In two weeks Elizabeth _____ back in Rumbek.

7. Writing: Traveling in Europe and Africa - *Read about Ann traveling in Europe, then write a similar story about taking a trip do some African countries.*

TRAVELING IN EUROPE



Ann is traveling in Europe for three weeks. Last week she was in London. Two days ago she was in Paris. She's in Italy now, and next week she'll be in Switzerland. After that she'll be in Germany. She'll be back in New Sudan next month.

TRAVELING IN AFRICA

Write about traveling to different countries or cities in Africa.

UNIT 10

The Bee and the Crow FOLK STORY

New Vocabulary

thirsty surface river sip rush of water
carry her downstream tree branch nearby river bank
sticks pick up/picked up beak drop/dropped against
regain her strength wings fly/flew bow and arrow
aim rescue sting/stung save the life

A thirsty bee landed on the surface of a river to take a drink of water. But before she could take a sip a rush of water suddenly came and carried her downstream.

“Help!” she cried as the river carried her away.

A crow was sitting on a tree branch nearby. He saw what was happening to the bee and flew down to help. On the riverbank there were many small sticks, so the crow picked up one in his beak. He flew a little way downstream of the bee and dropped the stick into the water.



When the bee was washed against the stick, she managed to climb on top of it. For a few minutes she sat there to regain her strength and dry her wings. Then she was able to fly away, but she always remembered how the crow had helped her.

One day the bee saw a young boy putting an arrow in his bow. The boy then aimed the arrow at a bird in a tree. The bee saw that it was the same crow that had rescued her. Quickly she flew towards the boy and stung him on his face. The arrow flew wide of the tree and the crow flew away.

The bee had saved the life of the crow, who had saved her life before.



Questions

1. Why did the bee want a drink of water?
2. Why was she carried downstream?
3. What animal saw the bee?
4. What did the crow drop into the water to save the bee?
5. Why did the bee stay on the stick for a few minutes?
6. What did the boy want to shoot?
7. What was he using to shoot the crow?
8. How did the bee save the life of the crow?
9. Why did the bee want to help the crow?
10. What can you learn from this story?

Tell a Folk Tale - *Do you know any Folk Tales? Tell a folk tale to the class. You may sit in pairs or groups to think of the story and how to tell it to the class.*



PARTS OF PLANT AND TREES

1. Names of Parts - *Do you know the names of the parts of plants? Be sure you know this vocabulary. Write in the table which parts are found on smaller plants and which are found on trees. (Some are found on both.)*

leaf/leaves flower bud stem trunk
root branch bark thorns wood

Found on Smaller Plants	Found on Trees

2. Describing a Plant/Tree - Write a short description of a plant or tree, but don't say its name. You may also draw a picture of the plant or tree. Read the description to the class and show them the picture, and they try to guess what kind of plant or tree you're describing. Examples:



This is a beautiful flower. It's red, yellow, or white. It has a very sweet smell. If you give them to a woman she will be very happy. There are thorns on the stems.
(a rose)

This is a tall tree. It has very big leaves and it has flowers in the dry season. The wood of this tree is very valuable. You can see this tree in the forest and people also plant it in towns.
(a teak tree)



LANGUAGE WORK

1. Determiners: Using "The" - Use "the" to refer to a specific object or objects). Use "a" or "an" for general objects. Read these sentences and compare "the" and "a"
Examples

Please give me a pen. (there are many pens)

Please give me the pen that's on the table. (a specific pen)

I want to use the dictionary. (there's only one dictionary)

I need a new exercise book. (there are many exercise books)

This is a red pen. I want a blue pen. (there are many pens, both red and blue)

This is the book that my teacher gave me. (referring to a specific book)

Where are the goats? (referring to specific goats)

Write "a", "an" or "the".

1. Please give me _____ banana. (there are many bananas)
2. Where are _____ bananas that I brought from home?
3. I want to buy _____ exercise book. (there are many for sale)
4. Please give me _____ ruler. (there's only one ruler)
5. Please give me _____ piece of chalk. (there are many pieces of chalk)
6. Do you have _____ dictionary? (there's only one dictionary)
7. Do you have _____ cup? (there are many cups)
8. Where are _____ cows?
9. Do you have _____ map of Africa that I bought last week?
10. I want to wear _____ shirt that my brother gave me.

2. Present Perfect - *In English there's another tense that we use for actions that have happened from the past up to the present time. This tense is called the "Present Perfect". There are several ways the Present Perfect is used that are important. Read these sentences and compare the meaning with the Past Tense.*

past tense: Something that happened at a time in the past. The action has stopped.

present perfect: The action has happened from the past up to the present time. The action may be continuing now or may have just stopped.

With the present perfect you use "have" with the past participle of the verb. This is the third form of verbs in English. "I have" is shortened to "I've". Compare these sentences:

I was sick. - *This is in the past only. You're better now.*

I've been sick. - *You were sick up to today or you still feel sick.*

I studied in Juba for four years. - *You studied there at some time in the past, but not now.*

I've studied here for two years. - *With the present perfect it means that you're still studying here.*

I lived in Khartoum for two years. - *You lived there in the past, but not now.*

I've lived in this town for five years. - *You came to live here five years ago and you're still living here.*

3. Present Perfect: Questions - *Read these questions and answers:*

A: How long have you studied in this school?

B: I've studied in this school for two years.

A: How long have you studied English?

B: I've studied English for three years.

A: How long have you lived in this town?

B: I've lived here for five years.

I've lived here all my life.

Answer these questions:

1. How long have you studied here?

2. How long have you studied English?

3. How long have you lived in this town?

Ask your teacher:

1. How long have you been a teacher?

2. How long have you taught here?

3. Are you married? How long have you been married?

4. Past Participle - *The following chart has the three forms of the verbs. The past participle is the same as the past with regular verbs, but changes with irregular verbs like "to be", "go", "eat", and "drive".*

Present	Past	Past Participle (with "have" for present perfect)
am/is/are	was/were	have been
study	studied	have studied
live	lived	have lived
teach	taught	have taught
see	saw	have seen
go	went	have gone
eat	ate	have eaten
have	had	have had
play	played	have played
drive	drove	have driven

Practice this dialogue. Explain how the present perfect is used, and the meaning of the sentences.



A: Where have you been? I haven't seen you for a week.

B: I've been sick. I've had malaria for a week.

A: I'm sorry to hear that. How do you feel now?

B: I feel better. Thank you.

5. Have You Ever...? - The present perfect is also used for things you've done in the past. It refers to having the experience at some time in the past, but you don't say when the time was. (If you state the time you have to use the past tense.) Compare the past and present perfect.

I went to Uganda last year. - This is in the past. It states the time you went there in the past.

I've gone to Uganda./I've been to Uganda - This is the present perfect and it means that you've had the experience of going there, but you don't say when you went there. (Use "gone" or "been" to refer to going to a place.)

I've haven't been to Kenya./I've never been to Kenya. - This is the negative. Use it for things you haven't done before.

6. Questions - Answer these questions about things you've done in the past. Ask each other and change the underlined words.

A: Have you ever gone to Upper Nile?

B: Yes, I have./No, I haven't.

1. Have you ever been to Khartoum?
2. Have you ever been a teacher?
3. Have you ever worked in a hospital?
4. Have you ever studied French?
5. Have you ever eaten snake meat?

- 6. Have you ever had malaria?
- 7. Have you ever lived in Uganda?
- 8. Have you ever played golf?
- 9. Have you ever driven a truck?

7. Dialogue: How many times? - *Say the dialogue in pairs and change the name of the place.*

how many times? once twice three times

- A: Have you ever been to Juba?
- B: Yes, I have.
- A: How many times have you been there?
- B: I've been there three times.

- A: Have you ever been to _____?
- B: Yes, I have.
- A: How many times have you been there?
- B: I've been there _____.

8. Writing 1 - *Write things that you've done and things that you've never done. Write at least five sentences.*



I've _____.

I've never _____.

9. Writing 2 - *Write a paragraph about a place you've been to. Write about your experiences there. Example:*

I've been to Nairobi. I went there three years ago. I went to there because...

UNIT 11

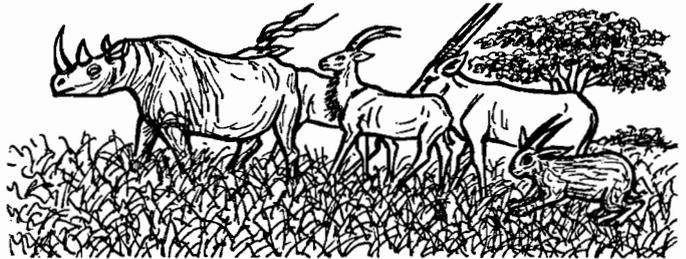
Animals with Horns FOLK STORY

New Vocabulary

horn	friendly	think/thought	bones	clay
gate	know/knew	special occasion	believe	
king	respect	don't either	at least	mine
false	reply	kill	true	leave alone/left alone

A long time ago all the animals with horns were very friendly with each other. One day they had a party. The party was only for animals with horns. They didn't invite any of the other animals.

Mr Hare didn't have a horn but he wanted to go to the party. He thought and thought and suddenly had an idea. He made a pair of horns from bones and clay and put them on his head. Then he went to the party.



Mr Buffalo met the hare at the gate. He knew Mr Hare didn't have horns and was surprised to see that he had horns on his head.

"Mr Hare, where did you get those horns?" he asked.

"Oh, my friend," answered the hare, "You know I always keep my horns at home. I put them on for special occasions."

Mr Buffalo didn't believe Mr Hare so he went to tell Mr Lion. Mr Lion didn't have horns, but he was the king so he was at the party.

Mr Lion called Mr Hare and said, "Why are you here, Mr Hare? You don't have horns."



“I respect you Mr Lion” replied Mr Hare, “but you don’t have horns either.” At least I have mine on my head.”



“Those are false horns” replied the lion in a very fierce voice. He wanted to kill Mr Hare but he knew he couldn’t because what Mr Hare said was true.

So he left Mr Hare alone and Mr Hare was able to enjoy the party.

ORDINAL NUMBERS AND DATES

1. How to Use Ordinal Numbers - *We use ordinal numbers for dates and when putting things in order: first, second, etc. Learn these ordinal numbers:*

1	first	1 st
2	second	2 nd
3	third	3 rd
4	fourth	4 th
5	fifth	5 th
6	sixth	6 th
7	seventh	7 th
8	eighth	8 th
9	ninth	9 th
10	tenth	10 th

11	eleventh	11 th
12	twelfth	12 th
13	thirteenth	13 th
14	fourteenth	14 th
15	fifteenth	15 th
16	sixteenth	16 th
17	seventeenth	17 th
18	eighteenth	18 th
19	nineteenth	19 th
20	twentieth	20 th

21	twenty-first	21 st
22	twenty-second	22 nd
23	twenty-third	23 rd
24	twenty-fourth	24 th
25	twenty-fifth	25 th
26	twenty-sixth	26 th
27	twenty-seventh	27 th
28	twenty-eighth	28 th
29	twenty-ninth	29 th
30	thirtieth	30 th
31	thirty-first	31 st

2. Using Ordinals: Order of Children/Lessons - *Use ordinals when talking about your family. Say and write the sentences for your own family.*

There are six children in my family. I'm the third child.

There are _____ children in my family. I'm the _____.

There are five children in my family.

The first child is named Machar.

The second child is named Alek.

The third child is named Deng.

The fourth child is named Mathiang.

The last child is named Yar.

Here the teacher is telling the learners the order of the lessons for the day. Write the same sentences for your own class.

Today we'll study Science first.

Second we'll study Math.

Third we'll study English.

And we'll study Social Studies last.

3. Dates - *Learn how to write and say dates.*

1 January	=	first January
3 February	=	third February
8 March	=	eighth March
10 April	=	tenth April
12 May	=	twelfth May
15 June	=	fifteenth June
18 July	=	eighteenth July
20 August	=	twentieth August
21 September	=	twenty-first September
24 October	=	twenty-fourth October
30 November	=	thirtieth November
31 December	=	thirty-first December

Ask each other these questions about dates:

1. What's the date today? (Today is...)
2. What's the date tomorrow? (Tomorrow is...)
3. What was the date yesterday? (Yesterday was...)
4. What date were you born? (I was born on...)

4. Dialogue: Meeting Someone - Practice this dialogue in pairs. Change the date and place of the meeting.

A: We haven't finished our work. I think we should meet again.

B: Yes. Let's meet again next week.

A: When shall we meet?

B: Let's meet on _____. (date)

A: Where shall we meet?

B: Let's meet at/in _____.

A: OK. We'll meet on _____ in/at _____.

B: Good. See you then.



5. Activity: Making a Calendar - Monica wrote this calendar for the month of January. Today is marked on the calendar (10 January). Look at the calendar and read the things that she did or will do on each date.

JANUARY

Sun.	Mon.	Tues.	Wed	Thurs	Fri	Sat
		1 went to a party	2	3	4	5 cooked food for everyone
6 went to church	7	8	9	10 Today	11	12 will work on farm
13 will go to church	14	15 will play football	16	17	18 brother will come	19
20	21	22	23	24	25	26 will go to Yei
27	28	29	30	31 will come back from Yei		

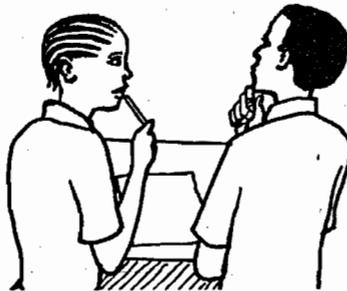


On first January I went to a party.
On fifth January I cooked food for everyone.
On sixth January I went to church.
Today is tenth January. I'm studying.
On twelfth January I'll work on the farm.
On thirteenth January I'll go to church.
On fifteenth January I'll play football.
On eighteenth January my brother will come.
On twenty-sixth January I'll go to Yei.
On thirty-first January I'll come back from Yei.

Answer these questions.

1. What day did she go to a party?
2. What day did she cook food for everyone?
3. What's the date today?
4. When will she go to work on the farm?
5. When will her brother come?
6. When will she go to Yei?
7. When will she come back from Yei?

6. Pair Activity: Making a Calendar - *Sit in pairs and make one calendar together for this month. Write things you did before today and things you will do after today. When you're finished take your calendar to another pair. The two pairs ask each other about their calendars.*



LANGUAGE WORK

1. Present Perfect - Read the sentences and answer the questions. Change "have" to "has" for the third person (in the questions). Learn these new past participles first:

Present	Past	Past Participle (with "have" for present perfect)
clean	cleaned	have cleaned
come	came	have come
cook	cooked	have cooked
repair	repaired	have repaired
take	took	have taken
wash	washed	have washed
write	wrote	have written



I've been sick for two days.
 I've had a headache and a fever.
 I haven't seen a doctor yet.
 I haven't taken any medicine.
 I'll go to the clinic tomorrow.

1. How long has he been sick?
2. What's wrong with him?
3. Has he seen a doctor?
4. Has he taken any medicine?
5. When will he go to the clinic?

2. Using "Yet/Already" - We use the present perfect to talk about things we've already done, or that we haven't done yet. Read these examples.



A: Have you repaired the bicycle?

B: No. I haven't repaired it yet.

Yes. I've repaired it already.

A: Have you washed the clothes?

B: Yes. I've washed them already.

No. I haven't washed them yet.

Answer these questions:

1. Have you cooked dinner yet?
2. Have you written the letter?
3. Have you cleaned the house?
4. Have you taken a bath yet?
5. Have you repaired the lorry yet?
6. Have you gone to the market yet?

3. Writing - *Write sentences about things you have done already and things you haven't done yet. Try to write at least three sentences for each. Read these examples and notice how to use "already" and "yet".*

affirmative:

- I've washed the clothes.
- I've washed the clothes already.
- I've already washed the clothes.

negative:

- I haven't washed the clothes.
- I haven't washed the clothes yet.

4. Present Perfect: Short Readings - *Read and answer the questions. Learn the meaning of the word "still".*

My bicycle is broken and I haven't repaired it yet. I can't ride it. I'll repair it after school.



1. Is her bicycle broken?
2. Has she repaired it yet?
3. When will she repair it?

Lado went to Rumbek last week. He went to see a friend. He hasn't come back yet. He's still there. I think he'll come back next week.



1. Where is Lado?
2. When did he go to Rumbek?
3. Why did he go there?
4. Has he come back yet?
5. Is he still there?
6. When will he come back?

UNIT 12

Rebecca has a Career

New Vocabulary

career fortunately allow attend secondary school
primary school university promise female posted
successful spend her days spend/spent organise
workshop admire secretly study medicine
pass/passed examination admit/admitted

Rebecca was a sixteen year-old girl living with her mother and father in Torit. Her parents hadn't gone to school and planned for their daughter to marry one of the good men in the village and have a big family. Fortunately for Rebecca her parents had allowed her to attend secondary school because Rebecca had been a good student in primary school, and because she had

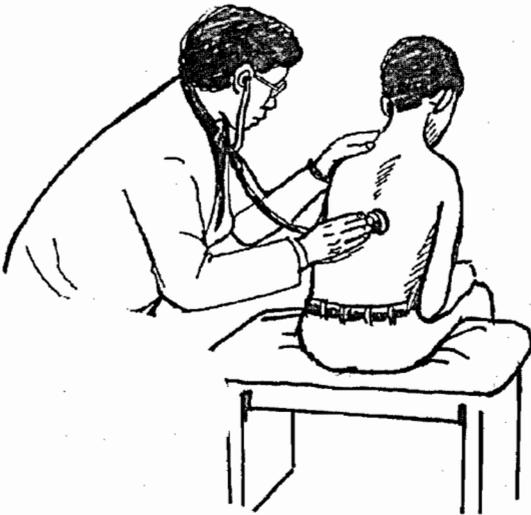
promised them that she would always help them when they became old.

One day a female doctor was posted as head of Torit hospital. This doctor had studied and worked hard and was successful in her career. She was also married and had children, but she spent her days working in the hospital.

Soon after the doctor arrived she organised a health workshop for all the women in the town who were over fifteen.

Rebecca decided to attend the workshop so she could learn more about health. Rebecca admired the doctor and secretly made plans to become a doctor herself.

Rebecca knew that to study medicine you had to pass examinations in English, Mathematics, and Science, so she studied every night to learn these subjects well. When she took the examinations she passed and was



admitted to Juba University. After more years of study she became a doctor.

Now Rebecca has a career as a doctor in her home town. She's married and has her own family, and she spends her days working in the hospital. Her parents are proud of her because she is an important woman in their town and because she cares for them and her family.

Questions

1. How old was Rebecca when she attended the workshop?
2. What did her parents plan for Rebecca to do?
3. Why had they allowed her to attend secondary school?
4. Who did Rebecca admire?
5. Why did she admire her?
6. What did Rebecca decide to do?
7. What subjects do you need to study medicine?
8. Did she pass the examinations?
9. What is Rebecca doing now?
10. Why are her parents proud of her?

COOKING

1. Cooking Vocabulary - *Learn these words that we use to explain how to cook something.*

wash	peel	mix it together	bake
cut up	put it in a pot	stir	roast
slice	put it on the fire	fry	cook it for 20 minutes
chop	put in/add	boil	cook it until it's done

2. Steps in Cooking - *This is a recipe for cooking fried beef.*

recipe	small pieces	onion	oil	salt	first	next
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How to Cook Fried Beef

Step 1: First, cut up the beef into small pieces.

Step 2: Next, chop one onion into small pieces.

Step 3: Put a pot on the fire and add some oil.

Step 4: Put the onions in the pot and fry them for one minute. Stir the onions while they are cooking.

Step 5: Add the beef and cook it with the onions for about five minutes.

Step 6: Add some salt while it's cooking.

Step 7: When it's done put it on a plate and it's ready to eat.



3. Group Activity - Sit in groups. Each group chooses one kind of food to explain how to cook. The group writes the steps together then presents the recipe to the group.



LANGUAGE WORK

1. Negative Questions - We ask negative questions when we think something is true and we want to verify it. We also use them when we're surprised about something. Study these examples:

Statement

I didn't do my homework.

I can't help you.

I'm not coming with you.

Negative Question

Didn't you do your homework?

No, I didn't.

Yes, I did.

Can't you help me?

No, I'm sorry, I can't.

Yes, I can.

Aren't you coming with us?

No, I'm not.

Yes, I am.

I don't want to go.

Don't you want to go?

No, I don't.

Yes, I do.

I haven't taken the medicine.

Haven't you taken the medicine?

No, I haven't.

Yes, I have.

2. Dialogues - Practice these dialogues. The third one has a statement as a negative question, followed by a negative question with "why".



A: I'm sorry, I can't go with you tomorrow.

B: Don't you want to go?

A: Yes, I do, but my parents want me to help them in the garden.

A: How do you feel today?

B: I still feel sick.

A: The doctor gave you some medicine. Haven't you taken it?

B: Yes, I've taken it but I'm still sick.

A: I'm sorry, Monica, I can't help you with your English tomorrow.

B: You can't help me? Why can't you help me?

A: I'm going to visit my aunt. I'll help you the day after tomorrow.

3. Negative Questions: Exercise - Change these sentences to negative questions and write a short answer.

1. I didn't go to the market.

A: Didn't you go to the market?

B: No, I didn't.

2. I'm not going to Juba.

A: _____

B: _____

3. I can't repair your car.

A: _____

B: _____

4. Machar didn't come to class.

A: _____

B: _____

5. Ayen doesn't want to go with us.

A: _____

B: _____

4. Negative Questions: Practice - Read the situation then make up a negative question to go with it. Example:

You think your friend can't go to the market with you.

A: Can't you go to the market with me?

B: No, I can't.

1. You think your sister didn't cook dinner.

2. You think your teacher isn't coming to teach today.

3. You think a friend doesn't like to play football.

4. You think a friend can't swim.

5. Negative Questions with "Why" - Read the sentence then make a negative question with "why". Another learner answers the question. Example:

He didn't come to class yesterday.

A: Why didn't he come to class yesterday.

B: Because he was sick.

1. Our teacher didn't come today.

2. I'm not going with you.

3. I can't meet you tomorrow.

4. She isn't coming to the party.

5. My brother isn't coming to school.

6. We didn't work in the garden yesterday.

7. We didn't harvest the sorghum.

8. I didn't sell the goat.

9. I didn't do my homework.

10. He didn't bring the dictionary.

Revision Exercises

1. Mixed-up Sentences - *Make sentences from these words.*

1. at/to/I/school/go/8 o'clock.

2. think/rain/I/tomorrow/will/it

3. rooms/house/our/two/has

4. is/my/hard-working/aunt

5. is/wood/very/teak/valuable

6. been/never/Rumbek/to/I've

7. go/can't/with/you/us/?

2. Multiple Choice - *Choose the correct answer.*

1. Our relatives will come to visit us _____

a. soon

b. last year

c. two months ago

2. We are going to play football _____

a. yesterday after school

b. last night

c. today after school

3. _____ you coming to school tomorrow?

a. Do

b. Will

c. Are

4. How long _____ you be here?

a. are

b. will

c. do

5. How many people _____ to the game tomorrow?

a. coming

b. are coming

c. came

6. _____ you help me on Saturday morning?

- a. Are
- b. Have
- c. Will

7. What time _____ free tomorrow?

- a. will you be
- b. were you
- c. will you

3. Can/Can't - Write "can" or "can't".

1. Marie _____ come to school because she's sick.
2. He _____ help us because he doesn't have time.
3. We _____ finish the lesson if we work hard.
4. I _____ study in the morning but I can't study in the afternoon.
5. She _____ come today but she can come tomorrow.

4. Odd One Out - Choose the word that doesn't fit with the others.

- | | | | |
|-----------|--------|-------|----------|
| 1. windy | rainy | sunny | harvest |
| 2. eat | think | hope | plan |
| 3. stir | cook | plant | chop |
| 4. shoes | shirt | socks | trousers |
| 5. greedy | polite | brave | careful |
| 6. fifth | second | three | fourth |
| 7. beef | rice | sugar | eggs |
| 8. stem | soil | leaf | flower |

5. Much/many - Write "much" or "many".

1. How _____ brothers and sisters do you have?
2. How _____ rice did you buy?
3. How _____ money do you have?
4. How _____ chickens are you raising?
5. How _____ do you weigh?
6. How _____ people are going to the football game?

6. Because - *Match the two parts of each sentence.*

- | | |
|-------------------------|---|
| 1. She has diarrhea | a. because he doesn't use a mosquito net. |
| 2. He has malaria | b. because he didn't sleep enough. |
| 3. Peter was tired | c. because she eats good food. |
| 4. Santino is so thin | d. because she drank contaminated water. |
| 5. She's always healthy | e. because he doesn't eat enough. |

7. Mixed-up Spellings - *What are these words?*

1. w/e/y/l/o/l
2. g/m/n/a/o
3. c/l/h/t/s/e/o
4. r/e/b/m/o/d/o
5. n/b/n/s/a/a/a
6. w/n/y/d/i
7. g/g/y/o/f
8. o/e/e/g/h/t/t/r

8. If: Multiple Choice - *Find the best answer.*

1. You will be a good student
 - a. if you come late every day.
 - b. if you study your lessons every evening.
 - c. if you don't come to school.

2. You should help people
 - a. if you are lazy.
 - b. if you are too busy.
 - c. if they need help.

3. You should ask questions
 - a. if you don't understand something.
 - b. if you understand something well.
 - c. if you didn't do your homework.

9. Multiple Choice - Find the right answer.

1. Where _____ my notebook? I can't find it.

- a. are
- b. is
- c. do

2. _____ five children in the room.

- a. There is
- b. There are
- c. There was

3. How many people _____ in the group?

- a. there are
- b. are there
- c. is there

4. Are you _____ to buy a shirt?

- a. buying
- b. going
- c. have

5. Why _____ any paper in the cupboard?

- a. is there
- b. there is
- c. isn't there

6. Sudan _____ many natural resources.

- a. has
- b. have
- c. had

7. _____ Yar here yesterday?

- a. Is
- b. Were
- c. Was

8. Why _____ you bring your books?

- a. didn't
- b. weren't
- c. wasn't

10. Fill in the blanks - Put one phrase in each sentence.

will be tired

will be hot

won't be at home

will be ready

will be ten years old

will be difficult

will be late

won't be at school

1. I think the exam _____.

2. John _____ for class. He's helping his father.

3. Please wait. I _____ in five minutes.

4. She's working a lot today. Tonight she _____.

5. Tomorrow is my daughter's birthday. She _____.

6. I think the weather _____ this afternoon.

7. I'm going to a party tonight so I _____.

8. I'm going to see my sister tomorrow so I _____.

11. Present and Past - The first sentence is in the present tense (for "every day/always"). In the second sentence you have to change it to the past tense.

1. Kate meets her friends every evening. She met her friends yesterday evening.

2. I usually buy the newspaper every day. Yesterday I _____ the newspaper.

3. I listen to the news every day after lunch. Yesterday I _____ after lunch.

4. I like to get up early and take a walk. This morning I _____.

5. I drink some milk every day. Yesterday I _____.

12. Past Negative - *The second sentence has the same verb as the first but it's negative.*

1. I saw Barbara but I didn't see Bill.
2. They worked on Monday but they _____ on Tuesday.
3. We went to the Post Office but we _____ to the bank.
4. She had a pen but she _____ any paper.
5. He brought some meat but he _____ any vegetables.
6. My sister studied French but she _____ English.

13. Past Tense Questions - *Write questions for the answers.*

A: What _____ did you buy _____ ?

B: I bought some eggs.

A: What time _____ ?

B: He went home at 4 o'clock.

A: Where _____ ?

B: She went to Juba.

A: Who _____ ?

B: She went with her husband and children.

A: How _____ ?

B: They went by bus.

A: How long _____ ?

B: They stayed there for five days.

14. After/if/when - Connect these sentence parts to make the best meanings

- | | |
|-----------------------------|--------------------------------|
| 1. I want to be a teacher | a. after we go to the market. |
| 2. We will cook dinner | b. when we go to the market. |
| 3. We will buy food | c. if he has some soap. |
| 4. I played football | d. when I finish my education. |
| 5. He will wash the clothes | e. after I did my homework. |

15. Tenses - Choose the correct tense.

1. I _____ English last year.

- a. study
- b. studied
- c. have studied

2. I _____ in this class for six months.

- a. study
- b. am studying
- c. have studied

3. We _____ English every day.

- a. study
- b. are studying
- c. have studied

4. We _____ Science now.

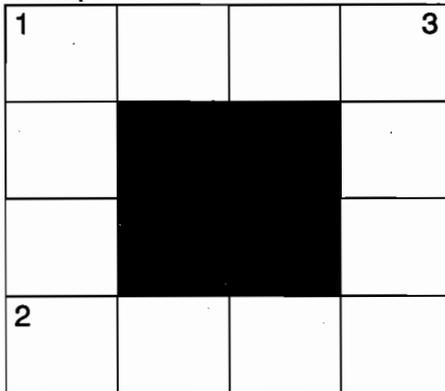
- a. are studying
- b. studied
- c. have studied

16. Hidden Words - *There are fourteen people hidden in this square. Some are written forwards, or backwards, or up, or down. Can you find them?*

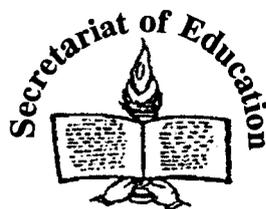
D	A	U	G	H	T	E	R
O	U	N	R	X	H	G	E
C	N	C	A	X	I	I	D
T	T	L	N	X	E	R	A
O	X	E	D	X	F	L	R
R	B	X	S	O	N	X	T
X	O	C	O	U	S	I	N
X	Y	T	N	E	R	A	P

AUNT	GRANDSON
BOY	PARENT
COUSIN	SON
DAUGHTER	TRADER
DOCTOR	THIEF
GIRL	UNCLE

17. Crossword Puzzle - *Write words in the boxes from the clues below.*



1 across	It can fly.
2 across	I use them to open my door.
1 down	I like to read it.
3 down	These animals have four legs and a tail.



NEW SUDAN

ISBN NO. 9966-33-039-9